**Banyan Elementary School**

**SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2018**

***Directions for School Leadership Team:*** As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school’s Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

1. **Has your school made progress towards achieving the goal?**
* *Yes, based on the monthly tracking of our Florida State Standards Mock Assessments and our iReady Diagnostic Assessments, our students are on target to achieve our Reading and Math goals.*

*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?*

***The following structures and systems are in place at Banyan Elementary to create a predictable environment and a school climate that supports our SIP goal:***

* *Monthly Team Leader meetings are held to address individual team needs and to provide district information to staff.*
* *Data Chats are conducted to review students’ academic progress and to share best teaching practices/strategies.*
* *Mock Assessments are given to track students’ mastery of their grade specific Florida State Standards.*
* *Data folders are utilized by teachers, administration and parents to monitor students’ academic progression.*
* *Parent Universities are conducted during the first half of the school year in order to teach parent strategies and best practices they can utilize at home to enhance student achievement.*
* *Weekly Reading/Math Response to Intervention (RtI) group meetings are held to identify students’ academic and behavioral needs, and to develop Tier 2 and Tier 3 action plans that will help students improve academically or behaviorally.*
* *Administration’s weekly monitoring of teachers’ and students’ performance in the classroom through the use of iObservation.*
* *Weekly Professional Learning Communities are held with grade level/subject area teams and administration/support staff to review student data, develop action plans to improve student achievement, identify staff development needs, adjust Instructional Focus Calendars based of students’ needs, and develop standards-based lesson plans.*
* *Implement standard-based* ***“Ready”*** *as a curriculum for ELA.*
* *Utilize* ***Go Math*** *curriculum and resources for Math instruction.*

*B. What are the gaps that exist between your current state and your desired state?*

* *Reading comprehension for our Level 1, ESE, and ESOL students is still an area of concern.*
* *Based on the* ***iReady Diagnostic Checkpoint 2****, we are making progress towards meeting our targets for Reading and Math.*

*C. How will you address them between now and the end of this school year?*

***We will address the Reading/ Math gaps by doing the following:***

* *Mandate daily small reading/math group instruction in all classrooms.*
* *Math Coach meets with students in Grades 3-5 and targets fluency standards utilizing Singapore Math strategies.*
* *Reading Coach meets with students in Grades 3-5 and targets dissecting and analyzing language in Poetry.*
* *Reading/Math coaches work with identified classroom teachers/students in need and provide support/resources for teachers and students.*
* *Provide Saturday tutorial camps.*
* *Purchase and distribute language translation dictionaries to all ESOL students in need of them.*
* *Conduct RTI meetings on all students reading below grade level or performing below grade level in Math.*
* *Mandatory bi-weekly progress monitoring for all students reading below grade level or performing below grade level in Math.*
* *Weekly Reading/Math Grades 3-5PLC to evaluate students’ performance, pinpoint specific areas of concerns, and share strategies to improve students’ achievement.*

**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?*

* *Teacher attendance at District Professional Learning has increased.*
* *Mock assessment data provides evidence that our reading/math scores are improving.*
* *As a result of restructuring the design of our Reading and Math Block schedules, teacher effectiveness and student performance have improved.*

*B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

* *FSA mock assessment data shows that students are making progress towards mastery of Florida Reading and Math standards.*
* *iReady Diagnostic Assessments.*

*C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*

* *At the moment, we are progressing in the elimination of barriers.*

*D. Did you identify other barriers that could serve as effective re- entry points into the plan?*

* *No*

**3 .Are your strategies being implemented with fidelity?**

* *Yes*

*A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

* *Yes, data guides our instruction and our SIP is a work in progress throughout the year to better address the needs of our students. Throughout the year, we track student achievement to make decisions (i.e., changes) based on their needs through mock assessments and iReady Diagnostic in Reading, Math and Science.*

**4. What are your benchmarks for success? 70% or higher on the monthly mock assessments, highly effective teaching strategies being utilized daily, increase is students mock assessment scores, increase in students’ and teachers’ attendance, and an increase in parental involvement.**

*A. How will you progress towards your goal impact student achievement?*

* *As students achieve mastery in Reading, we anticipate improvement in other subject areas because Reading is the foundation for all learning.*

*B. What is your desired state?*

* *We desire to become an “A” School.*

*C. What gaps exist between your current state and your desired state?*

* *Some students lack foundational and fluency skills.*
* *Our desire is to* improve teacher effectiveness through Professional Learning opportunities and weekly Professional Learning Communities.
* Focus on encouraging teachers to utilize Reading/Math resources and manipulatives with fidelity.