SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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?*

This year PLCs are based on our School Improvement Plan (SIP) goals. These meetings occur weekly and help us to maintain a constant focus on the goals of Village Elementary School. We constantly analyze data to make instructional decisions.

Gaps

We get a vast number of reassignments each year. Students often come during 4th and 5th grades with gaps, making it tough for teachers to meet their needs. We are in the process of strengthening our Response to Intervention (RTI) process to close these gaps. We are providing teachers with the training and resources needed to strengthen this process, to identify students who should be receiving these services, and monitoring student progress to ensure that the intervention programs are being effective. This is a work in progress for the school.

Technology is still an ongoing issue for the students and teachers of Village Elementary School. With the SMART Bond we were able to close that gap just a bit, but we still have work to do in this area. We are working to make students 21-Century learners, and technology plays a major role in this success. To mitigate this barrier, we set up a computer lab and a computer special to ensure that every student has access to the use of technology.

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?*

BSA Data and School City Data show that our Science Barrier is being reduced. Students are scoring well on these assessments. Our number of enrollments has also increased. This shows that part of our Charter School barrier has also been reduced. Parent nights are being planned to increase parental involvement.

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?*

We modified how we use Science Boot Camp based on our FSA Science Data from last year and suggestions from our Instructional Facilitator. We have worked to incorporate both Science Fusion and Science Boot Camp in order to meet the needs of our students.

We also intensified our focus on English Language Arts (ELA) by revamping our instructional focus calendar. This included pacing, a high focus on higher order thinking questions, and picking stretch level texts to meet the needs of our students. We have had support from the district's reading department in the area of BAS and Balanced Literacy. We are working to implement these strategies with fidelity, but this is still a work in progress.

Professional Learning Communities (PLCs) are also being implemented. We are working to refine the process, but through these meetings teachers are finding useful instructional strategies, discussing ways to progress monitor, and to use that information to drive their instruction.

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?

As a school, we will continue to uphold high expectations for all staff and students, using data to make informed decisions. We will continue to work with our parents and community partners to meet the needs of our students. Our desired state is to become an "A" school with high quality instruction and a culture that is conducive to student learning. We will continue to use School City Data as a formative assessment to make decisions about instructional practices. We will also use the BSA as an interim assessment to see which teachers and students need support in ELA, Math, and Science. Our support staff will work with these teachers and students to help them adequately prepare for the FSA. We will also use FSA Data as a summative assessment to identify gaps in our current state and desired state from year to year. Working together, with a strong focus on data and student learning, we will make Welleby the school we know it can be!