

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?*

The structures and systems at Winston Park Elementary are implemented with fidelity. These are continuously monitored to ensure their effectiveness and alignment with our goal. This creates a predictable environment which supports the school's SIP goal. Based on various mid-year data points, we are able to ascertain the likelihood of meeting our SIP goals. To achieve this, our school has employed a variety of strategies. We have implemented a Walk to Reading intervention initiative to support students in kindergarten through third grade. Additionally, we are implementing our RTI process with fidelity. Students are receiving targeted research-based interventions to provide the support required for their academic success. Teachers will continue to provide effective Tier I instruction. Students will continue to utilize i-Ready to support academic growth. We will continue to monitor student progress and will adjust the support as needed.

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?*

We have implemented a new attendance plan and incentive initiative to address the barriers relevant to our student attendance. This has resulted in a decrease of truancy. Our implementation of a high quality RTI process has facilitated the progress monitoring of students not meeting grade level expectations. Through this implementation and subsequent monitoring, it has been evident that an increased number of students are meeting their goals. Furthermore, we have increased the number of students receiving double dose interventions through the Walk to Reading Initiative. This has resulted in an increased number of students achieving grade level expectations as evidenced by the BAS, i-Ready and BSA data.

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?*

The initiatives have been implemented with fidelity. The progress monitoring data is utilized to determine if adjustments to the strategies is necessary. The progress monitoring tools utilized include i-Ready Standards Mastery, i-Ready Diagnostic assessments, Professional Learning Community (PLC) data, the Benchmark Assessment System, intervention data, third grade keystones and formative assessments. The data collected is analyzed during PLC meetings, data chats and Leadership Team meetings. This analysis facilitates the modification of Tier I

instruction, targeted small group instruction, intervention groups and programs utilized to meet student needs.

4. What are your benchmarks for success?

- A. How will your 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?*

At this time the i-Ready Diagnostic Assessment reveals that 59% of students are predicted to achieve proficiency. Our BSA data is similarly aligned to i-Ready data. As we continue analyzing the progress monitoring data, our plan will be modified, and a plan will be customized to address the student needs. This will impact instructional decisions and the provision of targeted interventions.