**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. Literacy and Social Studies classes incorporate a variety of complex lessons and text types into their curriculum throughout the year. All core classes use blended learning portals such as CANVAS to address standards. Both English Language Arts and Reading classes incorporate text at each student’s Lexile level as well as complex text. ELA classes use the program NEWSELA and Intensive Reading classes use Achieve 3000. Both programs focus on reading informational text and text-based writing using current event topics. Reading teachers differentiate instruction specific to each student's individual Lexile level by utilizing Achieve 3000 and National Geographic Inside. Throughout the year, ELA and Social Studies teachers utilize NEWSELA, online tutorials and the remediation, and enrichment components within the My HRW portal in order to increase the overall reading proficiency for all students. District created writing prompts and performance tasks found in Sharepoint Pathways are also infused into Collections units and novel unit plans.

- Social Studies teachers will infuse more primary source documents into their classrooms. Students are encouraged constantly to focus on claims and main ideas from these documents.

- Our math department has made progress towards our goal by taking a closer look at the item specs and truly understanding what is being assessed on the FSA and how it is being assessed on the FSA. From there the department is making changes to their tests to best reflect the standards and test the student’s ability.

- Science teachers are infusing more Project based learning projects into the class so students apply the content learned in class and apply it to real world situations. Teachers are using the new STEMScopes digital curriculum which has CER where students will focus on finding evidence to support their claims.

-Foreign Language teachers will use and assign on-line tutorials and extra practice  from the new on-line based program "Broward.schoology.com".  
  
-CADRE groups will work together using the CADRE Cycle model to select appropriate on-line Schoology reviews and extension activities for remediation and enrichment.

B. One gap between our current state and desired state is many of our ESE and ELL subgroups struggle continually with comprehending complex text. Many of the students in these subgroups also lack the vocabulary knowledge needed to fully comprehend grade level and complex text.

- Gaps that exist between our current state and our desired state are that our testing scores will be skewed in math and Science the FSA because many of those students will be taking the EOC instead due to them being a high school credit class.

C. Learning gaps are addressed by offering ELA peer tutoring weekly after school. Students are working on programs such as Vocabulary.Com to enhance their overall vocabulary knowledge. Teachers are incorporating learning stations/small group instruction to differentiate and remediate skill deficits. Teachers are working on infusing meaningful PBL to promote critical reading and writing skills.

In math classes, gaps will be addressed for the students through warm ups, spiraling, online practice and one-on-one support if necessary.

**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. We are working on reducing/eliminating alterable barriers this year by having more experts come in to our school to work with teachers on a variety of current educational trends. Various district trainers have already come to our school to work with teachers this year. This is the first year of our school working on a block schedule so that has been a slight barrier we are working on navigating.

-Another barrier for teachers is incorporating CANVAS and other technological programs effectively. Therefore, our school has worked on increasing our staff development opportunities within our school so that these trainings can help the teachers with lesson planning during an extended block of time.

B. All teachers have been trained on incorporating CANVAS into the classroom. All teachers and encouraged to use the CANVAS calendar application to ensure all students are aware of class assignments, assessments and important events

C. We are making progress, so this does not apply.

D. We have already had many district trainers and outside trainers come in to work with various content areas on how to set up learning stations and enhance a blended learning classroom. Social Studies teachers have attended an in-house training on literacy standards in the Social Studies classroom as well as a training on district-created CANVAS courses and how to infuse these into their own CANVAS course. Numerous teachers have attended an in-house NEARPOD training this year to help infuse blended learning in various content areas. ELA teachers have been trained on learning stations, so they can incorporate them into their classrooms. We plan to continue our focus on staff development this year to ensure our school is successful with the new block schedule.

**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?*

A.Through PLCs, teachers are analyzing student learning gaps by examining student data to measure if strategies being used in the classroom are effective for our students. Intensive Reading students are progress monitored using various data from FAIR-FS and Achieve 3000. All students in literacy classes are monitored using various literacy measurements such as: USA Test Prep, Collections assessments, NEWSELA, district created performance tasks/writing prompts, and other formative assessments. Teachers then reflect on these results and decide which standards and strategies need to be readdressed or modified to ensure student 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?*

A. Our benchmarks for success in the literacy classrooms are for all of our students to meet proficiency levels on FSA ELA. Teachers in cadre groups focus on discussing and analyzing student performance on formative assessments, performance tasks, writing prompts, and other assessments to drive instruction and address student needs where needed. ELA teachers will use various remediation tutorials such as Level-Up tutorials on MYHRW to address student remediation. Literacy teachers will also use the district’s Pathways to ensure they are incorporating standards assessed on the FSA prior to the administration of this year’s assessment.

Science PLC's will be used for the creation of PBL lessons, common assessments. Teachers will use this time to also discuss changes and Best practices in the classroom

B. Our desired state is for all students to meet proficiency criteria on the FSA as well as formative and summative assessments.

C. The gap which still exists between our current state and our desired state is that some of our level 1 and 2 students, ESE, and ELL population still struggle with meeting proficiency criteria on LAFS which address higher level thinking and complex text. Teachers are focusing on incorporating many scaffolds to help these students but some students at this point are still struggling.