**SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019**

***Directions for School Leadership Team:*** As part of the School Improvement Process, schools are asked to engage in collaborative conversation with all stakeholders to complete the Mid-Year School Improvement Reflection. After reviewing the document with SAC, the reflection needs to be uploaded to the SAC upload section of the SIP**. DA Schools must enter information in the FLDOE SIP located of Florida CIMS.**

**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?*

*The structures and systems in place at Park Trails Elementary, ensure all facets of the school culture create predictable environments and a school climate that supports our SIP goal, by utilizing the Park Trails Handbook. The Park Trails Handbook ensures all parents are aware of our school’s culture and creates a predictable learning environment for all students in Pre-K and grades K – 5.*

 *The gap in Science last year that existed between our primary grades and our intermediate grades has been bridged through a school wide focus of implementing “The FINDS Research Model” in Science, Media, and STEM Technology Special. These “Special” classes are integrating the Standards in the content areas in grades Pre-K, and K-5 in the classroom.*

 *We will address the gaps that existed between our primary grades and our intermediate grades to Compare/ Contrast Science scores, at Mid-Year, the end of the school year, by utilizing a Data Monitoring System, Chapter Tests, Unit Assessments, and through Science STEM Special in grades Pre-K and K-5.*

**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?*

*The evidence that we see that a barrier has been reduced or eliminated is by closing the reading gaps between grades 2-3, and grades 3-4 fluency and comprehension, through the implementation of I-Ready in grades K-5, and BAS progress monitoring, Go Math Assessments utilized at Beginning, Middle and end of Year. Teachers will align instruction with Florida Standards, LAFS & MAFS to increase knowledge on grade specific standards.*

*The evidence that we have that the barriers are wide reaching and the steps above will help us achieve our goal is through BAS scores 3 times a year, and the number of students participating in I-Ready Diagnostic K-5 which is implemented 3 times a year, and the BSA in January 2019.*

**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?*

 *Yes, decisions to continue, intensify, modify, or terminate strategies or action steps were based on specific evidence from BAS progress monitoring, I-Ready K-5 and, with the implementation of, Sunshine State Young Reader Award Books,” Battle of the Books” in grades 3-5, and Reading Across Broward District Motivation Reading Program. In Media and STEM/Technology Special the District wide Code.org was utilized in grades 3-5. Also, through Broward SSO students utilize Learning.com to improve keyboarding skills in grades 3-5 along with Newsela, databases and computer skills. Teachers are implementing Learning Goals and Performance Scales in their classrooms to monitor student progress of content presented in class in grades Pre-K, and grades K – 5.*

**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?*

 *We will progress towards our goal to impact student achievement by monitoring and encouraging all students that are Below Level, On Level, and Above Level to strive for academic excellence by making Learning Gains each year based on Progress Monitoring, Mini Assessments, BSA, and FSA Data. Also, with I-Observation, PLC’s, data chats, meeting with the Literacy Coach, and continued Professional Learning student achievement will be monitored.*

 *Our desired objective at Park Trails Elementary is to maintain the high level of academic success as a District rated “A” school for the 2018-2019 school year.*

 *The gaps that exist between our current status and our desired goals are minimal, as we continue to meet the needs of our students.*