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. We have made positive progress towards reaching our goal of 82% proficiency on the FSA Mathematics. According to the results of the 2nd IReady diagnostic assessment, the percent of students scoring proficient has increased in 3rd grade from 28%-70%, in 4th grade from 50% -68%, in 5th grade from 56% to 73%. A. The school purchased a subscription to Iready Mathematics this year and it is being utilized in grades K-5. The school has instituted a grade-level competition. The classroom, at each grade level, that have the greatest percentage of students with 45v minutes of practice time and the highest percentage of correct responses will host an IReady mascot in their classrooms for the week.

B. The only identifiable gaps that we can determine right now would be the percent of students not proficient at each grade level (In the red). In 3rd grade there are 6% not proficient, in 4th grade 9%, and in 5th grade there is 1%.

C. Teachers have identified which students are performing below grade level and are assigning grade level lessons in IReady to expose them to grade level work.

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. All classroom teachers in grades 3-5 have been trained in analyzing their iReady data and in finding additional resources for their students based on their needs. Administration has conducted data chats with each Mathematics teacher in grades 3-5

B. The percentage of students not proficient in Mathematics (in Red) has decreased at each grade level.

C. Progress is sufficient at his time.

D. N/A

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?*

A. We have decide to continue with our current plan because it appears to be working. Additional plans may be implemented based on the results of the Mathematics BSA .

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?*

A. We will continue to reduce the percentage of students non-proficient as d on the iReady Diagnostic Assessment.

B. Our goal is to have 82% of students in grades 3-5 score proficient or above on the 2019 Mathematics FSA.

C. Currently 70% of students in grades 3-5 are proficient in Mathematics according to the iReady 2nd Diagnostic Assessment.