

# 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?* **The use of data drives the instruction. With the use of BAS, i-Ready Diagnostic and BSA Data, grade levels will evaluate their academic instruction. The teams will select a focus for PLC's to ensure that students receive remediation and enrichment when needed. Continued data chats with teachers, support staff administration will support the climate of data driven instruction. In addition, interventions school wide are being done to fidelity for our lowest 30%.**

B. *What are the gaps that exist between your current state and your desired state?* **Our desired state is to focus on standard driven instruction in all grade levels. This includes PLC's, monitoring learning gains, and iReady proficiency. Specific grade level standards will be mapped out on a focus calendar and monitored through PLC's and Standard Mastery Assessment. Student proficiency continues to be monitored while current instructional practice continues.**

C. *How will you address them between now and the end of this school year?* **We will address this through small group instruction in ELA and Math instruction. All grade levels are expected to continue to use Balanced Literacy and to develop student proficiency through standard based instruction. Support staff, PD and PLC meetings will provide additional support in instructional practice and instruction.**

## 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?* **Pur lowest 30% students receive Tier 3 instruction in pull out services. Our students are monitored bi monthly and results are evaluated.**

B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?* **Classroom walkthroughs and data chats are used for evidence.**

C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?* **We will continue the effective communication of expectations through PLC's , grade level meetings and data chats. Classroom instruction will be monitored to target barriers and anticipate academic concerns.**

D. *Did you identify other barriers that could serve as effective re- entry points into the plan?* **Through grade level and team leader meetings we have identified school wide barriers that affect instructional practices. We will evaluate our activities through the end of the year to minimize disruptions. Staff development targets best practices that provide effective teaching practices to strengthen our plan and achieve our goal.**

## 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?* **Teachers have received Balanced Literacy training in order to enrich their instructional practices. The goal is that through these strategies teachers are able to meet our students' needs. There is a school-wide focus for teachers to use the Literacy Continuum and teach the standards across the contents. Reading groups will continue to be reviewed for interventions and targeted instructional purposes. All grade levels will participate in PLC's and grade level collaborations to meet student needs and close the academic gap.**

## 4. What are your benchmarks for success?

A. *How will you progress towards your goal impact student achievement?* **Students will continue to work towards their goal of proficiency as part of small groups instruction through balanced literacy and math centers. Teachers have received PD on balanced literacy as well as Math small group instruction, focusing on standard based learning.**

*B. What is your desired state?* **To increase the learning gains of our Lowest 30% students in the areas of ELA and Mathematics.**

*C. What gaps exist between your current state and your desired state?* **Currently, our BSA data indicates that 55% of students in 4th grade and 55% of students in 5th grade are not scheduled to achieve proficient level on FSA of ELA. Upon reviewing the data, we will make adjustments to our standard based instruction and the instructional groups where these students receive remediation services.**