**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?*

A. Hallandale High School’s (HHS) structure and system provides for the community to join in the vision of our school, as we facilitate opportunities for student success through analyzing assessments to increase achievement. Structure and systems put in place helps to ensure that all stakeholders within the school prepare our students to become college and career ready upon graduation. Teachers are providing bell to bell instructions to ensure students are fully engaged in the learning process. The addition of Study Hall periods gives built in time to our schedule for students to receive remediation, tutoring, one-on-one support and study time. Our School Wide Behavior Plan, utilizing our HERO program, offers incentives for good behavior and rewards students who do the right thing both behaviorally and academically.

B. The gaps we have are from students in our lowest 25 percentiles in reading and writing. We also include our bubble students who are within 10 points of increasing to a level three, as well as students who have not made learning gains.

C. ELA plan will provide reinforcement remediation (CARE) through the collaborative planning in PLC’s, Study Sessions, Standardize Practice Session for ACT and SAT, School-wide initiatives such as, Stop, Drop, Read, and Write, SAT Words of Day, and integrating benchmarks into the entire ELA curriculum content. Hallandale High school has structured all PLC’s and PSD’s to be more data driven, which focus on increasing students’ achievement within the classrooms. School-wide initiatives are embedded across curriculum that includes Stop, Drop, Read, and Write and SAT Words of the Day. Students are receiving individual remediation across curriculum as well as individual pull-outs during their personalization classes. Additional tutoring services are being offered during our Academic Saturday Success Camp along with LEAP High Programs.

**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?*

A. Leadership Teams are working closely within their PLC meetings collaborating with both ELA and Reading Departments. Student data is analyzed, and that data is used to drive instruction in order to prepare them to reach the highest level of college and career readiness.

B. Careful scaffolding, proper scheduling, and effectively monitoring student’s data, attendances, and lesson plans on a weekly basis during PLC meetings.

C. Block scheduling and Study Hall periods have helped eliminate some instructional barriers along with PLC meetings. Continuous training is being provided to teachers without experience with block scheduling. Teachers are receiving training in implementing Canvas within their classrooms and in-house training is also being provided to teachers to ensure a clear understanding of extended class periods.

D. Effective re-entry point within the plan is providing teachers with an atmosphere that is conducive to learning, which cultivates challenging and authentically engaged students.

**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 teaching to the standards along with using various strategies within their classrooms. Strategies are discussed during PLC’s, Department and PSD meetings, and adjustments are made to intensify, modify, or terminate strategies based upon students’ data. Action steps such as putting students in collaborative groups which includes innovating strategies that prepares students for post-secondary education (college and career readiness). Strategies are being implemented cross-curriculum to reinforce reading and writing skill

**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?*

A. Benchmarks for success are flexible instructional strategies, collaborative groups, FAIR data, Write-score, Khan Academy, Pull Outs, Saturday Academic Success Camp, LEAP High Programs, Collection Literature, PLC’s, Best Practices, and USA Test Prep.

B. We will progress towards our goals by utilizing the District adopted Collections Textbooks along with the EDGE Series. We will continue to reward students’ achievement with incentives and recognition along with facilitating our low achieving students.

C. Our goal is to increase our percentage points by 10 points or higher in each category on our Florida State Assessment Exam (FSA). We are also striving to get our students to be more avid readers and writers to gain higher proficiency.