**PLANTATION ELEMENTARY**

**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?*

No, the desired progress is not being made to accomplish the goal. Based on Broward Standards Assessment (BSA) ELA results, 35% of the students in grades 3-5 are predicted to be proficient on the ELA portion, compared to 40% on the FSA, Spring 2018.

1. The structures and systems that are in place include collaborative planning, interventions, walk to read, Saturday tutoring sessions, Bi-weekly PLC’s,
2. The gaps/challenges are: teachers utilizing complex text consistently, identified students being able to attend interventions outside of school hours and differentiated rigorous centers not evident.
3. To address the gaps/challenges, we will readjust the schedule to target students during the day (i.e.: push-in and pullout). Professional development in Standards Base Institute and Text dependent questioning and rigorous centers. Increase focus on targeted instruction based on standards.

**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?*

Yes, these barriers have not been reduced

1. The evidence that indicates that this barrier has been reduced is the adjustment of the schedule to give support to teachers and push-in and pull out interventions. The adjustment of the teacher’s schedules allow support personnel to provide push-in and pull-out intervention and instruction.
2. The evidences are classroom walkthroughs that reflect teacher collaboration of instructional practices, strategies, and resources across grade levels.

**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?*

Yes, the strategies for this barrier are being implemented with fidelity.

1. The decision to intensify on-going progress monitoring of data with increased individual data chats and analyzing student data to drive reading instruction. In addition, increased parent participation/attendance in school-wide activities/meetings, is having a positive impact on student achievement.

**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?*

Benchmarks for success are bi-weekly assessment cycles, monthly checkpoints and quarterly diagnostics.

1. The progress towards our goal will be classroom walkthroughs; grade level and individual data chats and lesson plan review.
2. Our desired state is for 45% or better of our students in grades 3-5 to be proficient as measured by the ELA portion of the FSA.
3. Gaps that exist between our current state and desired state is effective tier one instruction and targeting our lowest quartile students.