**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 school’s mission and vision serve as the footprint in which the culture of the school is founded. This expectation is communicated and modeled daily by school leaders, faculty, staff, and students. During monthly School Advisory Meetings, stakeholders are given the opportunity to provide input regarding the School Improvement Plan. In addition, instructional personnel engage in collaborative learning communities weekly to analyze student data, share best practices, and more. Professional development opportunities are provided internally and externally by district facilitators.

Current gaps that exist is lack of rigor in content areas, student demonstration of mastery, and stamina. In order to address gaps, tailored support will be given to specific teachers who demonstrate difficulty with planning and delivering rigorous lessons. Additionally, a crunch time ELA, Mathematics and Science instructional pacing will be provided to all teachers to address non-mastery standards as determined by Broward Standards Assessment. The crunch time plan has allocated time for students to further develop reading and math fluency/stamina.

In addition, students in grades 3-5 will receive extended learning opportunities based on their individual needs in the areas of ELA, Mathematics and Science. These learning experiences will take place before school, after school and on Saturdays.

Lastly, those intermediated students requiring additional small group instructional will receive remediation in the areas of ELA, Mathematics, and Science.

**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 existing alterable barrier is teacher punctuality and attendance. Currently, this barrier has been reduced. When teachers are punctual and begin instruction on time, content is covered effectively. In addition, the instructional schedule won’t be compromised when teachers are punctual and present. This is evident by student progress on weekly and monthly assessments. One additional barrier is teacher knowledge of content standards and data analysis. In order to bridge the gap, teachers will participate in individual data chats where support will given with analysis of data.

**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?*

A decision to intensify analysis of student work was made as a result of collaborating with cadre director and instructional facilitators. It is our firm belief that data truly drives every decision that is made, whether it be instructional or non-instructional. Taking a deeper look at data trends, helped determine specific gaps and allow us to prescribe action steps for every class and student.

**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?*

In order to determine if students are making steady progress towards meeting grade level expectations, intense progress monitoring of daily instruction and student data will be conducted. In addition, a standards-by-standards analysis will be used to monitor how students are performing on weekly lessons. The desired goal is for 50% of students in grades 3, 4, & 5 to become proficient in Reading, Math, and Science. Current gaps that exist is a moderate percentage of students who lack reading fluency, comprehension, and basic math facts mastery. Teachers are working diligently to close these gaps by providing tailored instruction. Extended learning opportunities are given by way of extreme learning camps which targets students needing additional instruction in Reading, Writing, Mathematics, and Science. With these efforts, it is our hope and belief that more students will meet end-of-the-year expectations.