

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Science: The percentage of science students scoring proficient or higher in science standards will increase from 34% to 42% by the end of May 2019 as measured by Science SSA scores.

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?*

A. Teachers are following curriculum Instructional Focus Calendar for each grade level.

B. Existing gaps to reaching our desired state are minimizing the disruptions/interruptions to classroom learning and maximizing student attendance in class. Also, allotting adequate time for teachers to participate in common deliberate planning is another gap that still exists.

C. Students whose attendance is showing that it is hindering achievement will be invited for additional re-teach/remediation instruction through pull-outs and after school camps. To address the gap of planning time for teachers, Science PLC will be utilized for common planning.

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?*

A. The school is providing in-house TIF trainings during in-service days to reduce teacher absences for TDAs. Also, scheduling, in terms of student class schedules, as well as school-wide assessment schedules still remain a barrier; however, to reduce class size, teachers have been asked to teach additional sections, and class sizes have been reduced. Also, a school-wide block schedule has been implemented for school-wide assessments in an attempt to minimize the amount of time classes will not be with their teachers.

B. Maximum class time with teacher and student allows for teachers to engage in individualized instruction

C. The breakdown for reducing class size in all classes occurs when the school does not have enough teachers on staff; leading to existing staff members teaching additional classes. Also, the breakdown in eliminating instructional interruptions is a result of creating a SEL culture, where students miss instructional time for events that help build positive school communities. This SEL community necessary for the full growth of students.

D.

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?*

A. When analyzing the data of 8th grade Rocket Launchers, attendance and missing instruction time has been attributed to the approaching the standards scores. Implementing pull-outs and after school camps will be used to address the needs of these students.

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. School-wide Science BSA data will be evidence that our plans are working. Implementing remediation pull-out sessions, as well as after school re-teach sessions will improve student achievement.

B. Our desired state will show that 42% or higher of our 8th grade student population is meeting the standards in science.

C. The percent of 8th grade students meeting or exceeding 8th grade standards for cycle 2 is 42% and the percent of 8th grade students meeting or exceeding 8th grade standards for cycle 3 is 53%.. Teachers will use the same, as well as new, teaching strategies to re-teach 6th and 7th grade standards.