SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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?*

1.. Afterschool tutorial and ELA Reading camp has been for ELL and ESE and at risk level 1 and 2 students for FSA ELA Reading and writing
2.PLC team Leaders have been sent to PLC writing symposium in order to encourage a writing camp for students.
3.School Bond have been discussed and ideas have been taken for spending appropriate funds on updates for school improvement…technology etc…
Other possible gaps include the misalignment of the instructional focus calendar and the BSA testing calendar in which students are tested on curriculum that they haven't seen yet. We will continue to use common assessment feedback data to drive the instruction.

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?*

All perceived barriers have been removed and a monitoring plan is in place. Administrators and Team Leader/ Department heads are actively part of the PLC process where SSMS has typically had concerns that have resulted in barriers. Teachers are in the process of having focused academic discussion around student and teacher data that help.
If continued monitoring shows that the barriers are still blocking progress, Administration will identify the teachers who are making progress towards the desired goal and use them to build capacity amongst the staff members who are not progressing.
No other barriers have been identified during the monitoring process.

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?*

All strategies have been vetted by faculty, administration and SAC committee. Each content area strategy was based on 2017/2018 FSA data, 2018/2019 BSA data and well as monthly departmental common assessment data. Faculty and staff continue to make instructional adjustments based on the feedback of student's assessments.

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?*

We will continue to focus on the following instructional practices to improve teaching and learning:
◦ ***Learning Goals and Performance Scales***
◦ ***Tracking Student Progress*** through the use of formative and common formative assessments
◦ ***Reviewing Content*** and ***Organizing Students for Cognitively Complex Tasks*** as part of the implementation for our remediation and enrichment plans.
We created a formalized plan that leads grade level department teachers through a collaborative process for

teaching and instruction, assessments, and remediation and enrichment. Administration will train staff on the CARE process, work with teachers as they work within PLC's, collect learning goals and scales, common formative assessments, remediation and enrichment plans and render feedback.

In order to ensure continued success with our iZone, we our teachers and our zone feeder school teachers will meet on to discuss curriculum and collaborate. Our goal for the 2018-2019 academic year is to increase 5% on every tested subject area.