SCHOOL IMPROVEMENT MID-YEAR REFLECTION

<u>Directions for School Leadership Team:</u> 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?*

<u>Throughout the year, we continue to have had monthly professional development for all teachers on Guided Reading for small group instruction which includes a marriage between balanced literacy and the standards embedded with the FSA question stems. We also have designated small group/guided reading times embedded into each teacher's 90 minute reading block. The literacy coach often models and assists teachers in implementing guided reading, interactive read aloud lessons, and shared reading lessons. To address an existing gaps, we conduct data workshops and update a data carousel during each PLC to view data trends and patterns in each grade.</u>

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?*

<u>Currently, we are continuing to focus on ensuring that data is driving the instruction. We continue to work on implementing standards-based instruction, embedding the FSA question stems, and implementing standards-based centers. The ongoing professional development focused on guided reading has aided in reducing barriers along with increased teacher attendance due to the attendance incentive provided by the TIF V grant.</u>

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?*

<u>Decisions to continue data-driven instruction and intensify staff professional development in guided reading were based on triangulating the various data sources we are utilizing (FSA data, iReady data, and BAS data).</u>

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?*

<u>Our benchmarks for success are increased proficiency in reading, math, and science. We use several data sources to progress monitor which include iReady diagnostic assessments, BSA, BAS, and formative assessments.</u>