SCHOOL IMPROVEMENT MID-YEAR REFLECTION
2018-2019

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?*

A. Our school improvement goals focus for the past few years has focused on both increasing proficiency in Math and Reading, as well as, on making learning gains for all students. There are several structures and systems in place to ensure that the school environment and culture supports student achievement in these areas. Our curriculum coaches ensure that teachers have the knowledge and resources to implement effective teaching practices to support student learning. We have arranged for teams to have common planning so the coaches can conduct monthly curriculum meetings. During these meetings, the coaches work with teams in order to deconstruct standards, analyze data, to examine resources available to address students' needs, to plan for differentiated instruction and to share best practices. We have a progress-monitoring plan with scheduled assessments designed to provide real time data. The coaches assist teams in planning a strong, school-wide tier 1 intervention planned based on the data they are collecting as part of our progress monitoring. Administration then conducts quarterly data chats with teachers in order to determine if the students are making appropriate progress and to discuss plans for those students that are considered "at-risk" based on the data we are collecting. Tier 2 & Tier 3 interventions are being provided by our coaches and interventionist as well as by classroom teachers. The coaches work closely with teachers to provide the support and appropriate resources needed in order to continue to move students. We have created an environment with high standards and high expectations for all students at the same time keeping a keen eye on learning gains.

B. While we have made progress in closing some gaps, and our learning gains have shown improvement in Math, we declined in Reading. Our students are showing increased performance with proficiency in both Reading & Math but we are still well below where we would like them to be. We are also still struggling with closing learning gaps for our bottom quartile in Reading. Only 40% of students in the bottom quartile made learning gains in Reading last year and 44% of students made learning gains in Reading overall. These data points demonstrated a decrease from previous years data.

C. We are addressing these gaps in a variety of ways. Our coaches are pushing in and co-teaching for classes that have not made sufficient progress based on our progress monitoring to date. We also have support staff and administration doing pull out groups where we are providing triple dose for students that our "bubble kids." Before school camps are targeting our ELL students and ESE students, while after school camps are targeting our struggling students. Our groups are fluid based on the needs and progress of students to ensure that we are maximizing our efforts. This year we also have 2 interventionists that are providing double dose intensive instruction for our bottom quartile students.

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?*

A. We have realigned our lunch supervision schedule to free up our coaches from cafeteria duty so they can spend all their time in classrooms working with kids. All pullout group schedules are posted and support staff and admin cover one another in the event that someone is absent. Our social worker, guidance counselor and two

interventionists are working with students to improve skills and close gaps. Our PreK and Head Start teachers also push into intermediate classes 4 days a week to provide additional support.

B/C. Due to our restructure efforts in 3rd and 4th grade students have shown improvement in ELA based on I-Ready assessments, but School City data still indicates areas for improvement. Initial data from the BSA test also confirms that students are making gains in Math. However, mid-year data shows some areas of concern in ELA. Since completing the BSA tests, we have been meeting as a team to examine the data and realign resources to meet the needs of our students.

D. We have had a stronger focus on improvement in Reading during the beginning of the year, with the majority of personnel resources targeting gaps in ELA. From now until testing, we will continue to address ELA needs but shift support to provide more standards based targeted interventions for math. In this transition for math we are refocused on standards mastery and we are beginning to see some improvements.

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?

A. All strategies and action steps are assessed for effectiveness on a monthly basis as the teachers and coaches review progress-monitoring data. The teachers also meet with administration regularly to review data as part of the "data chat" conversations that are held at least quarterly, but also after big checkpoints such as BSA results, or mid-year assessments. We have also realigned our crunch time calendar to include bi-weekly data points and more formative assessments for teachers to use as we shift student groups and provide more remediation. We are also forming a cadre with all interventionists at our location to provide them with similar data points so that instruction and intervention can be tailored based on the students they service.

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?

A. We will continue to assess instructional practices in order to determine if we are achieving the desired effect, ie: student learning. We recognize students regularly on their progress and discuss their progress with them so that they are aware of what they need to do to continue to progress. These student data chats are designed to show students how to track their progress on standards mastery. Students learn which standards they need to focus on, students then do assignments and activities that focus on those standards. The students track their progress on the activities and then retake a "Standards-based" quiz to determine if they have mastered the standard. This progress is monitored and tracked by both the teacher and the student. A Standards-mastery board is maintained so students can see their progress.

B. Our desired state is to have enough students scoring in the proficiency range and making learning gains in both Reading and Math to move our school from a "C" to a "B". However, student data currently indicates that we are not on track to meet this goal. Therefore, we also have a secondary goal that targets increased learning for all students, while maintaining a higher "C" than last year.

C. While students are making progress in math learning gains and while we are adjusting to close Reading gaps, our school is still scoring below the district average in proficiency. In order to meet our goal of increasing our letter grade, we will need to make substantial gains in our learning gains for our the bottom quartile in Math and Reading. We will also need to show a 10 to 11 point increase in proficiency for both Reading and Math. We have seen much more progress with our students that have been continuously enrolled at Park Ridge for several years, apparently showing that our interventions are having a positive impact. However, as a school with a high mobility rate, we have seen that many of the students that have not been with us for the past few years, are scoring well below their peers that have been continuously enrolled at Park Ridge. While mobility rate is a factor we cannot influence, we do need to rethink our intervention plans for students coming to us lacking the foundational skills needed to be successful. Like mobility rate, our high ELL population poses other challenges. This year there are over 200 students in our ELL program. More than 50% of our students are considered ELL students. Our resources both material and personnel are challenged to meet the needs of our ELL population. We are providing support but we recognize we need to do more for these students and we need to provide more resources for their families. We have ELL parent events and meetings offered in multiple languages, however, these programs are too limited in scope to truly serve the diversity of our population. Finding ways to fully meet the needs of the diversity in our school remains an on-going challenge.