**SCHOOL IMPROVEMENT MID-YEAR REFLECTION 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?*

Teachers are scheduled by department into collaborative working PLC’s. These working meetings take place once a week during their planning time. This time allows for instructional coaches to work hand in hand with the teachers to continuously monitor the instruction for students’ needs based on real time data. In addition, teachers meet weekly after school by curriculum PLC’s to develop their plans, monitor student progress and plan for remediation and enrichment. Currently students are still showing trends in deficiencies based on BSA data. The gap is lack of prerequisite skills and foundational curriculum knowledge. The team will continue to address individualized deficiencies through data chats, PLC’s, ELO’s, and professional development activities.

The gaps that exist between our current state and our desired state is that many of our students fall well below proficiency in most curriculum area, based on the BSA we are on course to are desired state in ELA . Continuing to implement our plan of a laser focus on professional development for our teachers and the monitoring of high-quality instruction addresses this concern and our ELO programs.

**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?*

Teacher effect continues to be the biggest barrier that we face. Continuing a laser focus on professional development opportunities, individualized coaching support plans with highly effective coaches, and mentoring relationships have been implemented and developed with struggling teachers to increase student achievement. The evidence used to determine effectiveness of the support provided is the ongoing monitoring and evaluation of classrooms, analyzing students CFA data, and conferencing with teachers and students. Our teachers are growing collectively and taking advantage of the instructional support provided in a positive way. ELA classes are schedules based on students’ reading abilities and deficiencies.

Additional barriers have been addressed such as tardiest, student, and staff attendance. Our Attendance plan engage students to attend school more frequently using our HERO incentive program. Also, we implemented a plan where late students’ grab a to go breakfast, students are rewarded for perfect attendance (POD) and staff are highlighted for perfect attendance. The present plans address these barriers.

**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 leadership team including: administration, coaches, department chairs, and teacher leaders are committed to seeing this plan through. We work collaboratively to identify and address ongoing data and needs for our students and teachers. Our ELO plan was implemented since the start of school, and more students have been enrolled into our H.V University based on BSA data. When students serve internet suspension, they are place in IS during elective classes. Which allows for continuous instruction and monitoring of student progress.

**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?*

By May of 2019 the following goals will be met:

ELA: Will move from

Proficiency: 37% to 44%

LG: 47% to 52%

Low 25%: 45% to 50%

MATH: Will move from

Proficiency: 42% to 47%

LG: 43% to 48%

Low 25%: 43% to 48%

SCIENCE: Will move from

Proficiency:39% to 44%

Civics:

Proficiency:73% to 77%

Geometry 100% Proficiency

Algebra 100% Proficiency

Overall, we are about 3%-5% percentage points way from our goal based on Interim assessment data evidences.