BENNETT ELEMENTARY
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?*

   A. We ensure a culture that creates positive environments and a school climate that supports our school improvement plan goals. By creating and utilizing a schoolwide Instructional Focus Calendar that focuses on academic standards and allots time for I-Ready usage. This allows us to conduct monthly data chats with teachers to monitor student progress in Reading and Math.
   B. Gaps between the students' current level of proficiency and the desired level of proficiency exists in Reading, Math and Science.
   C. Gaps in current and desired proficiency is addressed on a weekly-daily basis. Teachers are conscientiously aware of the gaps in proficiency and plans standards-based instruction to help close the gaps. We offer Academic Camps afterschool to help close the gaps in proficiency in Reading and Math.

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?*

   A. As evidenced by I-Ready Diagnostic 1 and 2, students are slowing progressing towards their typical growth and stretch growth targets in Reading and Math. However, as a school, we continue to be far behind the District averages in Reading and Math domains.
   B. Implementing Standards-Based professional development on Deconstructing standards, Test Specifications and Test Design Summary, teachers will be more aware of what the requirements are for a students' to master the standard and gain the knowledge of the content limits for each standard. This will allow for teachers to plan effective lessons that will help students to master the standards.
   C. Currently, we have processes in place towards eliminating the barriers to success.
   D. Currently, there are no additional barriers.

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?*

   A. We constantly monitor student progress on I-ready to ensure that they are progressing towards mastery on grade-level standards. Data Chats are our driving force to determine which strategies we should continue, intensify, modify, or terminate. During data chats, teachers identify which students are struggling and those that have met standards. They discuss their plan of actions for each group of students.

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?*

   A. Progress towards our School improvement goals will impact student achievement by increasing the number of students that are proficient in Reading and Math.
   B. We desire to be a "B" School. For this to occur, we must meet our target goals in reading (55%), math (60%) and science (45%)
   C. Currently, we have gaps in instruction and standards mastery in Reading, Math and Science, but we are working hard towards closing the gaps by offering tutoring camps for those students in need of additional assistance.