**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?*

The systems in place at Seminole Middle School allow for all stakeholders’ to have a voice in our school environment. We work tirelessly to create programs in order to improve teaching and learning. We currently have a recovery and remediation program in place to help students recover credits. From this program we haven’t had to retain a student due to courses they have failed while at Seminole. Students who have failed a course are able to recover the course through online programs. As for remediation, we offer ongoing online remediation so that students can recover the credit before they have failed the course. This allows students to make up the credit as needed. We offer a pull out program to help bubble students increase their reading proficiency. The pull out program is run and taught by our Reading Coach. We have created a focused Virtual Camp so students can work at their level to increase their ELA and Math competencies. We have EOC math tutoring and FSA math tutoring so students can receive extra help as needed.

We also offer a number of sports and extra-curricular activities so that all students have something to participate in and become part of our school community. Students are able to compete with Speech and Debate, perform with the Junior Thespians, or partake in the Gamer’s Guild. These are just a few of our clubs and extra-curriculars. We also have a thriving MTL (Mentoring Tomorrows Leaders) program. For the past few years our core subject areas have had common planning so that they can plan and prepare together. We participate in standard driven PLC’s focusing on content area and lesson planning.

Seminole Middle School has a wide variety of courses ranging from a D.E.C.A.L program with a number of high school credit classes to an intensive course load for students who are not proficient in either the ELA or Math FSA. Classes are created to provide a rigorous curriculum in order to prepare students for high school.

Some of the gaps we have currently at Seminole Middle School are the percentage of students at a level 3 in reading, the percentage of students who are proficient in Science and percentage of students proficient in math. Teachers are working with administrators, literacy coaches and support personnel in order to increase reading and science proficiency. We are also working hard to make sure our lowest quartile make learning gains.

Teachers are also implementing quarterly Common Formative Assessments so they can continually monitor data and provide data-driven instruction to increase student achievement. Core subject area teachers are holding data chats with students so that all students and parents are aware of where students are in class. Teachers are also conducting monthly data chats with their departmental administrator and the Principal. All teachers are aware of their students’ strengths and areas in need of focus and growth. Classroom instructions is modified based on the discussions taking place during the data chats.

**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?*

One barrier that we faced in the past was not having enough technology available to conduct CFAs, as well as, remediate and reteach skills through the various programs. However, with the help of PTA and the SMARTBond we were able to place carts in every core classroom. Every core class has a computer cart and most classes are utilizing Blended Learning. This has been a challenge because teachers are having to learn and implement new technology and pedagogy as they learn the technology to use in their classes.

The CFAs will help our students become ready for high school because the teachers now have monthly data that they are using to analyze and drive their lesson plans. Teachers are not waiting until the end of the year to determine what standards their students struggled to learn; rather they can immediately remediate and reteach. We also found success in our Civic EOC scores by moving the history curriculum to American History in 6th grade. Teachers are given departmental planning time to work together and plan the best way to teach the content and creative and innovative ways to increase rigor. We are working to build our students research skills by having them focus on text connections and citing text in their ELA classes, as well as, their content area classes.

**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?*

Currently we have successful ELO’s, remediation and recovery, and mentoring programs in place. Based on teacher and student feedback we are going to continue those programs. We also use our Virtual Camp to really prepare during crunch time for the FSA. We are going to expand Virtual Camp to science and civics. Teachers are also going to use the results of the ongoing CFAs to guide instruction, especially after using the data to hold data chats with grade level teachers and administration. School-wide expectations are monitored by the leadership team and discussed at bi-weekly leadership meetings. Student data is disaggregated and used to drive instruction during common planning times and teacher led PLCs.

**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?*

Working towards our goal of increasing student proficiency and learning gains will impact student achievement due to all of the programs we put into place. If these programs are done with fidelity they will help students learn, thereby increasing the achievement levels within our school community. Everything our faculty and staff do to support learning is moving us closer to our goal of increasing student achievement. Our desired state is to have the majority of our students either proficient or making adequate learning gains. We are also at around 60% proficient in reading and are working to increase our reading and math proficiency, as well as, our science proficiency.