

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?

- 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?*
- What are the gaps that exist between your current state and your desired state?*
- How will you address them between now and the end of this school year?*

Yes, we are making steady progress towards achieving our goals stated in the SIP. At Pines Lakes Elementary we provide personalized pathways towards success for all students through developmentally appropriate, standards-based instruction. Through "Daily Dose" students participate in a walk to read, where teachers are able to provide instruction based upon students' reading level. The gaps that currently exist between our current state and desired state are that although we have the right resources, implementation using those resources could be strengthened through a more organized approach. We are addressing the process of using leveled-readers and monitoring the sign out of books in an effort to increase circulation. Additionally, through the use of a website, teachers are able to search by level, subject, skill, etc, and find the "just right" book for the group of students they are working with.

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.)

- What evidence do you see that a barrier has been reduced or eliminated?*
- What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- Did you identify other barriers that could serve as effective re- entry points into the plan?*

We believe that several alterable barriers are being eliminated or reduced. Scheduling was developed amongst team leaders and has been monitored and adjusted based upon the goal of uninterrupted instructional blocks. Class structures are monitored and adjusted as the needs of various grade levels arise. Students have been moved to different teachers based upon a variety of indicators to provide the most fertile grounds for academic, social, and emotional growth and well-being. Teacher and staff attendance is monitored and rewarded with quarterly recognition assemblies. Staff development continues to be successful based upon our PD plan as well as a partnership between PLE and the Children's Literacy Initiative. During leadership team walks we monitor the implementation and desired effects based upon the PD our teachers have been receiving. Action plans are then developed and rolled out to grade levels with support from content area coaches.

3. Are your strategies being implemented with fidelity?

- Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Based upon internal progress monitoring (every 3 weeks) and I-Ready data, we will intensify action steps to provide an additional hour of instruction to our learning gains and lowest quartile learning gains targeted students through ELO camp. This camp will run 13 weeks and focus on an "opportunity standard" each week.

4. What are your benchmarks for success?

- How will you progress towards your goal to impact student achievement?*
- What is your desired state?*
- What gaps exist between your current state and your desired state?*

Using I-Ready AP2 diagnostic and cross-referencing with 2018 FSA data we are able to identify students that are on-track to make a learning gain. Students that are identified as not on-track will be provided with intensive additional instruction through ELO. Additionally, teachers will modify the learning path as prescribed by I-Ready to capitalized on any gaps identified through student success reports. Usage recommendations will increase for

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these students from 45 minutes per week to 1 hour per week. Our desired state is that 66% of our students make learning gains in reading and 62% of students in our lowest quartile make learning gains.