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?*

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?
The structures and systems in place at our school ensure all facets of the school culture create predictable environments and a school climate that supports our SIP goal in many ways. To begin with the grade levels have been given a well thought out schedule allotting time for all content areas that has been in place since the beginning of the year. Specific days have been assigned for Team meetings, PLC meetings, and school staff meetings. This has created a routine for staff at our school to follow so that all of these areas are implemented consistently and on a routine basis. Instructional coaches provide push in/pull out groups to push into classrooms for additional support. Roles and responsibilities have been clearly defined to realign efforts and maximize efficiency.

B. What are the gaps that exist between your current state and your desired state?
We are working with teachers to align instruction to individual student needs. Using the iReady Instructional Grouping Profile we are able to identify the instructional needs of particular groups of learners. We are ensuring teachers utilize this feature to target learning needs during small group instruction. Also, our teachers are learning how to use the iReady Teacher Toolbox, iReady Demo account and Standards Mastery for planning aligned instruction. Teachers are digging deep into the iReady data to identify students who are proficient (met annual growth target and is on mid grade level placement of iReady), bubble students (close to proficient), and those who continue to struggle (non-proficient students who haven't met the annual growth target and is working below grade level).

C. How will you address them between now and the end of this school year?
Classroom schedules have been revised to addressed standards that have not been mastered. Push-in schedules have been created to address student learning gaps. Data chats will focus on data driveninstruction. Heavy coaching will take place to ensure effective implementation in the classrooms.

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. What evidence do you see that a barrier has been reduced or eliminated?
Revising class schedules to maximize instructional delivery time allowing teachers more time on task with students. Teachers are participating in school-wide trainings and PLC's. Students are ability grouped to maximize the effectiveness of instruction and student engagement. School-wide scheduling and routines are in place to reduce transition time and increase time on task.

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?
The effect of creating effective class schedules to maximize teacher instructional time is wide reaching as it was implemented in all grade levels. Because of this interruptions and down time are kept to a minimum. Administration and support staff attend the common planning and PLC times so ensure that all teachers are able to of the direction of the school and the support needed to implement school-wide initiatives.

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown
The breakdown is the teachers taking back what they are learning and implementing these initiatives with fidelity. Many teachers seem to resort back to what they know instead of pushing forward to make the changes needed.

D. Did you identify other barriers that could serve as effective re- entry points into the plan?
We have currently restructured PLCs for the intermediate teachers. All math teachers meet with the math coach, the 4th grade teachers meet with one of the coaches and the 3rd grade team meets with the other literacy coach, our school assistant principal facilitates 5th grade and our principal works with the middle school department.

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?

Progress monitoring scores such as formative and summative assessments showed that there was not enough time allotted for instructional blocks to intensify instruction. As a result, we revised schedules to maximize the use of instructional time.

· Utilizing classroom walkthroughs as evidence, we were able to determine the focus of Professional Learning Communities and grade-level planning days.
· Formative and summative assessments provided evidence needed to ability group students to ensure individual student needs are met.

4. What are your benchmarks for success?
Benchmarks for success include formative and summative assessments. Extended Learning camps will focus on reteaching and teaching of standards that have not been assessed or mastered. In 3rd grade we are targeting 50 students for math achievement. Based on the iReady Diagnostic #2 results, 3rd grade is at 19% proficient. Grades 4 and 5 iReady reading scores were below the target and therefore students will working on reading during the ELO camp. The desired state is for a culture of effective teaching and learning to be embedded throughout our school. This will be achieved through data driven instruction, coaching and supporting, and ongoing professional learning. As well, we have set goals of proficiency on the FSA Assessments for all grade levels. These goals have been communicated and have teacher buy in. The strategies we have put in place to ensure student mastery. Through ongoing monitoring we will ensure these strategies will show success in implementation of our goals.