

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Bayview's School Improvement Plan Goals: We will increase student achievement in literacy. We will increase the percentage of students earning a 3 or higher on the ELA FSA.

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?*

We are continually making progress towards achieving our goals to increase achievement in literacy and to increase the percentage of students earning a 3 or higher on the ELA FSA. Our teachers follow structured daily schedules, as well as following the overall school-day schedule. Daily schedules ensure that all students receive proper reading instruction and intervention instruction. There are currently still gaps between our current state and our desired state based on our SIP goals because we have not yet taken our annual FSA tests to see how our students will perform. Our preliminary data indicates that i-Ready implementation is improving student performance in literacy. We will continue to monitor progress of all of our students through diagnostic assessments in i-Ready and other quarterly progress monitoring assessments. We have also started offering FSA camp study sessions twice a week for our lowest 25 %.

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?*

We have adjusted intervention groups quarterly to provide the appropriate interventions based on students' changing needs. We have also adjusted para schedules as needed to provide additional assistance. Our social worker has diligently contacted and met with families of students demonstrating chronic and severe absenteeism. Additional ongoing i-Ready training has been provided to staff to increase student performance and teacher knowledge. All 4th and 5th grade teachers have received DBQ training. The leadership team has received additional writing training. On a quarterly basis we see several students making enough gains in their progress monitoring and performance that it is clear that monitoring and changing our interventions is helping us achieve our goal of literacy achievement.

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?*

We continually receive professional development to ensure that our teachers and students are using the i-Ready program to fidelity. This is an area we will continue to work on as we navigate our first year with the program. We also meet with teachers to bi-monthly to determine if specific students need to intensify or modify their intervention needs based on progress monitoring data and performance.

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?*

At this time, we feel that our i-Ready implementation, use of various intensive formal interventions, analyzing of data, and commencement of FSA camp are all helping us to achieve our goal of increasing student achievement in literacy. Our desired state from increasing student literacy achievement is that a higher percentage of students will be able to score a 3 or higher on the FSA assessment. We are unable to be sure of our success/progress towards our ultimate goal until after the students have completed the FSA assessment.