**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?*

All ELA PLCs are meeting weekly and are data-driven as evidenced in the PLC minutes using Cycle CFAs, Writing Prompt scores, or monthly lexile adjustments. The common planning time for the LA teachers supports grade level discussions more frequently, as well as providing additional planning time for whole grade activities and projects such as centers and debates. The gaps include: meeting the needs of the current 6th grade population which overall has lower proficiency data compared to previous years and infusing writing and rigorous texts demands for the ELL students. We will continue to have the 6th grade LA, Critical Thinking and Intensive Reading PLCs share common data in regards to reading standards and lexile changes. Also, the LA teachers will utilize the ELL support teacher to assist the A1 and A2 learners and provide more individualized instruction.

Teachers in the math department are participating in weekly PLCs by grade level. During this time we are discussing standards, question types, and testing limitations, to better build our instruction, common formative and summative assessments. Currently, Math gains for the lowest 25th percentile are at 60%. Our goal is to improve this learning gain by 3%. We will continue reviewing data from our CFA’s, discussing and implementing best teaching strategies in order to reach our goal.

All science PLCs meet weekly to plan instruction for upcoming lessons and units as well as discuss the results of the CFAs. The largest gap within Science is the elevation of 8th Grade scores on SSA. Our scores are at an acceptable level but have been stagnant for quite some time. Communication across the grade levels with regard to achievement levels on CFAs could help 8th Grade teachers focus their energies more effectively as they work to prepare 8th grade students for SSA. Data will be pulled from all grade levels and analyzed to determine areas of weakness and strength as demonstrated by 6th and 7th grade students. While this data is not reflective necessarily of the current 8th grade students it is reasonable that areas that students have difficulty mastering will be consistent from year to year. Longitudinal data can be kept so the data from this year’s 6th and 7th grade students can be applied to these students when they reach 8th grade. 8th grade teachers instituted Flashback Fridays at the beginning of the school year in an attempt to improve student performance on SSA.

**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?*

As stated above, the common planning time has reduced the barrier of teacher collaborative planning. Also, the additional hiring of an ELL support has reduced the barrier of ELL student struggles.

Barriers have been somewhat reduced. Most teachers in the 6th and 7th grade PLCs have common planning and are able to communicate on a regular basis, both during regularly scheduled PLC meetings and during their planning. Teachers in the 8th grade PLC, however do not have common planning. Although a specific morning time has been allotted to the 8th grade PLC, the varied class schedules (math levels, i.e. Pre-Algebra, Algebra 1 Honors, Geometry Honors) make it difficult for teachers in this PLC to collaborate and formulate new teaching plans or strategies. This is evident in the lower performance of the 8th grade students on last year’s FSA and this year’s CFAs. Perhaps it would be beneficial to have a pull-out program similar to our ELA program that addresses the weaknesses of our lowest 25th percentile of students.

Science Department team members rigorously use USA Test Prep as a tool for student assessment, data collection and analysis, remediation and enrichment

**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?*

In the ELA department, both LA and Reading teachers are using district-supported programs with fidelity including the Achieve 3000 5-step program for literacy and the recommended Pathways for Collection. The monthly data reports from Achieve reflect not only lexile growth but student usage and time increases as well. Grades and specific feedback recorded on Canvas, OneNote, student writing samples, performance tasks, and formative assessments reflect evidence of continued practice of literacy strategies.

Yes, current PLC strategies are being implemented with fidelity. Groups meet on a weekly basis. Common assessments are being used and data is reviewed and discussed. Further plans for remediation and enrichment are also discussed and implemented.

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**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?*

In the LA classroom, teachers have progress-monitored student writing progress by utilizing a Writers Workshop model of writing a variety of Explanatory and Argumentative essays preparing for the FSA ELA Writing assessment. Student essays are scored using the FSA Writing Rubric with the goal of increasing baseline scores from September, 2016, Prewriting prompts. Teachers also received previous years’ FSA Writing scores with the desire to maintain (scores of 10) or increase scores. Teachers identified students that scored a “0” and have worked diligently with those individual students using differentiated instructional strategies to increase those student scores.

Mathematics teachers are using District resources, like Mini-MAFS, FSA warm-ups, sample test questions from our item specifications, Math Nation, and teacher built activities like Math centers, Kahoot, USA test prep and my.hrw video tutorials, to teach our standards and best prepare students for the upcoming FSA and EOC exams. We hope that with these strategies and intervention we reach our goal for improving learning gains by 3% overall in all grade levels.

Science Department team members employ a multitude of instructional strategies to address the varied academic needs and learning styles of our students to help students achieve mastery on our standards. Teachers make use of online learning platforms such as Canvas, USA Test Prep, and digital lessons and labs from the textbook. Teachers are engaging in professional development to improve their ability to implement more technology within their classrooms. Teachers are including Buzzle and Newsela to improve content area literacy. Teachers regularly infuse their lessons with hands-on activities which improve student engagement and mastery of content standards. All of the above strategies are designed to insure content mastery for the long-term which will in turn improve 8th grade SSA scores.