SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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 has made considerable progress towards achieving the goal of improving literacy performance as characterized by standardized exams (i.e., FSA, SAT, and ACT). A culture of strategic instruction and periodic checkpoints has created an environment in which standards-aligned instruction and checkpoint assessments is the norm. The instructional focus calendar outlines the sequencing and focus for instruction and the Common Form Assessments (CFA) administered every two weeks, monitor the progress of students on the standards that have been taught. The mean score of student performance on the PSAT and SAT has improved which is evidenced by Evidence-Based Reading and Writing section. This is further proof that the instructional strategies being implemented are garnering results.

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?*

   There has been a reduction in alterable barriers impacting teacher attendance, staff development opportunities, scheduling, and extended learning opportunities.

   - Dillard 6-12 is the recipient of the Teacher Incentive Fund (TIF 5) Grant which has enabled our teachers to be rewarded for strong attendance records and increased the availability of district level trainings which are geared towards student centered learning and development.

   - District instructional support staff in collaboration with the school based instructional coach has provided training at the school site on Blended Learning, Student Engagement, SAT/ACT preparation, and the Innovative Teaching Cycle. These

trainings are conducted on Professional Study Days (PSD) or Professional Learning Communities (PLC) during planning time.

3. **Are your strategies being implemented with fidelity?**
   - *Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*
   - The strategies are being implemented with fidelity as evidenced by the revision of the instructional focus calendar, recorded minutes from the Professional Learning Community, implementation of the coaching model-documented through the New Teacher Center and iObservation.

   - Within the Professional Learning Communities, teachers are analyzing Common Form Assessment Data to realign instructional delivery for targeted standards.

   - Data analysis has also resulted in an extended learning opportunity (after-school tutoring and Saturday School) being created for the purposes of remediation and enrichment.
   - Based on the data, the school leadership has devised an instructional plan for ELA and Reading teachers to coordinate efforts to reinforce the standards being taught and progress will be monitored with increased frequency.

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?*

   - To monitor progress towards goal, the Leadership Team and the Literacy Department review improvements in Common Form Assessment data.
   - The data informs instruction and teachers respond by maximizing essential review time to cover targeted standards.
   - Broward Standards Assessment and CFA Checkpoints will serve as progress monitoring tools in the 2nd half of the year.