**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?*

WMS SIP Goal: By June 2017, we will increase our lower quartile reading gains to 60% as evidenced by the FSA. Westglades has reading for all 6th grade students and all level 1 and 2 students were in a reading class. FAIR Assessments 1 and 2 have been given to progress monitor students. Progress monitoring letters are being sent home to inform parents of the strategies that are being used. For parents, we had a Parent Resources Night that offered resources to parents to increase student achievement that included a Parent Resources Website that had links to assist parents. The gaps that exists are measured in part by the FAIR testing which indicates an increase in literacy success. (6th Grade FAIR 1- 65%/ Fair 2 72%), (7th Grade FAIR 1- 82%/ Fair 2 74%), and (8th Grade FAIR 1- 76%/ Fair 2 83%). We will be implementing our crunch time plans that will have all literacy and social studies teachers implement reading strategies and meet in PLC’s to discuss progress and interventions.

**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?*

One barrier that we faced was having parents remove their children from reading. We implemented procedures that had parents meeting with the Literacy Coach to review their child’s scores and discuss a plan to assist their child in reading. After meeting with our Literacy Coach, 70% of the students remained in the reading class and continued to receive academic interventions.

**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 within the reading classes are being implemented with fidelity. We are using Achieve 3000 and FAIR to monitor student progress, using instructional strategies and best practices, meeting in PLC’s to discuss CFA’s, training teachers on how to analyze Fair data and identify gaps in student learning.

**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 are using Achieve 3000 and FAIR to monitor student progress. The gaps that exists are measured in part by the FAIR testing which indicates an increase in literacy success. (6th Grade FAIR 1- 65%/ Fair 2 72%), (7th Grade FAIR 1- 82%/ Fair 2 74%), and (8th Grade FAIR 1- 76%/ Fair 2 83%).