

# 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 in place at our school is the ability for students to work on their reading proficiency with the different resources that we have for them. Students have things available to them in technology are I-ready, NewsELA, vocabulary.com. Students also have access to paper-based programs and common formative assessments. The students have access to these things at home, at school, or both. This helps support our SIP goal because by the students and teachers using these resources it helps us to move towards our goal of having 45% of students in grades 3-8 being proficient in reading. The current gap that we have is the fact that we were at a 40% proficiency in reading and we are trying to raise that by 5% for this school year. Current i-Ready data shows that 35% of the students are proficient in reading. We will continue to monitor student achievement through common formative assessments until it is time AP 3 for i-Ready. The ways we are addressing it are the way stated above and we are also including more tutoring sessions and having those students that are not proficient going to ELO camps to get that extra review and help. Implementing these resources and programs will help us to achieve the goal that we have set for ourselves by the end of this school year.

## 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?

There are many different levels in the classrooms. Teachers are always pulling small groups but there is not enough time in the day to meet all the needs of the children. We have decided to differentiate our ELO camp. On Monday's our lowest quartile student attend ELO after school, Tuesday students that are bubbles or sliders attend and proficient students attend in the mornings throughout the week. Also, as we move closer to testing students that have not attended ELO camps will be pulled during specials and electives with parent permission to receive additional help. We are overcoming the barrier of not enough time during the day by targeting different groups of students at different times.

## 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 strategies are being implemented with fidelity. The ways that we have determined that we should continue our strategies is through analyzing the reading data reading scores in I-ready, NewsELA, and through Common Formative Assessments. Based on the scores we have noticed that many students have made gains from the beginning of the year up until this point. Which lets us know that if we continue to use these strategies and resources than our students should meet the proficiency goal that we have set up for reading by the end of this school year.

## 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?

To make sure that we progress towards our goal for student impact on their achievement we will continue to use the strategies and resources like I-ready, NewsELA, and Common Formative Assessments. We will also continue to have our teacher participate in reading strategies trainings so that they are able to implement these ideas into their teaching. Teachers will also continue to work in their professional learning communities to share best practices and use the Literacy Continuum along with the LLI intervention system. By doing this we should be able to reach our desired state of having by May 2019, 45% of the students in grades 3-8 proficient in reading. The gap that separates us from our desired state is the 5% gain we need to make from what our proficiency in reading was to what we want it to be. But with what we are implementing we should be able to meet that goal.