

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

2018-2019

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?

- 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?*
- What are the gaps that exist between your current state and your desired state?*
- How will you address them between now and the end of this school year?*

Our instructional plan is implemented and monitored through our Professional Learning Communities and Curriculum Framework meetings where teachers have Common Planning time for each grade level team to utilize BAS data and the Continuum. All Framework meetings are facilitated by our reading and math coach. Along with data chats and targeted remediation, our data (BAS/IReady/Mini-Assessments) shows we are making progress towards our SIP goal. Currently our gaps are in choosing reading programs and current strategies that align with our 21st Century learners. We have revised our push in schedules with coaches and paraprofessionals for added support during the 90- minute guided reading block. We have also mainstreamed our PLC's to correlate with real time data as well as summative assessments to hone- in on specific standard deficiencies and remediate and enrich in real-time settings.

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.)

- What evidence do you see that a barrier has been reduced or eliminated?*
- What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- Did you identify other barriers that could serve as effective re- entry points into the plan?*

We eliminated our barrier of an inconsistent reading block time frame in order to provide adequate support for all grade levels. Therefore, we adjusted our master schedule to incorporate a uniform 90- minute reading block. Our IReady and BAS progress monitoring assessments in reading and math indicate that we are progressing towards our goals. We infused additional Learning Communities (as a follow up piece), where teachers observe other colleagues modeling best practices. This strategy has allowed teachers to expand their toolbox of strategies allowing more access to coach support. We have empowered our teachers to see the power in professional development via coaches modeling what is taught at district meetings as well as assigning teams suggested workshops and providing opportunities for them to present the information learned to their grade level teams. We will continue to support our teachers with district reading and math goals.

3. Are your strategies being implemented with fidelity?

- Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

We determined we needed to intensify our rigor when teaching reading strategies. In order to do this, we decided to utilize components of the continuum during our guided reading block as well as infusing our IReady ToolBox components to support Tier 2 and Tier 3 interventions and monitoring progress via IReady checkpoint and diagnostic assessments. Moving forward, we are still working to revise our current format for scales, rubrics and learning goals with a more unified, user friendly approach via our revised grade level PLC's.

4. What are your benchmarks for success?

- How will you progress towards your goal impact student achievement?*
- What is your desired state?*
- What gaps exist between your current state and your desired state?*

Progress towards our goal will be to continue to monitor and address learning gains and increase proficiency. Our desired state is to continue to maintain consistency during our 90-minute reading block with support from our coaches and paraprofessionals. Ongoing supports will be used to strengthen our gap in choosing proper programs for reading success while aligning best strategies to enhance learning. Moving forward we will continue to monitor and provide feedback through our monthly PLC's with teachers, coaches and administration.