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?*

At Sunshine Elementary the structures and systems in place ensure all facets of the school culture create predictable environments and a school climate that supports our SIP goal. As evidence by our monitoring of the standards through our instructional focus calendar along with our data chats with teachers and students, professional learning communities, and sharing of best practices. Our overall data reflects progress being made towards achieving our goal.

One barrier to achieving our goal is teachers planning effectively and standards-based instruction that is evident in the classroom.

In an effort to address this deficiency, we are providing ongoing professional development in effective planning within standards-based instruction, monitoring student/teacher data in reading, math, and science, as well as classroom walk throughs.

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?*

Our master schedule was designed with built-in flexibility that has allowed us to make instructional adjustments with minimal disruption during the school year. Our IFC was created and aligned to an assessment calendar, which ahs allowed us to closely monitor the impact of instruction on student achievement and to identify instructional barriers. The Standards Mastery data from i-Ready shows grade levels progressing towards mastery in ELA and math.

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?*

The decision to continue the current strategies was based on specific evidence and teacher feedback.

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?*

We strive to improve student achievement with a two-fold focus: teacher-centered and student-center. By applying the continuous improvement model our goal is to scale up BEST Practices aligned to both professional development and student enrichment. Our formative assessment data is closely monitored and i-Ready is analyzed to track student achievement. We desire to foster an environment where every student demonstrates learning

gains. By improving a teacher's ability to analyze data and subsequently use it to drive instruction both during school, we can move closer to reaching our benchmark of increasing student success through staff development.