

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

2018-2019

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?*

Our school improvement goals for the 2018-2019 school year are to improve ELA Learning Gains for our Lowest Quartile students by 3% and to improve Math Learning Gains for all students by 6%, while still focusing on making Learning Gains for the Lowest Quartile students. Our progress monitoring systems in place have been common grade-level assessments, as well as the use of the I-Ready Program in grades 3-5. Our instruction and structure of Tier 1 small groups are data-driven. We modify our groups as necessary based on our data. These assessments have allowed for each grade level to continue to analyze data, review/adjust instructional focus calendars, as necessary to ensure that our Tier 1 small groups are focused on standards-based instruction for both ELA and Math. Our 30-minute Intervention Block has been integral to achieving our SIP goals. Our current gap based on I-Ready AP2 lies in our third grade math data. According to I-Ready Math Diagnostic for AP2, only 39% of our third graders are predicted to be proficient in math. To reach our desired state, we will address this by adjusting our 3rd grade math plan and instructional focus calendar, and primarily focus on the Major Works of third grade. We have implemented a morning Math I-Ready camp available for our third grade students. We continue to provide our FSA Afterschool Camps for grades 3-5. We have implemented a daily math Spiral Review into our curriculum that started in first quarter. Administration will continue doing walkthroughs to observe third grade's math block and provide feedback. We will provide Push-In support to our students, including our lowest quartile students with help from our Reading Coach, Autism Coach, and Reading Resource Teacher. We will adjust our intervention groups as needed. We will begin our FSA Afterschool Camps for ELA, Math and Science. We will provide an additional camp specifically for our ELL students. With the help of the district's math department and multiple professional development trainings, we have adjusted the structure of our math block to include the gradual release model to have a more effective math block.

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?*

Third grade math data is a weakness. Some materials being used do not have the rigor that is required. We are adjusting our materials being used in the classroom. We have implemented a vertical planning model between second and third grade. In addition, we added a parent night to address the gap in curriculum from these two areas. This year, we followed an inclusive scheduling model. We scheduled our ESE services and then built the schedule around those needs to ensure the most support for all students. We continue to train our staff in the areas of math and reading to eliminate barriers and ensure success for all learners.

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?

Our 30 minute Intervention blocks are being implemented with fidelity and are being monitored through walkthroughs and through data chats and RTI. Based on the I-Ready Diagnostic results, BAS levels, and Standards Mastery Assessments for AP2, we will be intensifying Tier 1 small group instruction, as well as, intensifying Tier 2 and 3 interventions. We will ensure that proper materials are being utilized to ensure that all materials provide enough rigor at all grade levels.

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?

Our benchmarks for success will be quarterly data chats, I-Ready Standards Mastery, BSA progress, and our BSA data for ELA, Math, and Science. We would like to see our proficiency levels increase on the I-Ready Standards masteries as the year progress to continue to monitor the growth. We will using the data from I-Ready Diagnostic AP2 and the BSA to adjust and realign instruction. We will then recalculate our instructional focus and provide targeted, small group instruction to meet the needs of all students. We will intensively remediate and double-dose students who have not mastered previously taught skills on the BSA, during our intervention block and small groups. We will realign our instructional focus calendar to best meet the needs of the students and target the major works of the grade levels to make learning gains on the FSA. Our desired state is to increase ELA learning gains by 3% and Math learning gains by 6%. The gaps that exist between our current state and desired state is that our third grade I-Ready Math diagnostic shows deficits. Using the strategies listed above, will work diligently towards closing that gap throughout the remainder of the school year in order to reach our 2018-2019 SIP Goal.