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?

The leadership team at Hollywood Hills Elementary has created a system to ensure an effective Response to Intervention (RTI) process. The staff has been provided professional development about the RTI process, analyzing data, and tracking student progress. The teachers and staff are working towards closing the gap between the lowest quartile students and other students. The leadership team will continue to provide professional development and trainings about effective interventions throughout the school year.

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 of the barriers has been lack of knowledge about the RTI process and effective interventions. This barrier is being eliminated by providing teachers professional development about the RTI process and training on effective interventions. Another barrier has been monitoring the implementation of interventions. Administrators met with teachers to review interventions being used and conduct data chats. The teachers continuously review data to determine if students are making progress. If students are not progressing, instruction is adapted and monitored.

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?

Teachers are providing interventions and progress monitoring through I-ready diagnostics, Benchmark Assessment Systems, and intervention progress monitoring tools. Students were invited to attend Florida Standards Assessment (FSA) camp based on data results. Administrators conducted data chats with each teacher to analyze data and ensure students are making growth.

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?

The goal is to increase learning gains for students in the lowest quartile as measured by English Language Arts (ELA) FSA scores. This goal will be achieved by providing research-based interventions, effective classroom instruction, and FSA camp instruction. Teachers continue to need training about how to track and analyze data to guide instruction.