**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?

1. PLC’s are implemented authentically across all content areas. The PLC process has improved. The teachers are focusing on standards in a more cohesive way. PLC collaborations focus on data cycles and the effective implementation of school-wide and district-based programs.
2. All content areas share best practices, the current data reflects that collaborative planning is improving student progress and engagement.
3. Departments, specifically Language Arts, Electives, Mathematics, and Civics are collaborating and sharing through Canvas.
4. The Math Department continues to have more focused PLC’s and implement IXL for Lower Quartile students to practice deficient skills.
5. A math teacher assistant was hired to conduct push-ins of our lowest quartile students.
6. Language Arts teachers continue to conduct one-to-one conferences with all students.
7. The hiring of a Community Liaison to help to identify critical at-risk students and address student attendance concerns

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

1. Having sufficient time to remediate students since we are not a neighborhood school. Most students must catch the bus immediately after school.
2. All content areas implementing effective writing strategies.
3. Additional practice outside of the school for increased academic achievement.

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

1. Lowest quartile students are enrolled in the ELO English Language Arts and Mathematics Program. Students

 attend ELO during their Elective period, one day per week.

 2. Student work analysis implementation with fidelity in all PLC’s.

 3. All content areas are implementing the R.A.C.E.S. writing strategy for extended written responses

**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?

1. Our scheduling reflects common planning in core subject areas. In addition, in most of the disciplines there

 continues to be common planning by grade level. This scheduling allowed more time for staff development and

 collaboration within subject areas. We are also able to address grade level discipline concerns to ensure an

 environment conducive to learning.

2. Poor student attendance is addressed quickly with the assistance of the Community Liaison.

3. Our Titan Bucks Program encourages students to give more of an effort academically during and after school.

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

 1. The scheduling breakdown not only allows for collaboration within the subject areas but also allows sharing of

 best practices, and the integration of reading and writing skills across content areas. Since implementing this

 schedule, we have had minimal request for student schedule changes thereby indicating

 efficiency and effectiveness not only from the educator standpoint, but also from the students.

 2. Parents and students are well versed in academic expectations for students.

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

 1. Continuing to monitor the PLC’s, programs, procedures and the integration of the strategies.

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

 1. Parental engagement due to logistical issues; not being a “neighborhood” school.

**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. ELOs were modified to address the concern of not being a “neighborhood” school. Students were assigned ELO classes during Elective times.

 2. Instead of pullouts, push-ins were implemented to provide small group instruction within the classroom.

 3. The ELA (Reading and Language Arts) Department will continue to work in collaboration to effectively implement Collections.

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

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

 1. Benchmarks will be monthly writing prompts as well as math data cycles. IXL students will take diagnostics assessment every 2-3 weeks to focus on

 standards of need.

 2. Bi-weekly attendance reports.

B. What is your desired state?

 1. Teachers working in collaboration to maximize student success across all content areas.

 2. Academic improvement for all students.

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

 1. Maximizing student achievement given the limited contact hours with students.