

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?*

Our annual goal for the 2018-2019 school year is to have 62% of our 3rd through 5th graders meet or exceed their FSA ELA Proficiency standard. Currently, based on iREADY Checkpoint #2, preliminary analysis indicates that approximately 50% of our students have been projected proficient.

We will address these students in a number of ways. Students who scored at Level 1 or Level 2 on last year's FSA are provided with daily interventions by resource and support staff. Those students who scored at a Level 3 on last year's FSA have been invited to participate in supported instruction through Camp Pirate, which began 01/24/2019, and continues through 05/07/2019.

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?*

Through departmentalization of 3rd-5th grade, teachers are able to plan, target, and execute effective instruction in their area of expertise. Students in the lowest quartile receive intensive intervention by resource teachers for both ELA and Math.

Spiraling as a school-wide best practice has been scaled up, and teachers adhere to at least 15 minutes of scheduled practice specifically geared towards revisiting previously taught standards.

There is a collaborative approach to the dis-aggregation of student data within the forum of Team Meetings and structured Professional Learning Communities (PLCs). These focus on a team approach to analyzing and adapting instruction to meet student needs. This collaboration extends to an integrated approach to the students with each grade level in the lowest quartile.

Attendance, which can impact negatively on achievement, are analyzed for patterns, tracked, and addressed immediately.



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?

Yes. Strategies are being implemented with fidelity. First, they are implemented as school-wide initiatives. They are then supported through professional development. The instructional staff (teachers) have participated in Professional Development presented in-house by District Representatives, Innovative Research-based partners, and off-site at trainings. These are then followed by Tier 2 Professional Development. Checks for additional follow-up trainings, support, and implementation are regularly carried out. The feedback and “next steps” are regularly communicated and shared with faculty, implemented in classrooms across grade levels, and evidenced in best practices and walk-throughs.

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 are progressing towards end of year goals. One of our benchmarks for success is to see a steady progress towards our school-wide goal, which will be seen as an increase in Benchmark Assessment System (BAS) levels during each assessment period when compared to the previous period(s). These student gains and any necessary modifications/interventions are addressed during PLCs and Data Chats with a view to increasing student achievement.

Another measure of our benchmark success is a systematic progression towards end of year expectations on analysis of iREADY Diagnostic scores. We should see a steady increase in the number of students projected proficient, a decrease in “intensive” students, and scores that increase with each subsequent Diagnostic Assessment.