

# 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?
- 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?

We are a dedicated staff who are willing to attend professional development to improve our instruction. Instruction can be differentiated using our extensive library of leveled books. We are pleased to participate in collaborative planning teams to review and better understand test specs and the standards in general. The gaps that currently exist are due to the decline in resources needed to better serve our students. Some teams feel like there is not a unified school philosophy where the students hear the same "message" in each classroom. The staff feels they need more support staff, a reading coach, tech support, pull-out assistance and after school camps. We also have limited feedback from the State on FSA results. What do the questions look like? For ELA writing, we are not able to see OUR students writing so we can compare to the samples posted on the [fssassessments.org/resources/](https://www.assessment.org/resources/) Although we are close of Title 1 status, we do not qualify for additional funding and support. We continue as a staff to support each other by filling in the gaps between our current state and desired state.

## 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 enough, where or what is the breakdown?
- D. Did you identify other barriers that could serve as effective re-entry points into the plan?

One barrier that has been eliminated for our students 3-5 is CBT for FSA. Teachers in grades 3-5 are pleased that the FSA is paper-based this year. This is better for our elementary students. Student attendance is an ongoing issue. We have very detailed plans in place for those students and families who have excessive or chronic absenteeism. Staff members share attendance policy with students and parents. Teacher morale is lowered because of increased workload. While we value training, Brainshark and paperwork prevent collaborative and purposeful planning. Sharing best practices becomes less important as team meetings have too much "housekeeping" to content with especially by 3:10 pm There just is not enough time to share best practices. Scheduling is another barrier that makes it difficult when some special classes have a class and a half. Not having a social studies textbook for our intermediate students is also a barrier.

Team will spend time unpacking standards based on the needs identified by the BSA results and BAS Reading data. All teams use math chapter assessments and open-ended assessments. We will identify students quickly and provide interventions that work. It is important that there is support in grades K-2 so that students are identified before they reach high-stakes tested grade levels. FSA scores are used to determine our current state and desired state. Naturally, we want to remain an "A" school and want all our children to be at or above grade level. Time, support and adequate resources (textbooks and access to materials such as iReady) can help us bridge the gap.

- 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?

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

The staff feels that overall strategies are being implemented with fidelity. However, even with the best of intentions there are conditions present that are out of our control. Schedule interruptions, lack of support prior to RtI being started, and mandates placed upon the staff by the district/state makes it difficult to achieve our goals. We do not have the research based RtI interventions in house or enough staff who are trained to use them. We use a variety of strategies that meet the needs of our students which is above and beyond what the county/state prescribes. This explains why we have been successful on high-stakes state testing. We continue to use standards-based teaching and assessments to progress monitor. The staff feels that we need more academic support especially for our lowest quartile. By the same token we must not ignore or become complacent about those students who not in the lowest 25%. They deserve our attention and need to be challenged to reach their full potential. Lucy Calkins is not a program that prepares our students for ELA writing test.

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

#### 3. Are your strategies being implemented with fidelity?