**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?***

Reading/Writing / Mathematics

• Literacy initiative school – wide

• Phonics based Instruction K-5

• PLCs- Professional Learning Communities

• Small group instruction

• Lesson modeling by Instructional Coaches

• Differentiating instruction through centers

* Integrating Culturally Responsive Instruction

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

Data reflects that 55% of our lowest quartile students are not making targeted growth gains in Reading and Mathematics.

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

* Support staff will provide push in to facilitate small group instruction for ELA and Mathematics addressing the needs of lowest quartile students
* Extended Learning Opportunity for Reading and Mathematics to all students to reinforce curriculum
* Supporting teachers in unpacking the Florida Standards and providing authentic instructional delivery
* Integrating I-Ready lessons for students in grades 3rd-5th in both ELA and Mathematics
* Implementing programs Core Connections, Reflex Math, and Math Acaletics to assist with the deficiencies in writing and math.
* Data driven Professional Learning Communities (PLCs) based on Reading, Mathematics, Writing, and Science to discuss best practices and instructional targets
* Analyzing student performance data to determine instructional effectiveness
1. **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.)**
2. ***What evidence do you see that a barrier has been reduced or eliminated?***

The evidence that is shown that a barrier has been reduced or eliminated is by a change of scheduling such as the time of PLCs, so that teachers are provided with an adequate time frame to share best practices and analyze student data that focuses on the educational C.A.R.E. cycle. The implementation of the “Teacher Shout Out” board to increase staff morale by acknowledging staff for their dedication and effort. In order to increase student attendance, Challenger has implemented awards for Perfect Attendance quarterly.

1. ***What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?***
* By using the following assessments and programs to progress monitor student achievements and deficiencies: Benchmark Assessment System (BAS), I-Ready, Phonics for Reading, SchoolCity, Reflex math, Core Connections Progress Monitoring, and Leveled Literacy Instruction.
* Data chats occur with students to provide students with the opportunity to create goals
* Teachers and staff work collaboratively to share best practices
* By monitoring growth goals on Iobservation
* Teacher reflections and the readjustment of instruction based on feedback and personal goals
1. ***If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?***

We have started to successfully breakdown and eliminate the in-house infrastructure barriers by implementing academic programs consistently and with fidelity to target student deficiencies as well as providing teachers with solutions for their instructional goals.

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

There is none at this time.

1. **Are your strategies being implemented with fidelity?**
2. *Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*
* The staff at Challenger decided to intensify the amount of learning time for Reading and Mathematics through Extended Day Learning Opportunities.
* Classroom teachers are being provided with additional instructional support for small group students who are not making sufficient gains at this time.
1. **What are your benchmarks for success?**
2. *How will you progress towards your goal impact student achievement?*
* School City Assessments
* BAS Assessments
* LLI Assessments
* Phonics for Reading Assessments
* Reflex math Assessments
* Core Connections Writing bi-monthly assessments
* Math Acaletics Quarterly Assessments
1. *What is your desired state?*
* Our desired state is for 70% or above of students in grades 3rd-5th to be proficient in Reading and Mathematics.
* 60% or above of students in grades 3rd-5th to make at least 1 year of learning gains
* All students’ learning needs are met through differentiated instruction aligned to standards in all content areas to improve student academic performance.
* To decrease the amount of students in the lowest quartile category.

1. *What gaps exist between your current state and your desired state?*
* Targeted differentiated instruction needs to occur in all classrooms as well as implementing rigor to the standards and incorporating culturally responsive teaching to our diverse population.