

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. Has your school made progress towards achieving the goal?

- A. *How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?*
- B. *What are the gaps that exist between your current state and your desired state?*
- C. *How will you address them between now and the end of this school year?*

Administrators are holding data chats with teachers regarding common formative assessments and BSA. Teachers are having discussions with students regarding common formative assessments, the previous year's FSA reading and math score, iReady (reading and math), and BSA results. All students have been invited to par-take in the early learning opportunity (ELO and Morning BUZZ) FSA reading, math and EOC review camps before school and on Saturdays. We had a drop in our lower level quartile for reading learning gains. To close the gap, reading strategies are being implemented in all classrooms across curriculums.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

- A. *What evidence do you see that a barrier has been reduced or eliminated?*
- B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- D. *Did you identify other barriers that could serve as effective re- entry points into the plan?*

Students who are performing below a level 3 on the FSA have been placed in reading classes and math courses that on level with their ability. Staff is receiving professional development on CHAMPS to ensure a learning environment that is cohesive towards achievement. Evidence for the barrier being reduced is seen through common formative assessments. All curriculum levels are using common formative assessments so that achievement/remediation can be monitored. Early Learning Opportunity (ELO and Morning Buzz) camps have been put into place for students to reach their full potential. Crunch time plans for science, Civics EOC, Algebra EOC, Geometry EOC have been planned and has begun implementation or will begin implementation within the month of February.

3. Are your strategies being implemented with fidelity?

- A. *Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Strategies continue to be discussed at faculty meetings, professional learning community meetings and SAC meetings. It has been decided to continue sharing best practices, include remediation/enrichment activities into the classroom, discuss student data, and implement early learning opportunities for FSA review sessions. All strategies are being implemented and monitored with fidelity.

4. What are your benchmarks for success?

- A. *How will you progress towards your goal impact student achievement?*
- B. *What is your desired state?*
- C. *What gaps exist between your current state and your desired state?*

By sharing best practices, using and monitoring common formative assessments, integrating reading strategies across the curriculums and implementing early learning opportunity FSA review camps, we plan to progress towards our goal of student achievement. Gaps that exist between our current state and desired state lay between reading, math and the civics EOC. Our desired state is for Crystal Lake Middle School to increase FSA scale scores for reading and math across all three grade levels and increase 7th grade EOC Civic scores.