

# 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?*

*Our assistant principal in charge of curriculum in collaboration with our school's literacy coach, has created a plan for writing across the curriculum that will allow for specific areas of writing to be practiced within all subject areas. This process involves a gradual release model which allows for teachers to present new information and work towards a finished student product each week. Because of this new direction for increased writing skills, we have made progress toward achieving our school goal. The biggest gap is inconsistency with student attendance which means students are not always present for a cyclical writing process from beginning to end. This forces teachers to reteach to plug gap areas, driving a further achievement separation between those students attending and those not. We have focused on addressing poor attendance by making frequent contact with these students to determine if there is a reason for their poor attendance and whether this was caused by an acute incidence or whether they predict their poor attendance patterns to continue. After a predetermined amount of time established by our school-wide attendance plan, our school social worker makes home visits.*

## **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?*

*Based on our varied population and the poor academic situation many of our students are in upon their arrival at our school, our barriers don't necessarily end. We are able to assist specific students with their own personal barriers, but attendance and socioeconomic barriers will always remain. We are making progress towards overall academic goals as well as attendance goals, and the attendance barrier seems to be weakening as we are placing a larger focus on making written and verbal contact with each student who has a pattern of non-attendance. The addition of a second school social worker has allowed for more opportunities for the school social workers and family counselor to make home visits for those we are unable to make initial contact with.*

## **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?*

*Yes, strategies are being implemented with fidelity because we have created a very stringent system of checks and balances. Department chairs monitor classrooms and conduct biweekly data chats with their department members. Our leadership team visits classrooms to observe daily behaviors and lessons so we can better serve our students with items we've noticed that are both beneficial and could be improved. We also ask questions of our teachers and students so we can grow based on the feedback we receive. In addition, student work folders are monitored weekly to ensure work and grading is done with fidelity and sustainability.*

## **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 consistently monitor our success by the number of course credits earned with each student as well as the time frame that it has taken each student to earn said credits. In addition, graduation rate plays an integral part in the way we organize our lesson plans, staffing, and overall coursework. Overall, our school views a monthly update of graduates as well as those in progress to determine if we will likely meet our overall graduation goal.*