

# 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?*

*For the 2018-2019 SY Forest Hills Elementary has worked with Children's Literacy Initiative (CLI) to create a positive culture and climate within the classroom environment. By using the Power of Three and placing classroom management at the forefront, classrooms are able to better facilitate learning and transitions are smoother as a result.*

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

*The gaps that exist include, but are not limited to having 40% new staff, and being in the last year Children's Literacy Initiative grant. According to administrative walkthrough data, it appears as if there is also a need to focus on early childhood reading literacy. Our focus is on quality, small group instruction to help students with the individual student needs. Overall, the school's focus is on integrated knowledge as well as main idea/details.*

*As a result, The Children's Literacy Initiative (CLI) has helped to provide K-3 teachers with quality instructional professional development to build teacher background knowledge and research-based strategies. In addition, All PreK through fifth grade teachers will continue to attend weekly professional learning communities that focus on the District's BEST practices. In addition, target instructional strategies are provided during this time depending on the instructional needs. Needs are determined based upon student data and teacher data (via administrative walkthroughs).*

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

*Mid-year data has been reviewed by the individual teachers and the school's leadership team. Individual student data has been used to create a "game plan" to differentiate instruction. For example, iReady instruction is assigned to students to provide additional practice with needed skills. Re-teach groups are formulated to provide students with necessary practice. A variety of materials are also used to provide a variety of modalities as well. Progress monitoring occurs regularly to measure growth. Students are provided with Form B iReady Standards Mastery to measure progress after the re-teach. In addition, the Standards Mastery assessments provide testing practice. The final measurement of growth will occur with the summative assessment: FSA, BAS, and Primary Reading Test.*

## 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? Schedules have been aligned to allow for maximum, uninterrupted time. In addition, class structures, this year, allow for less interruption of instruction since most of the interventions are provided as a push in. Push ins allow students more time on task since there is no travel time to and from classes.*

B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal? Schedules have been aligned to provide teachers with the maximum amount of instructional time. This allows students more time to deepen their knowledge and ask key questions. Due to safety mandates, students have not been utilized to walk other students to the office, etc. This also gives students more time in class instead of in the hallways.*

C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown? Based upon classroom visits, there appears to be a need for continued professional development to upgrade rigor and tune into the specific needs of the students.*

D. *Did you identify other barriers that could serve as effective re- entry points into the plan? Yes, by continually revisiting our school rules, as well as the Power of Three, and classroom management plan for our new 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?*

*At this time, there are several strategies that are occurring with fidelity such as the extended learning opportunities that are provided before and after school. Our own aftercare is also providing aftercare students with additional support via tutorials. In the morning time, prior to school beginning, we are also offering iReady computer time for our early birds. However, we do need to intensify our small group, differentiated teaching.*

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

A. *How will you progress towards your goal impact student achievement? We will continue to strive toward small, group differentiated learning in all PreK through fifth grade classes. Forest Hills will continue targeting guided reading instruction through mid-year assessments. We have purchased Acaletics for targeting math instruction as it has proven to work with similar student subgroups in grades 3-5. Also, teachers and the leadership team have identified the standards that each class needs to work on and target their instruction to these areas while spiraling previously taught content. while targeting necessary skills as per the mid-year assessments. Staff training will continue, specifically, during the afterschool professional learning communities.*

B. *What is your desired state? Our desired state is to have at least 80% of our students at proficiency level.*

C. *What gaps exist between your current state and your desired state? We are slightly below our expected level. It is firmly believed that a strong early childhood foundation will allow at least 80% of our third graders at proficiency.*