**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?*

Our goals include the use of textbook resources online, as well as computer-based programs to support the curriculum and increase student achievement. The school has provided the math, language arts, science, social studies, and reading/research departments with computer carts to ensure that the students have access to the sites and resources when necessary for the different areas of curriculum, assessment, remediation and enrichment. In addition, each grade level has been focusing on their overall area of weakness for their students based on the previous year’s data and current year’s formative assessments. These areas are addressed within the classroom with the use of the technology resources provided by the textbook publisher, CPALMS, iReady Math, Learning.com, NewsELA, ReadWorks.org, Vocabulary.com, and Compass Odyssey.

Currently, the gaps that occur are relative to the pacing of the curriculum and completing the standards before testing. A gap can exist between the curriculum and student placement due to scheduling of students with the need to differentiate instruction. These gaps are addressed by individual teachers providing additional support. In addition, the school has provided a Math, Science, Civics and ELA tutoring program to assist students who exhibit gaps in the curriculum.

Planning within the grade level during our PLC time has addressed the instructional focus standards and pacing to ensure that the standards are covered before assessing all grade levels.

**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?*

The current barrier is being reduced by the introduction of free tutoring sessions being offered to all students in the areas of Mathematics, Science, Civics and ELA. Department planning time has been allotted to prepare lessons based on the current standards and curriculum, and increased support within the professional learning communities to address adult learning needs. Additional resources would include specific staff development sessions for each department that targets their own area(s) of need within the curriculum.

**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?*

Our strategies for student achievement are being met with fidelity. Our action steps are being continued by the department through the CARE process and success is determined by the proficiency of the students as evidenced on the common formative assessments that are given throughout the year.

**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?*

Following the CARE process to ensure that there is a positive impact on student achievement. In order to reduce the gap between the current and desired state there need to be additional resources to support the current textbook and curriculum standards.