SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2017

Directions for School Leadership Team: As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school's Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

1. **Has your school made progress towards achieving the goal?** Our school has made progress toward achieving our goal. Based upon the BSA data all departments have showed students performing at or above the satisfactory level, however in some areas we are not at the expected level. See chart below. Common formative assessment data depicts individual student increases which are not measured by the BSA. School-wide, we are continuing to work toward the goal through all departments developing crunch-time plans which changes to accommodate the diverse learning needs of our student population.

Table 1: School-wide BSA Present Level of Performance with 2016-17 Goals and Increases/Decreases

Subject	6th Grade	7th Grade	8th Grade
Math	43%- Goal: 39%, +4	35%-Goal: 50%, -15	33%- Goal: 49%, -13
English Language Arts	45%-Goal: 48%, -3	52%-Goal: 50%, +2	49%-Goal: 54%, -5
Civics	x	35%-Goal: 65%, -30	x
Science	x	x	42%-Goal: 49%, -7
Algebra			44%
Biology			54%

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?

The structure and systems in place at our school support the SIP goals through school-wide professional learning communities(PLC). Through our PLCs we follow the CARE cycle. The CARE cycle allows our teachers to identify areas of weakness and then implement the necessary remediation to improve student performance. Teachers utilize

enrichment to challenge our higher achieving students. Through the CARE cycle student needs are viewed globally as well as individually. The structure and systems at our school also including providing Media access in the morning for students that have limited computers at home. We also create a safe environment by ensuring students are indoors in the morning and seated in assigned areas by grade level. As a part of our school culture we have enlisted the support of district instructional coaches to conduct classrooms walkthrus and provide feedback to the leadership and in PLCs which improves instruction to meet the needs of all students. Monitoring of teachers for academic achievement by the Curriculum Leadership Team (CLT) ensure we are working toward meeting our goals and staying on track. Additional systems include after school tutoring programs to help struggling students academically with math, reading, science, and civics. We are using a unified instructional focus (per discipline), utilizing formative assessments, promoting student engagement with incentives, using performance scales and rubrics school-wide to clearly articulated learner expectations and goals. Teachers provide meaningful and timely feedback to students to improve learning gains in core subject areas. Teachers also provide differentiated instruction to meet individual student needs by scaffolding and specific accommodations for student with IEPs, classified as ESOL, and on Tier 2 or 3 for RTI. Teachers and staff attend professional development workshops to strengthen student learning as part of our school culture.

B. What are the current gaps that exist between your current state and your desired state? Currently, there are gaps in expected learning gains and actual learning gains in reading, math, and civics. (See Table 1)

C. How will you address them between now and the end of this school year?
As mentioned above the leadership team has designed a crunch time plan for each department to address the gap in the learning gains by strategically aligning curriculum to meet student learning needs. In addition, computer-based learning programs like USATEST PREP, ACHIEVE3000, TENMARKS, MY.HRW, FIRSTINMATH are being utilized to support student learning across the curriculum. To facilitate closing the learning gains gaps extended-learning opportunities are available through Saturday Academy, Hispanic Unity, and the 21st Century Learning Program. We are also in the process of generating funds to provide student incentives. The leadership team is constantly reevaluating how to best keep our students motivated.

2. Have alterable barriers been eliminated or reduced?
Alterable barriers which been eliminated were vacancies in reading, social studies, and math. In addition, all students schedules and been changed as needed to provided additional support in reading or math for students academic success. Teacher attendance has been reduced by the

principal offering incentives for perfect attendance. Barriers to student academic success have been lifted using the following methods: Student of the Month announcements, quarterly honor rolls, weekly student recognition for outstanding writing, and outstanding writers are entered to win a kindle during the writing crunch time plan. Adequate home-school connections have been reduced my monthly Title One nights and increase parent-teacher conferences. To support our ESOL home-school communication a full-time ESOL specialist was hired. Simulation test across subjects areas and common formative assessments provide evidence that we are striving to reach our goals. School-wide implementation of the Positive Behavior Plan has significantly reduced barriers regarding student discipline. Evidence that barriers have been reduced include BASIS data which shows a decrease in student referrals and vacancies have been filled. Student mentoring through DYME, LSE, Rites of Passage and other clubs such as LEEO, BPA, have all assisted in eliminated barriers. Progress towards are goals is evident and consistent.

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

3. Are your strategies being implemented with fidelity?   The strategies we are implementing with fidelity and scaling up include performance scales and reading in the content areas. The strategies are being implemented with fidelity by the majority of our veteran teachers. However, our new teachers and teachers with 3 years or less experience are receiving mentoring/coaching by department heads or veteran teachers in their subject area to help them better implement these instructional strategies. As a staff we slowly reduce the intensity of monitoring as classroom observations and common assessment data demonstrate the effectiveness of the strategies. When results are achieved, these strategies are solidified and become part of our pedagogical foundation.

    A.   Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?

4. What are your benchmarks for success? The present level of performance in 6th grade math (+4 above our goal) and 7th grade ELA (+2 above our goal) are benchmarks for success. Benchmarks for success also include the number of students participating in extending-learning and mentoring programs:

            ❖ Saturday Academy enrollment is about 300 students.
            ❖ Hispanic Unity enrollment is 80-100 students.
            ❖ 21st Century enrollment is 60-80 students.

- ❖ Rites of Passage at-risk black and Hispanic males enrollment is about 20 students.
- ❖ DYME (males) and LSE (female) combined enrollment is between 50-60 students.
- ❖ After-school tutoring about 100 students.

Altogether, students involved in extended-learning and mentoring supporting our benchmarks for success.

A. How will your progress towards your goal impact student achievement? Progress toward our goals will increase students achievement by motivating students to attend extending learning opportunities, continue using BSA data and common assessment data to strategically target areas of weakness. Employing push-in and pull-out support for struggling learners will help us progress toward our goals. Saturday Academy will have a specific Civics day to increase student performance to the expected level and the department head is working 21st Century to target 7th grade students every Thursday.

B. What is your desired state? (See Table 1)
C. What gaps exist between your current state and your desired state?

We need to strategically increase student learning gains in 7th grade/8th grade math, 7th grade Civics, and 8th grade Science. We will continue to address our student learning gains through Professional Learning Communities.