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?*

William Dandy places an emphasis on building the "whole child". As a result, we offer a unique educational program that provides the right balance between offering rigorous and relevant curriculum with programs in place to meet the social and emotional needs of our students. The structures in our school are designed to focus on academics, while enriching students with extracurricular activities. The environment of the school ensures that all needs of every student are met. The collaborative culture of the school cultivates an environment that celebrate holistic stakeholder successes. The structures that we have in place are designed to build capacity among our teachers who will then have an impact on our students' achievement. We use weekly PLCs to drive instruction and our professional development calendar. Based on the needs identified in our weekly PLCs, our instructional coaches build weekly snapshots that are used as a guide to develop Learning Goals and Performance Scales for their classes. Having an accelerated curriculum, reading and math interventions, supplemental technology programs, progress monitoring checkpoints (monthly CFA's), the RtI process, staffing assignments, student and staff incentive programs, scheduling, and PLCs are clearly established within the culture of the school. Fidelity of implementation is expected and monitored through Accountability Talks (Teacher-Student or Admin – Teacher Data Chats), data monitoring, and observations to support the SIP goal. We also have a Positive Behavior Plan in place to reward students for the positive behaviors displayed.

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

Proficiency in Literacy, Math Fluency and College and Career Readiness continues to be the school's priority in developing the SIP goal. Progressive steps have been implemented in order to strategically maintain a goal oriented environment. The main gaps associated with achieving the establish goal rest with addressing student learning deficiencies that overtime have drastically increase the disparity between grade level mastery requirements and their current performance data based on data gathered from the schoolwide formative assessments.

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

The crunch time plans include stringent remediation and extension activities aligned with the daily standard based instruction within the learning environment. Furthermore, collaborative efforts to increase rigor and ensure differentiation with lesson planning and delivery will continuous challenge instructors and students alike. For example, Monthly CFA's, SEL Lessons, formal iObservations, monitoring instructional practice Learning Goals and Performance Scales, the use of NewsEla, Vocab.com; USATest Prep, and iReady, KhanAademy, Academic Nights, field trips; after-school Literacy camps, using the District's available resources, Collections and National Geographic Inside Core textbook and supplemental materials, modeling and pull out support from the content area coaches and collaborating with other schools.

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?*

The school's safety plan has reduced many of the barriers at the school. The students are held accountable for their actions and are also rewarded for positive behavior. The school's PBIS is used to motivate students to achieve positive points and incentives. The Alternative barrier to teaching and learning are being addressed using the SEL school-based initiatives

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?

The evidence of this is the decrease in referrals and student incidents. There has been a tremendous improvement of behavior this school year. Also, the impact of school based initiatives such as the Wildcat Reading Level up Challenge shows an increase in student involvement with reading evidence by the tremendous increase of student book checkouts within the media center.

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

The breakdown would be consistency and follow through for any program or implementation to be successful there has to be a consistent effort in monitoring it.

D. Did you identify other barriers that could serve as effective re- entry points into the plan?

Improving students' attendance can be another barrier. This would include coming up a plan for improving tardiness.

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 2016 – 2017 FSA results of 35% proficiency in ELA learning gains for the lowest 25th and 37% in Math learning gains for the lowest 25th demonstrated the need to focus the school's improvement efforts on the lowest quartile in the area of ELA and Math. The School Improvement Plan identifies the actions steps and initiatives determined to be critical to overcome barriers and to increase ELA proficiency results. Evidence shows satisfactory implementation of each action step and school initiative, and supports the need to maintain the current plan, which will be amended if there are any gaps identified.

Teaching and learning are the foremost priority. Nevertheless, efforts to integrate standard based afterschool tutoring for targeted grade level groups have proven less successful due to minimal student participation.

4. What are your benchmarks for success?

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

Continuous monitoring of schoolwide common formative assessment data coupled with frequent collaboration with department members with planning, lesson implementation and reflection will assist with fostering a learning environment that will contribute overall growth and development and increase students' confidence with strategic thinking skills. Our goal is to continue to focus on student academic achievement and staff professional development.

B. What is your desired state?

Teachers will also continue their work in PLC's. Our authentic PLCs include: analyzing student work, learning goals/scales and sharing Best Practices. The desired state is improvement in Academic achievement, and staff development. Teachers will also continue their work in PLC's.

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

The gaps that exist in our current state and our desired state have to do with the following 2 key elements reading comprehension and math application.