**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?*

1. How do structures and systems create school climate –

Planning System – Teachers have an additional 50 minutes for standards-based lesson planning and interdisciplinary planning. This is in addition to their mandated planning time.

Support System – Teachers are supported by and collaboratively plan with instructional coaches to analyze student learning, determine next step for instruct and individualized learning, as well as for sharing best practices aligned with our school’s vision and students’ five year plan for college, career and life readiness.

Lowest 25% Support System – Instructional Support Personnel (ISP) are strategically placed in classes and receive training to ensure that students receive the foundational skills needed for them to close the learning gap and realize academic growth. I-Ready and Achieve3000 ILS systems are in place to assist with remedial skills and afford additional support which is crucial for growth.

Pull-Out System – Level 2 students are targeted for an additional layer of support based on ongoing CFA data. The standards that students are witnessed not showing mastery on are addressed by instructional coaches. Assessments are given to identify remediation and enrichment activities to ascertain growth.

SEAD System – Administration and support staff collaborate weekly to identify students who are at risk of failing. Progress monitoring of data, SEL measures and other BASIS dashboard indicators are discussed with students and teachers to bring about positive change and a united front.

1. Gaps that exist between current state and desired state – Based on projections based from our interim and mid-year assessments, even though we have surpassed last years’, we have not yet met our 2018-2019 academic goals. The goal is for the lowest quartile of students to witness 60% learning gains. Results show that we are at approximately 45%
2. How will we address – Continuous progress monitoring and disaggregation of data will ensure that we identify short-comings and intervene to realize our goals. Progress monitoring ILS systems, data from CFA and other assessments and administrative conversations and walkthroughs will ensure that systems are in place to inspect what is expected.

**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?*

1. Evidence of barrier reduced – Insufficient Instructional Time – Cutting back on transitional time allowed for more classroom instruction and afforded a double-block system for at-risk 6th graders.

* Below-grade level intervention – Double-blocks and ISP personnel afford students with the remediation skills needed to show learning gains.

B) Evidence that barriers are far-reaching and will help achieve goals – Increase in instructional time has resulted in improved academic scores spanning 1st and 2nd i-Ready and Achieve3000 assessment periods.

Students who were significantly below-grade level have made noteworthy strides to closing the learning gaps. I-Ready grade level jumps and typical yearly growth and Achieve3000 Lexile growth, have spoken to the depth of our achievement goals.

1. Progress toward eliminating the barrier is sufficient.
2. Currently new barriers are not evident.

**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?*

Strategies being implemented with fidelity – The strategies and systems in place have allowed for progress monitoring, reflection and plans to consistently revisit and adjust plans as needed. Therefore, the strategies mentioned are being implemented and monitored with fidelity.

1. Continuously progress monitoring and checking the pulse of the systems we have in place has allowed us to adjust our systems to meet the needs of the students we serve and capitalize on the resources and intellectual capital on hand.

**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?*

A) Progress towards goal impact of student achievement – Strategic progress monitoring of data and using results from data to guide instruction and personalize learning will ensure that progress is made towards student achievement. Incentivizing and having a specific criteria in place for what mastery would look like, aids in monitoring progress towards goal impact.

B) Desired state – 60% learning gains is our school’s vision and desired states.

C) Gaps existing between current state and desired state – The realization of our learning gains goal has not yet occurred. As a result, we continue to monitor the systems in place, in order to realize our vision for student success.