

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Tradewinds Elementary

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?*

Rtl intervention block, ESOL support groups, ongoing progress monitoring, collaboration with support facilitators and teachers, Professional Learning Communities, team release days to plan instruction based on data.

B. *What are the gaps that exist between your current state and your desired state?*

Mobility among students

C. *How will you address them between now and the end of this school year?*

We will use data to drive instruction, teachers know how many points students need to make learning gains.

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?*

Rtl block allows for teachers to teach only one intervention group when time is a barrier, Tier 1 instruction is taken to the next level with additional supplies purchased for guided reading.

B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

Students are making growth with the Rtl plan and all students are considered when making groups.

C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*

n/a

D. *Did you identify other barriers that could serve as effective re- entry points into the plan?*

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?*

Continue with the plan in place as evidenced by Rtl and school-wide progress monitoring data.

4. What are your benchmarks for success?

A. *How will progress towards your goal impact student achievement?*

An increased number of students will demonstrate proficiency and learning goals on the FSA.

B. *What is your desired state?*

70% of K-2 students proficient on BSA and 68% of 3-5 students will demonstrate proficiency on FSA in ELA.

C. *What gaps exist between your current state and your desired state?*

Based on current data, 50% of students in K-2 are considered on grade level as measured by i-Ready diagnostic #2, which is 18% away from our goal. 54% of 3-5 students are considered on grade level as measured by i-Ready diagnostic #2, which is 14% away from our goal. We are currently moving in the right direction and plan to meet our goal.