**SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2018**

**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. The structures and systems we have in place at Westwood Heights ensure all facets of the school culture create predictable environments by having schedules, monitoring the adherence to the schedules for each classroom and school-wide. With each classroom adhering to their schedules, the learners are more at ease because surprises are limited, support is planned around the classroom schedule to ensure the most productive use of support in regard to our SIP goal.*

*b. The gaps that exist between our current state and our desired state: we are making forward progress with our School City Data by achieving 39% proficiency in ELA and our goal was 38% proficiency, achieving 52% proficiency in Math and our goal is 57%, and 21% proficiency in Science and our goal is 52%. Our biggest gaps appear in learning gains and the lowest quartile. Our learning gains goal is to achieve 70% of learners making learning gains and we are currently at 37% in ELA and 49% in Math. Our goal for the lowest quartile is to achieve 75% of identified learners making learning gains and currently 37% of the lowest quartile learners are meeting gains in ELA and 53% are meeting gains in Math.*

*c. The gaps will be addressed from now and to the end of the year by creating an extensive “Math Club” program involving 16 teachers/support/staff with leveled groups (on/above grade level, approaching grade level, and below grade level) to provide more strategic support to all of our learners, especially those in the lowest quartile. To address the needs of ELA, three times a week we hold a Writing Café for learners in grades 4 and 5, structured to meet students’ needs. In addition to writing café, scholars participate in ELA Clubs twice a week. ELO’s will start in February to include at least 3 days a week of after-school instruction in ELA, Math, and Science. For science, we plan to hold “Weekly Bootcamp” sessions in April with hands-on experiences tied directly to our weakest areas in science.*

*We are currently making positive movement toward our SIP goal of:* If all learners are actively engaged in effective literacy instruction to include listening, speaking, reading, and writing across all content areas, then learners will demonstrate gains as evidenced by assessments. Currently each teacher in the school is assigned an academic coach/administrator as a mentor. The coaches visit each classroom weekly and provide feedback to each teacher through follow up meetings also weekly. PLC’s are based on content and grade level groupings. The focus of our PLC’s are using data to make instructional decisions within the classroom, collaborative lesson planning, standards analysis, and “Teach Like a Champion” instructional strategies.

**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. We see evidence in daily instruction that the barrier of : “Teachers will require assistance on how to effectively plan quality standard-based instruction.” In addition to weekly, personalized coaching, teachers have received weekly professional development, team planning with instructional support staff/administration, and we see evidence through walkthroughs, iObservation data, and school assessments that lead to the realization that this barrier has been reduced.*

**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?*

1. *Based on observations during PLCs, classroom walk-thoughs and planning sessions, we have determined that teachers are developing standard-based lesson plans with fidelity. We are now able to focus on the delivery of instruction rather than planning instruction, utilizing the most recent assessment results to make educational decisions for each grade level and content area.*

**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?*

1. *If our teachers deliver effective lessons, and coaches/admin continue to monitor and provide feedback, scholars will demonstrate learning gains in all subject areas.*
2. *Teachers will be able to continue standard-based instruction and there will be more evidence of data being utilized to make educational decisions in the classroom (groups based off of data, remediation and enrichment standards).*
3. *Some teachers still struggle with implementing data-driven instruction. We are closing the gaps by providing feedback from walkthroughs, offering individualized planning support, and professional development.*