**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?**

*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?*

Our goal for the 2016-2017 school year is to improve our 10th grade FSA ELA scores from 68% to 70% by June of 2017. Another goal is to increase the Algebra I EOC proficiency rate from 51% to 60% by June of 2017.

Our school culture fosters collegial collaboration, which affords teachers opportunities to plan together and make decisions in the best interest of student learning needs. All teachers work to address the individual needs of their students while following a very structured curriculum. Currently, our students are making progress in alignment with state standard assessments and common formative assessments. Teachers have identified specific areas of concern as evidenced by CFA data. We have reviewed SAT/PSAT Data to identify areas of weakness and suggested areas for growth. Our administrative team, along with the guidance department, has identified some key areas to address in order to see growth in student performance data. Our plan is to remediate students with deficiencies and enrich students that are making progress towards the goal. Teachers are frequently providing students with opportunities to practice on Khan Academy, Algebra Nation, and during specific lesson segments within the classroom.

**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?*

By having level 1 and level 2 students take liberal arts math before taking Algebra I, students will obtain a more solid foundation of Algebra skills and therefore giving them better chance for success as they continue on in their mathematical education. Liberal Arts I math teachers are seeing students retaining more knowledge of the content area. This retention will allow students to grow in their Algebra class and allow for higher EOC scores. Progress is being made toward the goal. There have been specific classes designed in between each core math class to lay a very solid foundation to ensure success in their overall mathematics educational path.

In ELA

**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 will have to be modified due to the change from a straight seven day to an A/B Block schedule.

**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?*

If we progress towards our goal we will increase the overall points scored by our school. This will, in turn, propel us towards our goal of remaining an “A” School. Our desired state will reflect our ability or success with achieving our respective SIP Goals. Progress towards our goal will provide teachers and students with feedback that will drive instruction to ensure continuous improvement and high quality instruction. Since teachers will be collaborating on a consistent basis, the overall level of teacher efficacy will improve.

Our current state does not provide us with concrete data on student achievement since we do not administer any EOC Assessments until the end of the year. All other assessments are not the same test that will be used to measure student growth. Ideally, our progress towards our desired state would be easier to track if students were assessed on the same assessment throughout the year.