

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Quiet Waters Elementary School

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. The following structures and systems are in place to support a strong school culture that supports our SIP goals:

- Weekly team/PLC meetings in which student data is analyzed and interpreted to drive instruction
- Weekly support team meetings in which school data is reviewed
- Weekly RtI meetings with a well-established team that provides effective academic/behavior interventions
- Quarterly collaborative planning sessions that allow teachers opportunities to focus on curriculum planning
- Extended learning opportunities for struggling ELL students as well as struggling 3rd-5th graders
- Quarterly data chats with administration where specific student data is discussed
- A stronger understanding of components of balanced literacy framework (planning & implementing)

B. Gaps that exist include:

- A deeper understanding of small group instruction that provides authentic & differentiated instruction that remediates and enriches as needed
- An understanding of the connection between initiatives such as how the implementation of BAS impacts PLCs and instruction
- Rigorous math instruction that supports grade-level standards

C. These gaps will be addressed by:

- Further professional development opportunities
- Continued support & feedback from administration and leadership team

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. The following barriers have been reduced:

- The understanding and effective implementation of learning goals & scales
- The utilization of student data to drive & differentiate instruction
- The implementation of effective academic & behavior intervention to support struggling learners

- Master schedule that allows for non-interrupted instructional blocks

B. By reducing these barriers, effective instructional practices will lead to a continued increase in student learning.

C. N/A

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. Several strategies are being implemented with fidelity. However, limited staff and a demanding district/state assessment calendar continue to interrupt instructional time in classrooms. Through classroom observation, PLC discussions, and student data there is still a need to develop a deeper understanding of balanced literacy specifically small group instruction.

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. Currently, extended learning opportunities are being offered for struggling students in grades 3, 4, and 5. About 160 struggling students in grades 3-5 are participating in the program which will run for a total of 14 one-hour sessions. Student data such as BAS and i-Ready reports will continue to be monitored by school leadership and instructional staff. Instruction will be adjusted based on the interpretation of this data. Classroom instruction will continue to provide students with authentic, rigorous activities. Instruction and activities will continue to be aligned to grade level standards and mastery of these standards will be monitored.

B. Our goal is to increase student achievement for all learners with a specific focus on closing learning gaps for students in RtI. Our goal is to also see learning gains for students in grades 4 and 5.

C. Students in grades 3-5 completed the second i-Ready diagnostic in December. According to this data, nearly 50% of students demonstrated growth between the first and second i-Ready diagnostic.