

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2018

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?*

The structures and systems in place at our school ensure that all facets of the school culture create a predictable environment and a school climate that supports SIP goal by providing clear academic goals in reading, math and science. We conduct quarterly data meetings to monitor and discuss ways to improve reading, math and science or modify the curriculum as needed.

The gap that exist between our current state and our desired state is that students are not progressing as predicted. In order to address the gaps between our current state and desired state, we have departmentalized fourth and fifth grade along with two classes in third grade. We also provide push-in support for reading, math, and science. We have conducted Homework Club for the lowest 30th and FSA camp for our bubble students and students. We also offer hands-on activities and problem solving projects to enrich our above level students to ensure academic success. We provide small group instruction, integrated units of study and after school tutoring to ensure that students receive support to address their deficiencies and provide enrichment activities. We also use Scope and Sequence for science along with STEM Scopes.

To address and modify these gaps, the administration conducts walk-throughs and informal and formal observations. The curriculum coaches collaborate with teachers and provide pull-out and push-in services to students as needed.

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 barriers that Sanders Park face is parent involvement. There have been numerous attempts to encourage parents to play an active role in their child's educational experiences. Such as Literacy Night, School Advisory Council Meetings, Volunteers, Open House, Parent Teacher Association (PTA), Doughnuts for Dad and Holiday Programs.

Secondly, another barrier that exist is student attendance and tardiness. Procedures have been put into place to help reduce the number of absences and tardiness. Administration will continue to review the data to measure the effectiveness of the current attendance plan and will modify as needed.

Thirdly, another barrier that exist is scheduling. The Master Schedule was restructured so that teachers can have a daily, one-hour block for push in support. The Specials teachers and Support Staff provides push-in support within a specific grade level and a targeted group of students.

Lastly, the amount of teachers new to the district and/or school. As a result of this, staff development plans have been implemented to include TIF V TLCCP support, New Educator's Support System, Professional Learning Communities, Professional Planning Days, weekly team meetings, and instructional coaching support which has increased the effectiveness of our instructional practices.

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?

Based on classroom walk-throughs, formal and informal observations and data chats, teacher support and professional development has improved. Student absentee and tardiness are still a concern and may need to be modified.

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?

By being consistent and supportive with every aspect of the learning environment (i.e. parent involvement, restructuring of classes, professional development) student success will be attainable. Decreasing barriers will provide students with more time to receive high quality instruction and additional support. Providing faculty with the necessary support based on their needs equips the teachers with the tools required to deliver standards based instruction. Implementation of the various strategies and progress towards our goal, we will positively impact student achievement in ELA, Math and Science.