

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION

***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?*

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Cresthaven Elementary School is making progress toward the goal of increased reading proficiency. Monthly meetings with the leaderships team, individual grade level teams, and the School Advisory Council ensure that the SIP goals and activities are adhered to. School City data shows that students are increasing their proficiency across ELA standards and therefore narrowing the gap. The focus will remain on data analysis by teams as part of the monitoring process.

## **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?*

A major barrier that existed that existed last school year was that data was not monitored with fidelity and reading was assessed in several different methods. This year, School City data for grades 3-5 and Ready tests for grades 1 and 2 gives a greater cohesive measure for analyzing the data. Training in Interactive Read alouds and shared reading was conducted and classroom observations by administration and the coaches ensure that it is being implemented.

## **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?*

Our strategies are being implemented with fidelity. According to classroom trends in data we will continue to analyze School City reading assessments in PLCS and design instruction that meets the needs of remedial students as well as those students needing enrichment. Based on data from past years, we noticed that interventions the teachers were implementing in reading were not closing the gap and so most of them were discontinued. We have seen growth in reading based on BAS assessments since we have been using more interactive read alouds and shared reading as part of Tier 1 instruction. Universal Designs for Learning are being used with fidelity as measured by observations and Benchmark Assessment System data.

## **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?*

The benchmarks for success are the results of assessments given BAS and School City) and the classroom trends observed in walkthroughs by administration and teachers using the

SIMS rubric. We are already celebrating progress in reading as measured by i-Ready assessments, BAS, and School City. In the next few weeks the BSA will be administered and PLCs will focus on next steps based on that data and that information is discussed in data chats with each teacher. The BSA data will give us a good measure of current status for students in grades 3-5. Currently, all other assessments indicate that BSA will show that we are on track. Currently, there are no existing gaps between current data and the increase in the number of proficient readers.