

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?*

Silver Ridge has made access to and training in interventions a priority. We encourage teachers to seek professional development opportunities and learn from each other during PLCs. Our PLC schedule is designed with a focus on reading to address our weakest standards, and at the end of each PLC cycle, we have a schoolwide best practice share-out. Last year, 73% of our students demonstrated proficiency in ELA and 60% made learning gains; we are focused on addressing gaps for our lowest performing 25% by increasing learning gains in this subgroup to 50% (+5% from last year). We will use strategies and best practices outlined in the School Improvement Plan to address these gaps.

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?*

Prior barriers include limited access to intervention materials and inadequate time to properly train staff. Additionally, scheduling CPST meetings to properly address the needs of student progress monitoring has been an area of difficulty due to the size of our school population. An additional barrier was identified in the caseload size and scheduling of ESE student services. To address intervention materials and training, our literacy coach and leadership team have used grants, approved SAC funds, and other means to ensure all grade levels have access to intervention materials (V&V, Phonics for Reading, Lively Letters, iReady, etc.) in phonics, comprehension, and mathematics. Training scheduling this year is embedded in the PLC schedule so all staff have knowledge of the purpose and usage of interventions if needed. To address CPST meeting needs, full days (four days per week, one week quarterly) are set aside for the multi-disciplinary team to discuss student progress. This is organized by our literacy coach. While ESE student services and caseloads remain high, the ESE team has made efforts to group students based on instructional levels and needs. Each ESE provider focuses on particular grades to increase effectiveness and efficiency. Overall caseload sizes remain barriers to effectively achieving our goals.

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?*

Decisions to intensify strategies are made based on the prior year's FSA data results. Over the course of this year, the leadership team has evaluated BAS data and conferenced with teachers to identify supports needed to improve student performance. In January/February, students will take the BSA and data will be used to monitor progress towards meeting learning goals. RTI monitoring will continue as designed due to evidence of improved student performance and increased instances of students being referred for evaluation. FSA Camp will occur again this year (pending a vote for SAC funds from the team 1/16/2019) due to positive student performance response last year. Additionally, we will be adding Math Camp days to the FSA Camp schedule. Evidence indicates our strategies are being implemented with fidelity at this time.

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?*

Because our goal is to increase student achievement in the area of reading, progress towards our goal will have a positive impact. Our desired state includes having at least two teachers per intervention on each grade level trained so that they may provide mentoring to less experienced teachers as needed. We also aim to more frequently address RTI with a more robust multi-disciplinary team. These gaps will be addressed (scheduling, professional development opportunities, etc.) by the leadership team.