**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

**New Renaissance Middle School**

***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?*

Guided by the philosophies ‘To do what is Right, to do your Best and to Treat others the Way you want to be Treated,” our structures and systems ensure that all facets of our school culture create a predictable environment which is equitable for all stakeholders. The school climate supports our SIP goals by implementing standard based curriculum, using a common language, engaging in authentic PLC on a consistent basis, monitoring student data as well as an embedded RTI process. This common language is achieved through the infusion of the SPADE- close reading strategy, RACE – short constructed response model and Annotation Guide in all content area which creates consistency for the students in all classes.

The gaps that exist between our current state and desired state is closing the achievement gap and increasing the number of students that are proficient in the areas of Reading, Math, Science, and Civics. Our school is focus on the holistic development of the student, through an IB approach to learning, SEL, PBL and implementing literacy-based skills and strategies in all content areas, including Unified Arts. Unified Arts will select articles from NewsELA based on the lowest area from BSA results. Also, some electives are infusing Math concepts in their lessons.

Between now and the end of the year, we will continue to address our gaps. In all subject areas, we will continue to analyze data and align the curriculum as needed. Crunch-time and ELO programs are in place for Reading, Math, Science, and Civics to provide additional support for our students. Continuous feedback through iObservation is provided by both the administrative team as well as peer observations from department chairpersons. Follow-up training takes place on aligning activities with the standards and learning Scales to ensure that we are continuing to make progress and teachers are setting goals and scales ties to the standards, as well focusing in academic vocabulary and FTEM. The block bell schedule allows time to implement standard-based curriculum with student-led instructions, to remediate and to address varying needs of our students.

**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?*

* **Hall sweeps are being implemented to make sure students are in class on time to receive maximum instruction.**
* **Teachers standing at their doors to greet the students at the beginning of all periods.**
* **Students receive HERO points as an incentive**
* **ELOs are implemented**
* **5000 role models**
* **TIF V bonus incentives for teacher attendance**
* **SEL strategies implemented in all classes**

*B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

* Students walking with haste to make it to class before tardy bell rings.
* PLC's are conducted bi-weekly and teachers are using the data to make collaborative decisions as to how to address the gaps.

*C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*

Inconsistent measures in place to monitor. Teachers/staff may not be working collaboratively.

*D. Did you identify other barriers that could serve as effective re- entry points into the plan?*

Teachers not standing at their door to alleviate the traffic, this can lead to collaborative discussions on how to rectify the situation.

**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, Content area classes and Unified Arts continue to infuse the Literacy strategies in their lessons.**
* **Mathematics is using I-Ready an online tool weekly to remediate student learning and grade level assignments.**

A*. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

* Authentic PLCs, as well as additional staff development trainings not only with an academic focus, but on student social and emotional well-being is continuous and accepted by staff without resistance. By way of meetings, data chats, observations, it is evident that the majority of teachers are implementing school-wide programs and curriculum with fidelity. Additional training and coaching with various teachers will continue.

**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?*

Data results from previous assessments show the need to increase proficiency in Reading, Math, Science, and Civics. Again, literacy continues to be the focus, implementing literacy based skills in all content areas, including Unified Arts.

We will continue to assess our students, as well as reevaluate ourselves as a leadership team and staff. We will analyze student data and continue to adjust curriculum as needed. We will solicit feedback from stakeholders (parents, students, etc.) on various aspects of the school as a whole and make adjustments as needed.

Our desired stat is to increase our student proficiency. The gaps that exist between our current state and desired state is closing the achievement gap and increasing the number of students that are proficient in the areas of Reading, Math, Science and Civics. Literacy continues to be the focus, implementing literacy based skills and strategies in all content areas, including Unified Arts. Specific areas of focus are using relevant vocabulary strategies to respond appropriately to literary and informational text, motivating students to read at home, and applying critical thinking skills to literacy and informational text.