**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?*

*Students’ time in class has been increased due to our “Escort Only” procedures. The system of having students wait for escorts to accompany them to their various destinations has deterred many from being in the hallways. That time saved is directly related to the time spent in class where students are receiving their direct instruction.*

*Professional Learning Communities, twice a week, allow extended time for department teachers to collaborate on grade-specific standards-based instruction and the infusion of school-wide literacy. These conversations are supported by analysis of common formative assessment (CFA) data. After each CFA, teachers share identified deficiencies and areas of strength as it relates to their classes, as well as reflect upon their instruction and how they can address their students’ individual needs*

*Many of our students exhibit reading fluency, however, their comprehension is lacking. This applies to both informational text and literature. Additionally, because students have difficulty with comprehension, they struggle in identifying what key information the question is asking for. This is apparent in all content-areas, including mathematics (specifically, word problems).*

*For us to realize the goal of increased student achievement that we are working toward, we must increase our skill-set within all departments to ensure that strategies specific to this concern are being properly shared with our students, as well as successfully executed by them. The Literacy Coach will infuse the relevant strategies into our Bair Connections, which will allow for small group professional development for each content-area. Additionally, focus and attention will be included in conversations within our Professional Learning Communities that allow for specific planning and collaboration that integrate the use of these strategies in conjunction with the grade-level 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?*

*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?*

*Many of our alterable barriers have been reduced as it relates to scheduling, student attendance, and professional development.*

*Having the ability to increase academic electives, therefore increase the number of students who are enrolled in them, more students are receiving certifications. Additionally, most of our Lowest Quartile in ELA are enrolled in a reading class, which allows them additional exposure and practice of specified reading strategies.*

*Student attendance is monitored for absences (both unexcused and excused). School involvement, as well as input and participation from the school Social Worker, bridges the gap between school and home because parents are aware of how important student attendance is to success.*

*Professional development opportunities, both on and off site, are extended to staff regularly. School-wide monthly PD, which includes a component focused on Equity, focuses on current visible trends/needs in the school.*

*Progress is steady, however, there will always be more to do as we work to increase student achievement All interventions to address barriers have made an impact. To ensure the impact is sustainable, Administration and Teacher Leaders in the building can assist with monitoring the implementation of these interventions to ensure the actions taken are done so with fidelity.*

**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?*

*While there is evidence of strategies being implemented, we believe that we could have greater results if they were implemented, thoroughly and consistently. Increased visibility and monitoring practices, demonstrated by Administration and Teacher Leaders in the building can assist in us shoring up these processes.*

**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. Extended Learning Opportunities (ELOs), designated as our “Level Up” program, provides participating students with standards-based remediation. In addition, “Level Up” extends to inside the classroom, wherein grade-level deficiencies are being addressed. Our goal is increased student achievement, demonstrated in all tested areas, based on overall proficiency and learning gains. Based on the Broward Standards Assessment (BSA), our current level of progress shows we are moving toward our goal, however, it also identified areas of deficiency that, based on our system of school-wide literacy should not exist – especially to the degree shown.*