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?
We began the year with clear goals created by the leadership team and shared with all stakeholders. Throughout the year, we ensure that all professional development offered aligns to the improvement of the areas identified. To date, we have had Balanced Literacy trainings through faculty meetings and our PLCs. Administration conducts all formals during the Math block to provide feedback on instructional practices. We utilize data chats to measure our baseline data and track our progress to meet our goals. According to the i-Ready Diagnostic Checkpoint 2, we are currently making progress toward our goal. 44% of students are on grade level in Reading (increase from 23% during Diagnostic 1) and 36% of student are on grade level in Mathematics (increase from 13% during Diagnostic 1).
Our current gaps in Reading include: Vocabulary and Comprehending Informational text, according to the the i-Ready Diagnostic Checkpoint 2. Our current gaps in Mathematics include: Number and Operations and Geometry, according to the i-Ready Diagnostic Checkpoint 2. Teachers will provide further differentiated instruction to address the exact areas of need a student is showing. Teachers will utilize i-Ready products such as the tools for instruction lessons, toolkit resources and LLI in order to achieve our goals.

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?
Through the Response to Intervention process, we have reduced barriers. When comparing to our i-Ready Mathematics Diagnostic Checkpoint 1 and 2 school-wide data, there was a decrease of students identified as "at risk" by 9 percentage points. . We also had a decrease of students identified as 1 grade level from 74% to 60% from Diagnostic 1 to Diagnostic 2. When comparing to our i-Ready Reading Diagnostic Checkpoint 1 and 2 school-wide data, there was a decrease of students identified as "at risk" by 5 percentage points. We also had a decrease of students identified as 1 grade level from 66% to 50% from Diagnostic 1 to Diagnostic 2.

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?
Based on Administration observation and data, the strategies are being implemented with fidelity. We will continue providing students with the Tier II and Tier III interventions, since the data indicates progress. With this additional data at hand, however, we will provide students with

more focused and individualized standards-based instruction to ensure students meet their individual goals.

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?*

Our desired goals are to achieve 76% proficiency in ELA, 78% proficiency in Mathematics,61% proficiency in Science, 68% of students making learning gains in ELA, 65% of students making learning gains in Mathematics, 59% of the lowest 25%ile making learning gains in ELA and 55% of the lowest 25%ile making learning gains in Mathematics. We are monitoring our progress towards these goals through formative and interim assessments. We are addressing individual student gaps through small group, targeted instruction.