

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?*

At James S. Hunt Elementary our primary concern is always student lead instruction, and having students own their success. Thoughtful consideration is enacted in our PLC's, were discussion is primarily centered around sharing best practices, and disaggregating data to ensure our students are receiving the instruction they need while considering their strengths, interest, and rigor. School culture is focus on effective data based instruction, and is shared directly from clear expectations and our need for effective standards based instruction from administration, to support staff, to our teacher's through PLC's, and always focused on student needs. Student needs are determined through the thoughtful consideration of student data from formative and summative assessments administered throughout the school year. At this point of the year, students at James S. Hunt are making marked growth in the 3rd grade and 5th grade achievement in ELA. Our 4th grade students are achieving and will meet goals standards based instruction and data based instruction from their teachers. We have disaggregated the data from our BSA assessment and AP2, and noted students strengths and weakness by standard. Student instruction is based on the effective implementation of instruction in areas of need. Author's craft and structure, and Key Ideas and details areas of concern, and we are make effective and considerable strategic growth through ELO.

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?*

Alterable barrier are addressed in the areas class structures and instruction. Our, teacher's have worked in PLC's to disaggregate data, and deconstruct Florida standards to best address student achievement needs through data based instruction. Success is quantified through growth in BSA and AP2 scores.

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?*

Strategies are being implemented with fidelity, and students are made accountable by keeping their data in their private data folders. Our student's are aware of their needs, and they share in the ownership of their success.

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?

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