

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION

## 2018-2019

### 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?

- All Grade Teams meet weekly to study the pacing guides and plan for implementation of grade level math and reading curriculum, as well as enrichment and remedial work through Reteach and Intervention work utilizing the CARE Cycle framework. At these meetings, team members also share best practices. Teams utilize the Standards along with student evidence a guide as for their planning. Ongoing data is collected to evaluate and monitor students' progress toward these standards.

B. What are the gaps that exist between your current state and your desired state?

- Data collection is extensive and includes analysis of i-Ready Diagnostic Benchmark Assessments & unit test analysis of errors, and BAS results. The desired state is to meet the need of all students. However, it is found that teachers tend to move ahead with the curriculum to keep up with the District pacing guides. This leads to insufficient planning and implementation for remedial work.

C. How will you address them between now and the end of this school year?

- We are continually evaluating all students' progress through classroom data, as well as RtI meetings. Struggling students are given additional double dose daily instruction through in classroom and pullout groups to allow for the best opportunity to become proficient according to the standards of their grade level.

### 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?

- Barriers of scheduling remedial instruction has been eliminated by meeting with each team, creating groups of students who need additional instruction through their i-Ready assessments, or BAS levels, as well as classroom unit assessments. Support Staff Personal and Professional Support Educators have been provided with plans and resources to provide these students with direct small group instruction.

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?

- All teachers keep records of the students' progress and are continually progress monitor them. Schedules were created with emphasis on small group instruction for meeting different levels of Standards mastery.

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?

- Progress for scheduling has been successful within each grade and teams meet regularly to evaluate the students' progress as well as evaluate if there are students who have either reached their goal and can be exited from their intervention groups, or if there are new students falling below proficiency. New students are identified, and groups are reorganized if needed.

D. Did you identify other barriers that could serve as effective re- entry points into the plan?

- Other barriers identified were teachers' knowledge of interventions and sufficient materials for student reteach or intensive intervention. Materials were gathered and made available to teachers.

### **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?

- Strategies are being met with fidelity. Teachers adhere to the schedule for their content area instruction and students are continually being progress monitored to ensure they are making progress within their ability groups. If a child is not making progress, they are flagged and reevaluated so that they can be moved to a group for additional instruction within the instructional level they are at or be considered for additional double or triple dose instruction.

### **4. What are your benchmarks for success?**

A. How will your progress towards your goal impact student achievement?

- Progressing towards our goal of increasing proficiency of struggling students will be achieved by continually progress monitoring these students and continuing to deliver specific intervention based on the data collected.

B. What is your desired state?

- Our desired state is to increase all students' learning gains as well as proficiency rate and work towards the ELA and Math goals set for each student in K-5.

C. What gaps exist between your current state and your desired state?

- We still have some students who are not closing their reading and/or math gaps in enough time to complete their grade on grade level and show evidence of mastery of their grade level Standards. These students are placed on a Progress Monitoring Plan (PMP) and many are also in the RtI process to review their progress with their teacher and the MTSS committee, and develop a plan to work on their intervention progress.