

# 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?*
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- A. Embassy Creek has made positive progress towards reaching our goal of 85% proficiency on the Math FSA. According to the second i-Ready Diagnostic Assessment, the percent of students scoring proficient has increased in third grade from 25% to 62%, in fourth grade from 56% to 77% and in fifth grade from 67% to 78%. I-Ready is being utilized in grades K-5.
  - B. The only identifiable gaps that we can determine at the moment would be the percent of students not proficient in each grade level (students in red). In third grade, 6% of students are not proficient, in fourth grade 3% and in fifth grade 4%.
  - C. Teachers have identified which students are performing below grade level and are assigning grade level lessons on i-Ready Math to expose them to on level material.

## 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?*
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- A. All classroom teachers have been trained in analyzing their i-Ready data and in finding additional resources for their students based on their needs. Administration has conducted data chats with teachers in grades 3-5.
  - B. The percentage of students not proficient in Math (students in red) has decreased in each grade level.
  - C. At the moment, progress is sufficient.
  - 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?*
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- A. In addition to our school plan, we will also be offering weekly afterschool Math camps starting in February for our targeted lowest quartile fourth grade students.

## 4. What are your benchmarks for success?

- A. *How will your 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?*
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- A. We will continue to reduce the percentage of students not proficient based on the i-Ready Diagnostic Assessment.
  - B. Our goal is to have 85% of our students in grades 3-5 score proficient or above on the 2019 Math FSA.
  - C. Currently, 72% of students in grades 3-5 are proficient in Math according to the second i-Ready Diagnostic Assessment.