

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

AWESOME Olsen Middle 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. Through our intentional scheduling process, ELO opportunities, aftercare programs, morning tutoring, and Saturday Scholar's camp Olsen MS creates ample opportunities for students to learn and grow both academically and socially. These aspects of school operations allow for a predictable structure that assist with the school achieving our SIP goals.

B. Current gaps include under enrollment / participation in morning tutoring and Saturday Scholar Camps.

C. To eliminate these gaps, we are implementing a reward system which includes field days, game truck events, and raffles to increase attendance during our ELOs.

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. Through our deliberate scheduling of teacher's afterschool time, we have included opportunities for teachers to not only meet in PLCs weekly, but also meet bi-monthly with their grade level – once for operational items and another time that is dedicated to gathering input for MTSS / RtI. My scheduling this time, we see that teachers are more involved in the MTSS / RtI process and providing more regular feedback.
- B. We have seen a significant increase this year in teachers imputing BASIS Tier 1 strategies and providing documentation of interventions for students in RtI tier 2 and beyond.
- C. N/A
- D. At times we saw that meeting attendance would not be at 100%. APs reached out to those teachers not attending RtI / team meetings and had productive conversations with those teachers to re-engage them.

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. Based on BSA data, we decided to target specific sub-group populations of black, ell, and swd students whom were 1s & 2s for additional pull-out sessions during the school day on

Mondays & Fridays. Approximately 15% of the student population will be involved in these intensive pull-out / mentoring sessions that will be lead by assistant principals and school counselors. It is our hope that not only will these extra pull-out sessions help us achieve our goals, but we will close the achievement gaps in the afore mentioned sub-groups.

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. We are progress monitoring through i-Ready checkpoints & standard mastery assessments, for math CFAs in ELA , Civics, Social Studies, and Science, and through BSA in all areas.
- B. Our desired state is to achieve our SIP goals for proficiency and continue to push our lowest 30% and struggling sub groups to learning gains.
- C. Based on preliminary BSA data, we are about 10% under our proficiency target for all grade levels. Again, we hope to use our additional ELO opportunities and pull-outs to close the gaps in the data.