**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

1. **Has your school made progress towards achieving the goal(s)?**

(GOAL: By June 2019, we will increase student learning gains by 5% through the implementation of deliberate student tracking and organization of student’s interaction with content)

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?

There are various structures and systems in place to ensure we make progress towards achieving our SIP goal. Implementing a school culture that focuses on providing a high quality instruction has been the focus this school year. Our Professional Learning Communities are in place for all subject areas. Our teachers meet weekly in PLCs to engage in Collaborative Inquiry, Lesson Study, Data Collection & Disaggregation, and Professional Development. We continue to implement best practices that support student-centered environments in all classrooms with the assistance of district personnel.

B. What are the gaps that exist between your current state and your desired state?

Academic gaps and deficiencies are addressed through classroom instruction where teachers re-teach standards based lessons. The FSA, diagnostic and common formative assessments as well as the BSA are used for progress monitoring. PWMS anticipates closing learning gaps and deficiencies of student’s grades by providing remediation with intensive instruction through Saturday interventions and the Rise Up tutoring program.

C. How will you address them between now and the end of this school year?

Teachers will continue to actively engage in weekly PLCs, and receive professional development around best practices that support student-centered instruction, and the implementation of instructional plans by department. This continuous process provides students with opportunities for mastery of skills in the core content areas and those in alignment with the Academic goals as stated on the 2018-19 School Improvement Plan.

**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?

Barriers to learning are addressed Response to Intervention (RTI). Any student displaying an on-going academic shortage is address through the collaborative efforts of the RTI leadership team to provide an individualized plan of improvement. Barriers are also addressed in the classroom through a variety of measures including remediation, individualized or small group instruction, tutoring, ESE and ESOL accommodations. School assessment data supports that barriers are not wide reaching however, Parkway will continue to progress monitor and provide academic support for all students.

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal? Monitoring of stated barriers is on-going.

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown? The progress is sufficient.

D. Did you identify other barriers that could serve as effective re- entry points into the plan? We have found that barriers cannot be effective re-entry points. The elimination of barriers may serve as effective re-entry points to the plan.

**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?

The strategies are being implemented with fidelity. Administration, Instructional Coaches, Department Chairs, and District Support Personnel routinely conduct classroom observations to support teachers in utilizing high quality instruction.

**4. What are your benchmarks for success?**

A. How will you progress towards your goal impact student achievement?

Our progress towards our goal will increase student achievement by increasing learning gains.

B. What is your desired state?

We desire to improve in school wide proficiency and learning gains in ELA, Math, Science and Civics. We also plan to see an increase in the implementation of differentiated instruction in all of our classrooms with teachers will making the transition to student centered classrooms.

C. What gaps exist between your current state and your desired state?

Please see above, for those are the same gaps.