

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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?*

\_\_\_ Croissant Park Elementary has made progress towards achieving our goals. Structures and systems are in place; this is evidenced by the master schedule outlining core instructions, ESE support, specials and recess. Social and Emotional (SEL) needs are supported through guidance plans, teacher professional development and a Growth Mindset practice infused in all learning. Mindful Mondays, Student Peer Counseling, ReadingPals and Latinos in Action reinforces healthy, positive relations among students, staff and community.

Continued gaps in learning continue to exist with our lower quartile and ELL students. These areas are addressed between now and the end of this school year through small group interventions and extended learning camps.

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## 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?*

\_\_\_ Alterable barriers have been reduced, for example:

1. Attendance: attendance clerk, who reaches out to identifiable student parents who exhibit lateness or absenteeism, closely monitors Students' tardiness and attendances.
  2. Rti: Collaboration meetings have been increased to ensure closer monitoring of struggling students (academic and behavioral).
  3. Progress Monitoring: Gr 3-5 classes have increased grade level monitoring of skills by creating a monthly assessment calendar. Students receive practice activities through standards mastery, writing, ELA, and Math assessments (test prep).
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## 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?*

\_\_\_ - CPE has identified Foundations professional training for K-2 teachers to ensure that phonics are taught appropriately and with fidelity.

- Gr 5 Science instructional calendar has been revamped. It was identified that the current curriculum pacing was insufficient. Increased district support was added with increased admin monitoring to ensure fidelity of instructions.

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## 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?*

\_\_\_ Benchmarks for success are monitored through CARE cycles. Mastery is determined by monthly data assessments in ELA, Math, Writing and Science. Current iReady data reflects CPE on pace to reduce the achievement gap in ELA – 40% (goal 51%).

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