**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?*

*This year marked our first year of block scheduling. We transitioned to the 4X4 bloc to be able to better support our students with their academic and social-emotional needs. Through the implementation of this new scheduling approach, we are able to schedule kids in year-round remediation courses in Math and Reading while still giving them elective opportunities. We plan on improving this process through more effective collaboration processes between our Math core teachers and our Math lab teachers as well as training in personalized learning.*

**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?*

*Barriers to rigorous learning have been reduced through our move to block scheduling which allows teachers to complete more in-depth lessons and active learning elements in one period. Additionally, our core and support teachers have built-in time for collaborating to have a seamless flow of teaching strategies and materials for our students in need of support. We are working on building up the collaborative culture of our school even further to build cross-curricular collaborative teams. Finally, we have worked with our afterschool grant program to align activities and curriculum to our plan and ensure that academic goals continue in the afternoons and on Saturdays.*

**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 decision to change our schedule to a 4X4 Block and create opportunities for meaningful academic support through Math and Reading Labs were based on our student data as well as research-based practices. These strategies are being implemented with fidelity in Math and Language Arts.*

**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?*

*Our desired state is one in which each student in our school receives an excellent education and as a result, demonstrates increased academic success and social emotional growth. We will continue to make progress towards that goal by ramping up our SEL training for all teachers, as well as continue to train our teachers in active learning strategies and Metacognition.*