**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?*

*Through Professional Learning Communities (PLC’s), teachers share best practices for literacy instruction. After the PLC, teachers in grades K-5 implement the best practices shared during PLC in their classrooms. The literacy coach and administration conduct walkthroughs to determine if the literacy strategies are being implemented with fidelity in all content areas. As evidence, the iReady Diagnostic results from AP 1 to AP2 show a 17% increase in predicted proficiency in grades 3-5 in ELA. In Mathematics, during PLC’s teachers also share best practices for mathematics instruction. After the PLC, teachers in grades K-5 implement the best practices shared during the PLC in their classrooms. The math coach and administration conduct walkthroughs to determine if the math practice standards and strategies are being implemented with fidelity in the content areas. As evidence, the iReady Diagnostic results from AP 1 to AP2 show a 12% increase in predicted proficiency in grades 3-5 in math, from 12% to 34%.*

**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?*

*The barrier has been reduced. Teachers in grades K-5 are deconstructing grade level standards to ensure the Montessori lessons are addressing the standards. Also, teachers in grades 3-5 are utilizing the FSA Test Item Specifications to drive instruction and assist students with meeting grade level expectations.*

**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?*

*Lesson plans/instruction delivered from Lesson Plans are consistent within grade levels based on walk-through observational tools. Student participation in writing camps have increased with regards to student participation in enrichment tasks. Furthermore, student samples have increased in rubric alignment.*

**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 benchmark for success is that our data in predicted proficiency based our iReady Diagnostic AP2*

*Assessments are trending up from last year. ELA is trending at 31% predicted proficient, which is 7% away*

*from meeting our SIP target and math is at 44% predicted proficient, which is 11% away from our SIP*

*targets*