**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?*

*A. School grade expectations are posted schoolwide. Power Hour focuses on phonics and comprehension with support staff push-in support. We have an ELA and Math vocabulary word of the day, PLC’s focus on ELA using authentic work to ensure Tier 1 instruction is being taught with rigor, and common planning with coaches to frontload standards, planning and instruction. \_\_\_*

*B.\_ We are seeing improvements in BAS data, but minimal improvements on School City data. We are working on ensuring that instruction matches the rigor of the standards by conducting focused classroom observations looking for specific elements to improve instructional implementation and delivery.*

*C. We continue to monitor the implementation of Balanced Literacy to encourage teachers to teach with fidelity, as well as continued monitoring of data and focusing instruction on rigor and text-based evidence.*

**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. Scheduling, attendance and discipline barriers have been reduced. Staff is conducting PLCs with a focus on authentic student work as the work directly reflects the rigor of Tier 1 instruction in the classrooms*

*B. Attendance and discipline data, feedback from staff on schedules and PLCs*

*C. Teaching to the rigor of the standards, and transferring learning from the PLCs to the classrooms*

**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.\_Yes. We move students through fluid groups as progress is made by continual data analysis. Power Hour now includes writing, using text-based evidence and test-taking strategies, intensified camps, and added Acaletics Math Club.*

**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.\_Our progress towards our goal is to increase student achievement and improve teaching practices.*

*B.\_Our desired state is to move from a “C” grade to a “B” grade, with improved teaching practices becoming innate.*

*C.\_\_ ELA still shows lack of proficiency towards goal, however our camps will intensify to target our weakest areas based on current data.*