

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?*

We have implemented math fluency and reading diagnostics to create baseline data, using I-Ready, Achieve 3000 and embedded countywide tools such as fluency probes and BAS as well as FSA data from 2017-2018. We then monitor progress through the above programs to pinpoint strengths and weaknesses to enhance and improve individual needs. Our overall percent proficiency is 89% in ELA and 88% in Math. We would like to increase to 92% proficiency in ELA and 91% proficiency in Math.

PLC-We are focusing on our weakest standards and the mastery of these standards.

ELO-Lion's Den (FSA reading/math camp) is being implemented 2x's a week for level 1 and 2 students and fragile students newly identified.

BSA was given and skills based groups are being created for those whom showed deficits. Support staff will begin pulling groups to assist teachers.

Data chats are being held to monitor students.

Rtl/CPST meetings continue to focus on students whom are struggling in one or more areas.

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?*

Due to the uniqueness of our school, being a K-8 school, it is a challenge to have enough staff to service the various grade levels. Our level 1 and 2 students, in upper school receive extra math and/or reading support during their elective hour each day.

Given our multiply grade level model, teachers departmentalize in grades 2-5 and it is a challenge to find time for students to be remediated/given extra support.

We have a math special in which the standards are being reviewed and practiced with fidelity.

Students committing to and showing up to Lion's Den (ELO) consistently.

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?*

Yes, all are being implemented with fidelity. Continuous monitoring of data and tweaking individual and/or group needs are being assessed through the various tools named above.

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?*

Based on our data from the various monitoring tools, including the BSA we are on track to continue our upward slope and increase our proficiency in our school percentage for ELA and Math scores on the FSA.