**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?*

1A. Effective collaboration among staff members through PLC’s focuses instruction on student achievement. A greater level of teacher involvement in SAC and School Improvement Planning has increased the relevance of our goals across PLC’s. Trust building is created through frequent discussion among stakeholders.

1B. Our gaps primarily revolve around parent participation. Our desired state would be one where there would be greater and more representative parent input in the School Improvement Process.

1C. We have revisited a section of the school improvement plan at each meeting this year and will continue to do so.

**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?*

2A. Our student attendance is improving through our use of the Student Attendance Plan. We emphasize the importance or regular attendance with students through assemblies, website, Parent Link and on the morning announcements. We schedule departments to have common planning so they can meet for Professional Development. To ensure a smooth matriculation process, we have met throughout the year with elementary and high schools in our Innovation Zone.

We are also reviewing attendance data during RtI meetings weekly and addressing students who have a high number of unexcused absences. We reach out to parents and get the social worker involved to assist us in getting the students back in school.

2B. Attendance rate improvement for staff and students.

2C. Some of the barriers we have faced is teacher attendance. We continue to have absentee problems with teachers. Other teachers step up to cover classes which helps as students behave better with known staff members rather than subs. In addition, we have had some students with social and emotional issues who have had to be hospitalized and/or have not attended school due to personal issues.

**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 attendance plan could have been implemented with more fidelity and more focus given to positive reinforcement to students and staff with a high attendance rate. One solution may be to use a teacher in LEAD program to become the point person for oversight of the school attendance plan next year.

Student recognition through ICU (student reward) needs to be modified in that 8th grade teachers do not use the reward system for positive behavior at a level that the 6th and 7th great teachers do. We have encouraged the 8th grade teachers to reward more types of positive behaviors with varied success.

The FACE plan was implemented with fidelity. Customer service training was conducted for the staff. A comment box for parents/community was advertised and placed in the front office and the Parent Resource Center was re-evaluated for its effectiveness.

**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?*

4A. We expect improved scores in ELA/reading from 45% to 48%, Math from 51% to 54% and Science 49% to 52% with school wide planning and support.

4B. Our desired state is to increase student achievement beyond our competing SES cohorts. Of course, we would like to be a grade higher. However, we most keep our goals incremental and realistic.

4C. The gaps in our current vs. goal state are primarily related to reading in the lower grade levels. We are giving particular emphasis in best practices in 6th grade reading classes and reading across the curriculum strategies in 6th and 7th grades.