

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?*

Teachers and administrators have been working very close to build a better foundation that reflects what our students need this year. Using data to drive the future of our school has been very useful in figuring out what types of instruction that need to be put in place in the classroom. The current gaps that exist between our current state and our desired state is time. In order to achieve heavy gains in data marks, it takes considerable time to achieve the goals needed to bring reading scores up. Overall, we have seen growth in many areas from our CFA's across grade levels. The social studies team continues to monitor data, adjust our teaching skills as well as home in on our lowest achieving students. Teachers in the social studies department need additional time and assistance in data analysis.

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?*

I believe that new preventative behavior strategies that were put in place school-wide has eliminated some of the negative behaviors/norms this year. I also think the new school lunch schedule continues to help out with behavior and attendance during transitions. Being a teacher at Rickards for six years, I have seen a drastic difference in how the hallways look and how they leave and enter the classroom. I think these types of behavior strategies also sets the tone also in the classroom. Considerable behavior differences are seen this year and last. I think that time for planning within the department is insufficient because of other agendas during the school day. Some of the teachers in the 6th grade department are struggling with the high amount of students in some classes and hopes that the numbers will drop soon.

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?*

Throughout the Social studies PLC, we are working together as a department and within our grade levels to discuss problems, analyze data, modify our instruction, remediate students who need the help most and reflect on our successes every step of the way. This has been a clear goal from the start and will prepare pullouts for the civics department in the coming months as well as a civics camp in April.

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?*

Again, analyzing our CFA's and formal assessments is the way we can see if our students are reaching toward the desired state. Any gaps in our data will tell us that we need to magnify our approach on the specific standard. The

percentage of social studies students scoring proficient or higher in Civics will increase from 63 to 70 by the end of May 2019 as measured by the Civics EOC and the percentage of social studies students scoring proficient or higher in 6th and 8th grade history will increase from 41 to 56 by the end of May 2019 as measured by the ELA portion of the FSA.