**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 are a committee based school. This means that not only is our SAC an active committee, but we have committees overseeing all of our SIP and school-wide goals. The major gap we still have however, is with parent attendance at night events that do not include student performances. While we increased parent attendance from last year, we know this is an area we still need to improve significantly. We would like to brainstorm with additional schools to see how they not only increase parent attendance, but also how they sustain such throughout the year. One thought we do have is continue to include student performances with all events as we have seen that this increases student attendance.*

**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?*

*One evidence of altered barriers has been with testing, teacher attendance and staff development. Our implementation of committees has helped with morale, buy-in, and student achievement. It has also helped to decrease student discipline occurrences. Our staff development is now led by a teacher-driven committee which has provided a new “Teacher University” of events on Planning and Early Release Days. Additional barriers we need to address is how to increase attendance at ELO camps, decrease discipline further, and work towards new teacher retention. We continue to utilize the school Social Worker to assist with student attendance.*

**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, we have utilized student achievement data, assessment results (in-house, formative and summative data), as well as parent attendance at different events. Being a committee based school, we work together to make sure we are implementing strategies.*

**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 continue to offer ELO camps and this year, have increased the sessions being. We increased the number of sessions last year, and have added even more this year by starting earlier.. While we have seen a successful increase in attendance, last year we still noticed that our lowest quartile students are not attending, or are the students with discipline concerns and not receiving the instruction they need to be successful. We have met with our PTSA to have them donate student incentives to increase attendance. Our biggest gaps continue to be with parent attendance and with learning gains within our lowest quartile.*