

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION

**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?*
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- A. The systems we implement at our school include but not limited to data chats, instructional focused schedules, academic grouping for small group remediation and enrichment instructions, as well as intervention camps. These systems create a climate that not only places the responsibility for managing and monitoring data on instructional staff but promotes students' accountability as well. The above systems enable the teachers and students to set goals and evaluate their effectiveness as they work towards reaching their goals. It also promotes data driven decision and allows for successful evaluations and monitoring of our schools SIP goal.
  - B. Currently our 3<sup>rd</sup> grade tested 52% proficient in ELA and 61% proficient in math, as evidenced by FSA 2018. Our FSA 2019 goal is to increase 3<sup>rd</sup> grade ELA proficiency to 57% and Math proficiency to 66%. Therefore, as of now we are 5% away from reaching our goal.
  - C. During the ELA and Math Block all students, especially 3<sup>rd</sup> grade students have been placed in small groups according to their proficiency levels and interventions needs. During this instructional block students are receiving explicit instructions based on their individual strengths and weaknesses derived from BSA, BAS and I-ready data. Instructional staff are continuously engaging in grade level PLC's focused on standard based instructions to improve instruction and student achievement.

## 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?*

Schedules have been reviewed and customized to gain more instructional time for teachers and students. In addition, we have conducted on going professional developments (PD) focused on guided reading and math materials to assist teachers with whole group and small group instructions.

- A. Grade level literacy blocks has been extended. Specials classes have been modified to reflect two enrichment courses taught by instructional support. Grades kindergarten through third grade have a floating interventionist for intensive phonics instructions.
- B. During the ELA block, we have extended time for double dosing instructions and intervention for struggling students, and specials teachers (intervention teachers) pull small reading groups.
- C. If progress towards eliminating the barrier are not enough, we will conduct another needs assessment and continue to evaluate and monitor the schedules and all other systems we have in place for the improving effectiveness.

D. No other barriers have been identified at this time.

**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. The decision to extend the literacy block, enrich our specials classes, and incorporate interventions for phonics were based on specific data trends across each grade level derived from BAS, I-ready and standard aligned assessments. The modified scheduling allows time for teachers to remediate, enrich, and re-assess based on students' needs.

**4. What are your benchmarks for success?**

A. *How will your 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 use BAS, I-ready, School City assessments, and FSA practice test data to monitor the progress towards our goal.

A. The effort put forth by our instructional staff to engage in data chats and their willingness to modify instructional lesson and academic grouping promotes the success for all students. Along with being a data transparent school, we are making progress towards our goals and have systems in place to positively impact student achievement levels.

B. Our schoolwide proficiency goal is a 57% in ELA and a 66% in math on the 2019 FSA. Also, we are expecting 90% of our Kindergarten, first and second grade students to meet ELA proficiency levels as measured by the BAS.

C. Our 3<sup>rd</sup> grade students are 10 percentage points from meeting our schoolwide goal.