

# 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?*

Yes, we are sharing best practices and monitoring our CARE cycles to ensure student achievement and making adequate progress. Our Biology scores suffered but we are implementing common assessments, data analysis, remediation, infusion of more reading strategies and increased scaffolding. We also intend on using Saturday FSA/EOC camps, Writing Pull Outs, Super Day Workshops and after school tutoring to bridge any gaps and ensure students are prepared.

## **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?*

Yes, students have been placed in self-contained classes that provide them with a personalized learning environment. Some students are provided with double blocked classes in order to expose them to enrichment and remediation continuously. Students are also placed with mentors to ease the transition from middle school to high school and to ensure success well in to their high school careers.

## **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?*

Yes, our PLC's are focusing more on reading strategies and data from our mentors shows gains in our lowest quartile and their social emotional needs are being met. Teachers also provide samples of student work with specific feedback given, pertaining to literacy on a monthly basis to Department Heads, Assistant Principals and our Reading Coach. At each level, progress is monitored pertaining to particular benchmarks which are assessed. Remediation and enrichment are provided based on the data.

## **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?*

Adding the additional block for students in Mathematics will address the deficiencies with our lowest quartile and should help increase our yearly learning gains also. Our desired goal is to increase our student proficiency on all state exams and increase our graduation rate. Continuing to implement our mentoring programs should reduce the number of students not on track to graduate in lower grade levels. Our A status proves our effectiveness, but we will strive to maintain an A and improve our proficiency in each assessed category.