**SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019**

**Nob Hill Elementary**

***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?*

1. The implementation of Primary and Intermediate Literacy resource teachers are the main component of the systems put in place to ensure the ELA SIP goal is being met. Students in 1st-5th grade are targeted for the pull out classes. Data both primary and intermediate literacy resources teachers demonstrate consistent growth in student progress in all grades 1-5.
2. The main gap that exits is the varying levels of guided reading and small group math instruction in classroom. Leadership team walk through data indicates inconsistency in teacher skill set in small groups for guided reading and math and differentiated literacy and math centers.
3. On-going grade level conversations and professional development, coupled with a systematic schedule of classroom visits to provide timely feedback to teachers regarding their guided reading and math groups and centers.

**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?*

1. As a result of an emphasis on guided reading and small group math instruction through professional development and walk through data and feedback, the percentage of teachers using the guided reading model during their reading block has increased as well as, small math group instruction. The level of differentiation has improved from these teaching practices.
2. The goal is that teachers K-5 is incorporating guided reading into their reading block and small group math instruction in their math block. This will allow students to have differentiated literacy and math instruction and in turn, increase their reading and math ability and test scores. This impact will have a direct result on our SIP goal.
3. Progress appears to be sufficient. Teachers are meeting with grade level team leaders, support and administration to discuss and implement guided reading and small math groups in all classrooms.
4. No

**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?*

1. Classroom walk through data indicated there was varied levels of guided reading and math small group instruction taking place in classrooms K-5. After feedback and discussion with team leaders and administration, an action plan including additional professional development, walk through, and data analysis meetings was created, implemented and monitored.

**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?*

1. The progress towards our goal will impact student achievement on all grade levels based on data analysis and ongoing feedback and professional development. The goal is to increase student achievement in ELA and Math on the FSA. By examining student’s progress through data chats every 6 weeks and data days every quarter, teachers are monitoring student progress and modifying instruction as needed.
2. Students in the lowest 30th percentile in grades 1-5 will show an increase in their reading and math level as evidenced by the iReady diagnostic.
3. The gap for students in grades 1 and 2 has been closed based on the students who received the intensive intervention LLI. A new group of students are now in the program and are on target to meet their goal. The students in grades 3-5 are showing some progress but there is still need for intensive interventions. Continuous progress monitoring is taking place to ensure student growth in the ELA.