

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?*

Yes, we have made progress towards achieving our goal. We have not yet met the required level of mastery with all students.

All classes are set up with curriculum plans and zone defense assignments that ensure consistency and accountability towards the Standards. It is still a challenge to ensure curriculum consistency through available resources and not adapted materials from a traditional curriculum. Administration has proceeded to implement quarterly data chats with the classroom teachers to analyze data, identify strengths and barriers and modify techniques and processes to increase student achievement levels. Our Autism coach continues to supervise/coach and mentor the utilization of Boardmaker On-Line, trying to ensure consistency and alignment. Curriculum maps have been created to ensure all standards are being addressed in a clear, sequential manner.

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?*

Due to the nature of our students and our school, we do not have significant or traditional barriers. We continue to meet the needs of our students' academics and social skill acquisition through focused staff development and PLCs by teams, homogeneous grouping of students, and restructuring delivery of speech/language services. The removal of these school-wide barriers will help us achieve our goals by focusing on the strengths and needs of our students based on those identified through their Individualized Educational Plan.

This seems to be sufficient in working towards eliminating these barriers. Quarterly data chats with administration and classroom teachers help identify barriers and modifications are made as needed.

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?*

Strategies are being implemented with fidelity. Administration connects with all classrooms through daily visits ensuring implementation of academic strategies and modifications that meet the needs of our unique students. Additionally, strategies are monitored through the Leadership Team and Team Leaders. Modifications have been made based on collaborative discussions regarding student needs across the academic disciplines as well as the living skills curriculum. Quarterly data chats with administration and classroom teachers help identify barriers and modifications are made as needed.

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 benchmarks for success include learning gains on not only the state administered test but also on our monthly pre and post curricular assessments which are given utilizing the standards and format of the spring state assessment. We are optimistic that student achievement will increase as our assessments have indicated. Students

are exposed to the curriculum daily and adjustments to teaching strategies happen as needed. Our desired state is learning gains for all. We would like to see improvement on test scores- state testing as well as pre-post monthly assessments. Currently, not all students have made significant, desired learning gains. Quarterly data chats with administration and classroom teachers help identify barriers and modifications are made as needed.