

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 charts and plan for implementation of grade level math and reading curriculum, as well as enrichment and remedial work through Reteach and Intervention work. Sharing of best practices occurs as well. Teams study the rigor of the Standards, the learning goals and scales, and develop new ones with student evidence to ensure the Standards are being met, evaluated, and student proficiency is being monitored.
- 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 Benchmark & Diagnostic assessments, unit test analysis of errors, BAS results, and other available data points. The desired state is to have all children's needs addressed. However, it is found that in the interest of moving ahead with the curriculum to keep up with the District pacing guides, sufficient planning of time for remedial work is a barrier.
- 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 Rtl meetings. Struggling students are given additional double dose daily instruction through in classroom and pullout groups to allow for the best opportunity to finish the year proficient according to grade level standards.

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 spreadsheets of children being identified as needing additional instruction through their i-Ready assessments, or BAS levels, as well as classroom unit assessments, and working with the teams to group those students into similar needs by grade levels.
- 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' content area progress and are continually progress monitoring them. Grade level 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 group, 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, as well as providing ongoing teacher training through District trainers visiting the school allowing for these barriers to be removed.

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 children 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 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 working with students struggling in their grade level Reading and Math Standards to increase proficiency will be achieved by continually progress monitoring the children and delivering specific intervention as evidenced by their data.

B. What is your desired state?

- Our desired state is to increase all students' learning gains and work towards the 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 or math gaps in enough time to complete their grade on grade level and exhibiting mastery of their grade level Standards. These children 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.