

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 have 2 school-wide goals this year; the first having to do with raising our achievement levels to a B grade, the second is to raise our enrollment to 770 students by the beginning of the 2018-2019 school year. The structures and systems in place at our school ensure that the school environment is predictable and that the students are focused on learning. We have school-wide rules, procedures, and expectations which are spelled out for our students from the first day of school. That being said, there is still a gap between our current state and where we would like to be. Our at risk students continue to be of concern academically. In order to address this, we are continuing our hard work on the RTi process during our biweekly team meetings, we are also working with our at risk students and their families in a group setting to celebrate growth and positive feedback. Where our enrollment is concerned, we are making great progress. We implemented our Cambridge Program schoolwide this year, this has led to lots of great feedback from teachers and families regarding the implementation of active learning strategies and use of metacognition in all areas.

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 have made tremendous progress towards eliminating some common barriers this year. The first is the availability of common planning for subject-area teachers. Through master scheduling, we were able to create a time for our teachers to meet for common planning. Another barrier to growth had to do with grade-level communications. To eliminate this barrier we have created a weekly grade-level meeting which rotates between grade-level meetings, scheduled RTi group sessions, and professional development. We have evidence, in the form of teacher feedback that these strategies are working to help teachers collaborate and communicate more effectively.

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?

Our strategies are always informed by specific evidence and data. Our decisions to continue the SOAR Program as well as Saturday camps was based on the growth of students who participated in these activities in the previous year, as well as increased attendance in both programs. Our decision to implement a calendar for scheduled professional development and collaborative work sessions were based on teacher feedback. These strategies are being implemented with fidelity across grade levels and subject areas.

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 progress towards our goals will positively impact student achievement as we continue to strive for progress in our educational best practices and continue working together to create our desired state which is excellence for every student, every day. We are still experiencing a gap in student achievement with our underprivileged and fragile students. We are addressing these gaps through the aforementioned strategies and we expect to continue to see growth.