SPSA Mid-Year Review
Support Document

Elementary Support

Mid-year Review Prompts	Deliverable	Example

1. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
 	
    a. At full implementation, what is the expected outcome of the strategy in terms of student achievement?
    b. What specific actions related to your strategy implementation have been taken to-date?
    c. Describe your current progress in achieving your planned expected outcomes as a result of implementing the strategy.
    d. How were identified student groups impacted by the strategy?
	• Summarize what has taken place thus far, include expected student outcomes
	
	• Identify the specific student group(s) impacted by the strategy
	
	• Using data from your stated measureable outcome, compare baseline data to current data
		a. Increase the percent of students making progress toward and achieving grade level proficiency in English Language Arts from 25% to 45%.
		
		b. Once hired, the resource teacher used Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) materials to develop students' foundational reading ability and conduct reading intervention support. Because the resource teacher was hired in October, she was not able to work with each identified student. Our lowest performing students in 1st and 2nd grade (35 students) were given highest priority for this intensive intervention support. Other students in need of support were placed in small group afterschool intervention classes.
		
		c. The metric used to determine effectiveness was the Basic Phonic Skills Tests (BPST). All 1st and 2nd grade students participating in the intervention program increased their pass rate (25% to 30%).
		
		d. As of December, our African American students participating in this program increased their pass rate (25% to 35%).

2. In terms of your identified strategy, describe your level of implementation.	Rate your current level of implementation using the drop down menu.	
3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this mid-year analysis.	• If modifications to the strategy are needed, describe the modification.	As a result of student outcomes thus far, we believe that the intervention support system we designed is an effective strategy for increasing students' reading ability. This is demonstrated by the increase in the BPST pass rate for our African American students receiving intervention with the SIPPS program (25% to 35%). Therefore, no change to this strategy is anticipated.

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   c. Describe your current progress in achieving your planned expected outcomes as a result of implementing the strategy.
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	• Summarize what has taken place thus far, include expected student outcomes
	
	• Identify the specific student groups impacted by the strategy
	
	• Using data from your stated measureable outcome, compare baseline data to current data
		a. Increase the freshman Math 1 pass rate, as shown by grades, from 50% to 70%.
		
		b. Teachers within the math department met to plan instruction based on student assessment data. Teachers set an agenda for each meeting and submitted the minutes and plans to the principal each month.
		
		c. The metric used to determine effectiveness of this strategy was the percentage of students passing Math 1 with a C or higher at the Quarter 1 reporting period. As of Quarter 1, 55% of Math 1 students received a C or higher.
		
		d. 46% of African American students and 45% of Hmong students received a C or higher in Quarter 1.

2. In terms of your identified strategy, describe your level of implementation.	Rate your current level of implementation using the drop down menu.	
3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this mid-year analysis.	• If modifications to the strategy are needed, describe the modification.	We recognize that there was minimal increase in the percentage of Math 1 freshman who received a C or better. However, we will continue to increase our teachers' capacity to collaboratively plan based on the analysis of student data. As a result, we will continue with this strategy with a few modifications: • We will dedicate additional funding to this strategy so that our training specialist can attend all Math 1 teacher collaboration meetings. • We will dedicate additional funding to this strategy for professional learning for all teachers in the math department.