**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?*

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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?*

*\_* ***The barrier of not enough time has been addressed with 3rd-5th grade being departmentalized****.* ***With departmentalization teachers have more instructional time in their content areas. Students are able to have multiple opportunities for practice and remediation of deficient skills. Another barrier being addressed is meeting the needs of students lacking the foundational skills. This has been reduced by all students receiving targeted intervention for an hour a day, five days a week, we operate on an extended day. Some students receive the intervention from their classroom teacher and others receive push-in support, based on their needs. Students are receiving Leveled Literacy Intervention (LLI), Phonics for Reading, or Soar to Success. Students are continuously progress monitored to adjust intervention as needed. Teachers and staff have been trained on how to implement each of the intervention programs and receive on-going professional learning support from the instructional coaches.***

***During the regular ELA block students receive guided reading instruction in a small group setting with their teacher to address better their reading gaps. At this point, our students are continuing to show growth in proficiency, on assessments such as iReady and School City.***

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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?*

*\_\_\_\_\_\_\_* ***The strategies are being implemented with fidelity and continuously progress monitored by both Instructional Coaches and administration****.* ***Teachers meet with their content area coaches weekly to discuss any concerns and receive best practices ideas to maximize their instructional time and/or resources****.* ***Students will continue to receive interventions for their deficiencies; in class, push-in support or during Extended Learning Opportunities. The plan to continue with the action steps outlined above will continue based on the data from iReady and School City showing student growth.*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**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 state is as follows: ELA 37% proficiency, Math 56%, ELA Learning Gains 55%, Math 69%, ELA Lowest Quartile Learning Gain 62%, Math Lowest Quartile 55% and Science Proficiency 57%. If these goals are met or surpassed we will be a letter grade of “B” or higher. Currently based on iReady Assessments the number of students at risk has decreased from Checkpoint 1 to Checkpoint 2. Additionally, BAS Levels have increased by at least 2 levels from the first to second administration. However, there is still a gap between the number of proficient students (Tier 1) and Tier 2 students, per iReady.***

***Students will continued to be progressed monitored by iReady and School City Assessments.*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*