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?*

   Fox Trail Elementary continues to follow the Leader in Me program, which supports the goals of the School Improvement Plan. Through the program, students are tracking their academic progress in their leadership notebooks which has helped make are students aware of their strengths and weaknesses. We have established a school-wide goal for i-Ready requiring them to " Strive for 45" and complete a minimum of 45 minutes on reading i-Ready. We are tracking the goal at a student level, class level and school level. The number of students consistently meeting the 45-minute goal and passing lessons with 70% or higher is increasing. The 4th and 5th grade teachers are following their instructional focus calendar and using the Standards Mastery Tests from i-Ready to monitor their progress. The additional data that is being created by these assessments has allowed the teachers to analyze the data and use it to plan for instruction as a part of their PLCs. We have examined the BAS data to compare this year's AP1 with last year's AP3. The data indicated that the percentage of proficient students scored comparably to last year and the struggling students continued to struggle. As a result, we have been able to target specific students for additional intensive interventions and select students to take part in extended learning opportunity camps. In addition, at risk reading students in grades 4 and 5 are receiving additional support from a reading support teacher. With all of these structures in place, we believe a positive impact will be achieved.

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?*

   The greatest alterable barriers that we continue to address are attendance, materials and training. The school-wide attendance plan was thoroughly reviewed and amended to address the absences. Staff was made aware of the attendance procedures and of the parent communication that is required to inform about the importance of regular school attendance. The school social worker has also increased her involvement in school attendance. Currently, we have 72 students with attendance below 90%, which is a decrease from 129 students in 2017-18. A lack of sufficient and appropriate intervention materials was another barrier that was addressed. Materials were purchased through Title I funds to support our struggling students including those in the lowest 30. LLI Kits, Fundations and test aligned materials for afterschool and Saturday camps are some of the new materials. In addition, teachers have been trained to use these programs. We are just beginning to distribute and use these materials so we have not yet seen their impact, however we anticipate positive results if the programs are used with fidelity. The district has helped us identify areas of need and provide training for Guided Reading Calibrations to our 4th and 5th grade teachers. We have also provided in house reading trainings to increase our teacher's skills and self confidence in presenting small group guided reading instruction lessons, interactive read aloud lessons, shared reading lessons and deconstructing the standards. As a result, we are beginning to see teachers use these strategies.

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?*

Our school-wide i-Ready initiative has been an effective tool to improve student scores by setting student goals and giving teachers an insight as to the specific needs of our students. The midyear test scores indicate an increase in proficiency for our students. Our teachers are becoming more proficient in disaggregating the data and utilizing it in order to plan for instruction. In fourth and fifth grade, teachers are using the standards mastery tests in order to determine the effectiveness of instruction and mastery of specific standards. This has helped our teams work together and focus on particular areas of need for their grade level. Our i-Ready focus this year has been for reading, however the success has led us to think about expanding this initiative to include math in the future.

We have provided teacher trainings in order to ensure the teachers have the necessary tools to effectively implement small group guided reading instruction, shared reading and interactive read-alouds with fidelity. We continue to support teachers as they become more comfortable with these strategies.

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?

Our desired goal is increased proficiency with an emphasis on increased proficiency for our lowest 30th percentile. The ability to generate and look at the grade level data through i-Ready has helped us drill down and focus on the particular areas of weakness. It not only helped us effectively group the students for instruction but as a team a plan was created with specific lessons and strategies to address identified standards. The first diagnostic identified weaknesses in Phonics and in Vocabulary. As a result focused and deliberate instruction was given and the midyear diagnostic indicates the gap is closing. At each grade level, new weaknesses have been identified through the midyear assessment and they are currently being addressed. In addition to i-Ready, teachers are collecting and analyzing BAS data, BSA data and formative assessment data in their PLCs in order to monitor their progress and determine the gains necessary for proficiency. Our teachers have embraced the data and have improved their ability to use the data to inform instruction, which is making a positive impact on our goal to increase proficiency.