

SANDPIPER ELEMENTARY

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?*

Sandpiper Elementary is making progress in achieving our goals of improving student achievement in ELA and Math, as evidenced by Mid-Year assessments. All teachers have a scheduled 90-minute ELA block and an additional 30 minutes for intensive intervention. In addition, a supplementary reading teacher has been assigned to provide weekly ELA intervention for 1 hour to 4th and 5th grades and 30 minutes to K – 3. During this time students can review questions using disciplinary as well as supplemental materials. There needs to be continued instruction in the areas of balanced literacy and math. We have scheduled PLCs to address the needs of balanced literacy and math. There has been training for calibration of reading assessments and strategies (all teachers are now required to complete Small Group Guided Reading training), alongside continuous collaboration between the teachers and literacy resource teacher to monitor areas of concern.

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?*

The attention to scheduling has increased the amount of time students are spending on content areas without interruption. We have further defined and structured the goals of our PLC and utilized district Canvas resources.

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?*

Using the continuous improvement model and student achievement data, we continually make decisions to modify or continue our plan as needed. For example, we increased the amount of time 4th and 5th grades were scheduled for Reading and Math by increasing online i-Ready individualized prescribed lessons.

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?*

In Reading, we are monitoring student achievement using i-Ready standards mastery checks in grades 1 - 5. In K and 1 we use BAS data. Science Mini-Bats are used to monitor Science standards mastery in 5th grade. Writing assessments are used in 4th and 5th grades to calibrate writing standards and monitor writing progress. We will continue to make progress towards our goal of increasing student achievement by communicating our efforts and working with school stakeholders.