

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?

Our school is making great strides toward achieving the goals that we set this year. 63% of our students are predicted to be proficient in ELA based upon the results of the BSA, and 69% are predicted to be proficient in Math. Based on the results of the iReady diagnostic #2, 67% of the students in grades 3-5 are predicted to be proficient on FSA ELA and 63% of the students in grades 3-5 are predicted to be proficient on FSA Math. This score reflected mastery of standards that have been taught as well as ones that have not been covered. Teachers have taken a close look over the results, and they have planned to ensure that all grade level standards will be covered and mastered before the administration of the FSA. The BAS and BSA data show that there are still students not predicted to achieve proficiency on the FSA in ELA. These students are receiving interventions that are targeting their weak areas. Their progress is being closely monitored through the RTI process, so that we can achieve our SIP goals.

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?

Based on BAS, some reading barriers were identified. Our Literacy coach is working closely with the teachers to ensure that teachers are differentiating instruction based upon the students' levels, and are providing targeted interventions at a minimum of three times per week. Students in the lowest quartile attend a before-school iReady lab four times a week for 20 minute sessions, which provides additional support in their weak areas. English Language Learners in K-5 are invited to attend an after-school academic camp to improve their oral and written language and reading skills. We expect to have over 50 students enrolled in this extended learning opportunity.

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?

Based upon the Midyear Data, all reading instruction at Tiers 1-3 will continue. Morning computer lab will continue as well as the ELL Camp. Fidelity of implementation is being monitored closely through lesson plan checks and classroom walkthroughs and observations.

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?

We are monitoring our progress towards our goal of increased learning gains in ELA with the BAS (3 times per year) in grades K-3 and the lowest quartile (grades 4-5). We also have the iReady Reading and Math Diagnostic Assessment. Our desired state is for all students in 4th and 5th grade to make a learning gain in ELA. Some gaps that exist are that some students are still struggling. These students will continue to receive interventions and teachers will remediate their weakest standards.