

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019

Directions for School Leadership Team: As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school's Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

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?*

iReady Standards Mastery Assessments, BSA Data, RTIs, Staff meetings, weekly grade level meetings, after school Leadership team meetings, specialized PLCs and a school-wide PLC all work together to create a school climate that supports our SIP goal. All of these systems occur on predictable schedules so that staff and students can get the support they need on a regular basis. According to the iReady Diagnostics as well as the BSA data, we still need more gains to meet our desired goals of closing the gap between our scores and the district average and moving up in our SES band. To achieve our goal, we will strive to follow best practices by remediating and enriching students in individual skills as needed based on the iReady Standards Mastery Assessment testing, teacher observational information and BSA.

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?*

One of the most significant barriers we face is scheduling. Due to insufficient specials teachers (as supported by our budget), grade level teachers do not have enough common planning time to work together, share strategies, meet in vertical teams, and compare data as they should. Release days could be provided, however the severe substitute shortage in the district does not allow this solution either. The shortage of subs has significantly increased this school year, causing many students to be split into other teacher's classes when there is no substitute. This has an effect on learning in both the class that was split up and all the classes who must take on extra students. The negative impact has also spilled over into our ability to meet regularly and disaggregate data. Schedules for data chats have needed to be rescheduled often due to the fact that all must happen after school, since release time subs cannot be obtained. A lack of substitutes happens weekly and is becoming one of our biggest barriers. But for this barrier, planning and collaboration of teachers and grade levels would increase, and much more could be done to facilitate our student's progress.

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?*

This year, teachers have made improvements in tracking student progress and interacting with student data. This is shared through team PLC's and quarterly data chats among administration and teachers, pending the issues discussed in question number two. These procedures are now being followed on regular schedules and with fidelity at our school. Improvements in this area have increased the effectiveness of teachers' lesson and remediation choices based on student needs as supported by the data. While we are celebrating our progress in this area, we still have areas that need improvement as far as implementing with fidelity. We have gone the extra mile to accommodate as many students (with a huge variety of schedules) into ELO and LEC opportunities as possible. We are also looking into the implementation of weekend enrichment camps. This is making it possible for students to attend ELO opportunities, where their schedules would not allow last year. Time constraints that were a concern for us last year have remained, however we are finding ways to work around them. current time, We are

hoping to strike a balance between these two, while not sacrificing any of the student gains we are seeing in the ELO/LEC programs.

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 will progress by differentiating instruction for students based on their individual performance as measured by iReady Standards Mastery assessments, iReady Diagnostics, BAS levels, and BSA . Our desired state is to increase the percent of learning gains and students performing at proficiency levels within all subgroups and our overall population. Currently we are showing slight increase in results to last year's performance, though this year we are using the iReady Diagnostic along with BSA for growth monitoring. We will need to increase our overall score by 7 points in order to reach a school grade of a B. We believe our targeted instructional strategies will help us close this gap and move our school forward.