

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school's Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

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?

PLCs have been designed and structured in a way that teachers that have the same shared SIP goal are grouped together. Teachers have been collaborating during PLC time about their content area. Furthermore, teachers are now discussing standards specification and various instructional strategies that can be utilized when teaching content material. We are definitely having instructional conversations and collaborations that show we are making progress towards achieving our goal.

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?

One barrier that has been reduced is excessive tardies. We implemented a new tardy policy in November 2016 that motivate students to get to class on time so that they can receive bell-to-bell instruction. Our tardy data revealed that the number of students arriving late to school and classes have decreased.

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?

Decisions to intensify strategies were made based on student achievement data. When reviewing the data, we concluded that majority of the students were not passing standardize assessments on the first attempt. Teachers are now reviewing test-taking strategies with students in addition to implementing mock assessments that mimics upcoming end-of-course and FSA assessments. These strategies are being done with fidelity to the best of our teachers' abilities.

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?

We are increasing student achievement in all areas. We desire to increase at 3% in are tested areas. In the area of mathematics, mini-assessment data shows that students are making get strives in comprehending content materials. Moreover, teachers are helping to bridge the achievement gap by spiraling through previously taught content material while continuing to expose students to all annually assessed benchmarks.