**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?*

Grade levels look for trends in data available through our common assessments, BAS, I Ready and other classroom practices, to group and regroup students for continued instruction, remediation and/or enrichment and create individualized teaching targets. BSA data will also be used for this purpose once it is available. Data is also shared with support staff and administration in on going Data Chats. The systems for reviewing and sharing of data all for teacher autonomy as the sharing and adjustments to their teacher practices are expected and valued within the PLCs and data chats in order to target students’ needs.

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

Per our mid-year I Ready data collection the percentage of students displaying proficiency with standards

taught thus far in the area of Reading are, 62% of our third graders, 55% of fourth graders, and 44% of

fifth graders. Currently, 49% of third graders, 54% of fourth graders, and 36% of fifth graders have met proficiency with concepts taught in Math.

Our greatest concern and focal point of our goal, is the increase of our learning gains both school wide

and within our lowest quartile. Per I Ready we have identified that 54% of our fourth and fifth graders

have met their typical expected growth in Reading. While 38% of our fourth and fifth graders have reached their typical expected growth in the area of Math. The understanding that learning gains can not

be predicted directly by the students’ I Ready growth would be one of our gaps in data.

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

With our goal for increase learning gains, our monitoring of student data will continue with the focus on both mastery of skills and student’s individual growth. As we continue to follow our instructional standards mapping at all grade levels, we continue to teach specific grade level standards in all content areas. Our progression in continuing to cover the standards have been slightly re-adjusted to provide adequate time for skills needing remediation. All grade levels will continue to follow their instructional pacing maps that have been revised after our mock FSA/I Ready Standards Assessment. Small group instruction will continue to be a focus for instruction, reteaching and remediation of standards and skills needed in both Reading and Math. Independent/center activities will be revised to meet students’ needs and I Ready will be used for remediation and reteaching as well.

**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?*

Within grade level PLCs, teams have been sharing best practices for instruction and fine tuning resources to teach standards in a more-timely and effective manner. Student intervention groups are flexible to meet specific needs.

*B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

Continuous classroom walk throughs and on-going Data Chats.

*C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*

Continuous communication of expectations with follow through.

*D. Did you identify other barriers that could serve as effective re- entry points into the plan?*

Minimizing interruptions to instructional time and focusing solely on rigorous instructional practices. Continued staff development for best practices for math small group instruction and Balanced Literacy school-wide. We will also continue to provide push in and pull out support that is monitored and adjusted

based on data.

**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?*

All grade level teachers have participated in county provided balanced literacy and guided reading group trainings. Responsive literacy training was provided to all teachers. Several teachers participated in the Guided Writing training and Math Standards training with support provided by the math department specific to each grade level’s needs. Through the Small Group, BAS Implementation, Balanced Literacy and Math trainings, our teachers are broadening and refreshing instructional practices and strategies to meet students’ individual needs. We are implementing a more balanced and guided approach to literacy utilizing the Literacy Continuum as well as guided leveled readers that are available to all teachers for all grade levels. This will ensure that we teach the standards for all content areas and meet individual student’s needs to close academic gaps. This practice drives the continued regrouping of students for interventions and instructional purposes within teacher’s guided reading groups. The purchase of resources to support the learning from trainings has helped teachers implement instructional practices to help students reinforce skills.

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

*A. How will your progress towards your goal impact student achievement?*

We will continue to meet students’ needs through small, guided group instruction and balanced literacy to progress towards proficiency of the standards and mastery of reading skills appropriate for each grade level. While integrating other areas of study into our guided instruction such as math, science, and social studies topics. We will also continue to engage our students in Science content application opportunities.

*B. What is your desired state?*

We want to increase learning gains in both ELA and Math within our lowest 30th percentile and increase the understanding of Science standards for our students.

*C. What gaps exist between your current state and your desired state?*

At this time, we are currently administering Mock Testing in the Iready program for students in grade 3-5 in ELA and Math. The BSA will be administered for 5th grade in Science. Once complete we will review and disaggregate Iready and BSA data, along with our on-going data to revisit our “mapping” of standards and make adjustments to instructional groups for remediation and enrichment purposes.