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?

Our Instructional focus plan has been implemented and is being monitored through our common formative assessment (using iReady for immediate feedback). In addition, our planning and sharing of best practices during Professional Learning Communities and support through data chats (from our administrator) and targeted remediation and enrichment. This data has shown that we are making progress toward our SIP goal.

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

Our ESE and ESOL students still struggle in the area of interpreting word problems in math classes and applying what they already know. Also, some students still struggle with basic math facts at all grade levels.

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

Our plan of action to address this gap is by:
- ✓ Continuing to push our students to attend our After School tutoring program
- ✓ Math Enrichment Camp
- ✓ Grouping our students according to standard mastery data. Students will rotate between different teachers to address their areas of weakness.

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?

Our instructional plan is designed with monitoring in place through CFAs on iReady, which has allowed us to closely monitor the impact of instruction, to remediate or enrich where necessary. Additionally, the use of informal assessments, such as, 'ticket out the door' provides us with more immediate feedback to reduce barriers.

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

The BEST Practices include:

- BSA data
- Math pull outs/push-ins for remediation and enrichment
- Differentiated Instruction
- Continuous use of computer-based testing
- Implementing targeted math interventions
- Target lowest quartile math students and monitor progress

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?

Our strategies are being implemented with fidelity. We are using iReady to monitor student progress. Rocket talks (data talks) are being conducted with our administrator after each standards mastery test. We will then use this data to continue with our action steps (Pull outs/Push-ins, Small instruction, Enrichment camp). During our PLCs best practices are shared focusing on proven instructional strategies. Also, teachers continue to engage in discussions that concern our students' learning gaps, strengths, analyzing data and lesson planning.

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?

Our benchmark for success is to collaborate among teachers, continue analyzing student test data in our PLC meetings, share best practices, and discuss various remediation strategies for struggling students.