**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?*

*Our students have made progress towards our goal of 67% of the lowest 25th percentile making learning gains on the Mathematics FSA. Our teachers review the most current data and make adjustments to instruction based on the results. Some of the adjustments are reforming student groups based on need, utilizing particular resources that target students’ needs, teachers making themselves available for a morning camp so students are allotted extra instructional time before the official start of the school day, etc. We have also begun after-school camp where we are targeting both our lowest 25th percentile students and those students who are considered bubble students.*

**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?*

*As stated above, certain barriers are currently being reduced by the implementation of morning camp and after-school camp; reducing the barrier that scheduling may have created. Additionally, student groups have been modified to accommodate student needs, based on data, thereby reducing the barrier that our class structures may have created. Lastly, our Math Coach has been identifying teacher needs, based on data, and providing support that targets those needs.*

**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?*

*Teachers are collecting, reviewing, and acting on data on a continuous basis with fidelity. This is evidenced by the data chats they attend with Administration and Math Coach on a regular basis. They are able to speak to the data, the needs of their students, and the modifications they intend to implement. The one area we need to work to improve is the use of PLCs to create standards-driven modules in Canvas. Since we have been chosen for the Lighthouse Schools grant, our focus has been to learn how to implement personalized learning. Once we are in a position to implement this strategy, we will be able to utilize our PLCs to create those standard-driven modules.*

**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 are our progress monitoring assessments. We utilize iReady, School City, BSA, and BAS to determine our progress. Administration, along with our Reading and Math Coach, meet with the teachers to discuss the data and determine next steps. Since our goal lies with the lowest 25th percentile students, we monitor those students and discuss their needs specifically. Lastly, since we understand ALL students matter, we are sure to monitor and discuss the remaining population as well.*