

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Country Isles Elementary School -2981

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?*

Our PLC's are structured to support our learning goals. At every PLC we look at the student data and discuss the progress or lack of. This is the time where students who are experiencing difficulty are identified and put into RTI. We also discuss the programs that we are using and if we are seeing the results with those programs. Foundations is used in the lower grades along with LLI. The PLC meetings ensure teams are working on a common goal and are in constant discussion regarding the strategies in place to reach our goals. This structure has improved communication and the use of data to drive instruction in each grade level.

The LAFS book is used for rigor in small group instruction. After the concepts are taught a standards mastery assessment is given to show proficiency in that area. If students need remediation, tutorial programs are used for review along with classroom guidance on the remediated skill.

iReady is being used in grades 1-5. Students are expected to complete 45 minutes of instruction each week to continue their individual learning path. The 2nd Diagnostic showed a growth in most students. As a school we reviewed iready data and BSA data. 63% of grades 3-5 students are predicted Proficient in Math and 58% Predicted Proficient in Reading. Individual progress was looked at by classes and discussed in data meetings with teachers to review and pinpoint areas of concern. Students will be remediated by standards and reassessed using iready assessments.

The reading coach is also working with out lowest 25% in 4th grade. Each child meets twice a week and works on reading skills that coincide with the standard being taught in class. The students are carefully monitored by the reading coach through iready scores.

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?*

Appropriate materials to meet our goals have been a barrier. This year we continue to use the LAFS book as a guide for rigor with standard based instruction. We also are using the iReady standards mastery assessment which is given after each standard is taught. The data is assessed and monitored in PLC. The barrier was, were our

assessments rigorous enough and standardized. By using the standard mastery program this has eliminated this barrier.

This year we are also including the iReady computer-based program. Students are to log in for 45 minutes in Reading and Math and work at their pace. This increases the student at their level and they are also being exposed to grade level material through the LAFS book and Standard Mastery Assessment.

As a school we continue to monitor and emphasize the importance of small group instruction. This is monitored by the principal and assistant principal. During the PLC we provide staff development on what this looks like in the classroom and provide guidance for those that are having difficulty structuring their class. Balanced Literacy components are modeled, and implementation is also discussed and planned. Student attendance is another barrier for some. The support staff looks at attendance and will contact those students where it has become excessive. Many parents respond to the message. We do have a large ESOL population and struggle with the families that need to travel back to their countries for medical procedures, visas, ill family members etc. When the students return they have missed multiple days and it is difficult. We have implemented an attendance plan that has assisted in eliminating this barrier to some degree. We first will target our struggling students and emphasize the importance of being at school.

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 are being monitored at each PLC meeting and through administrative observations. At PLC meetings teams collaborate and make decisions based on data. Lesson plans and standards are reviewed, and content is monitored and changed based on the information given. Data is monitored and collected from the iReady assessments and instruction.

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?

The benchmarks are monitored at each PLC meeting to work towards meeting our quarterly and EOY goals. In Grades K-2 we look at PMP criteria and /CIE Criteria. Data is charted, and strategies are put in place to work with the children that are not at the desired level. At this time, we also look for growth with our ESOL/RTI/ESE students. In grades 3-5 we are looking at the iReady diagnostic and comparing it to our standards mastery results and BSA results.