

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.

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?*

Our school goal is to increase our ELA score. We are working on this goal through monthly staff Professional Learning Communities (PLC's). We are also using Achieve3000 for Reading, Language Arts and Writing, participating in Literacy week using non-fiction text, in-school Writing Professional Development (PD), vertical and horizontal meetings, and Achieve3000 support, all with the focus of increasing ELA achievement. The greatest challenge we face is the lack of resources that support the level of rigor to be tested on the Florida Standards Assessment (FSA). Moving forward; we plan to address this are by evaluating the current materials we have and providing time to collaborate and evaluate what aligns to our goals. We will continue to work on our CARE cycle within school-wide PLC's while monitoring data, providing enrichment and remediation as needed.

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?*

We are addressing these barriers through collaborative planning time. This is evident in our data collected and analyzed by data teams, and through teacher feedback. We are working towards the goal of increased ELA understanding through small group instructional practices. Moving forward, we plan to refocus on Learning Goals and Performance Scales and the learning curve of our staff members. Another barrier we face is finding time to address and assess with the county mandated BAS assessment. The Master schedule allows for the increase of instructional time, as most classes only leave their classroom two times a day (lunch, recess, specials).

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?*

We believe that our BEST practices are being implemented with fidelity. We abide by the schedules in place to ensure that we are using, addressing and supporting these strategies. We use our CARE data and student achievement scores to support the need for continuation. Examples for evidence include student progress monitoring data and professional development and Professional Learning Communities (PLC's)

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?*

At Gator Run Elementary School, we monitor the success of our programs through teacher data chats (evaluation of current practices, what's working and what needs to be revised and teacher reflection based on CARE data. Our desired state is to focus on our current data (Benchmark Assessment Data) and to identify areas in need of remediation