**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. *Shared beliefs of safety, acceptance, teaching and learning are integrated in social and academic expectations through administration, teachers and student groups alike.*
2. *Gaps remain with new staff and students being acclimated to the climate and culture of the school.*
3. *PASL and MTL Programs assist with implementing continuous improvement expectations in social and academic areas that will be consistently communicated and monitored.*

**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. Quality of teacher PLC focus and instructional strategy evaluation indicate an increase in fidelity among teachers’ implementation and student achievement levels.*

*B. Common formative assessments reveal a positive increase in concept attainment within standards. DATA Chats among staff and students reveal wide-reaching success across all disciplines.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*C. N/A*

*D. Availability of technology for remediation and enrichment is being compromised as testing season encroaches us.*

**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. Evidence demonstrated on FSA retakes, common formative assessments and “Writing Across Curriculum” has provided a focus on standard based instruction. Modifications to data analyzation, writing instruction and curriculum delivery are on-going and have been shown growth in teacher pedagogy.*

**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. The ideal impact is for students and teachers to be aligned on achievement goals as they relate to standards-based instruction.*

*B. Desired state is to reach and exceed student achievement goals.*

*C. Constant evaluation and revision of instructional strategies and student performance on standards-based evaluations will provide the necessary focus to reach our student achievement goals.*