

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?

- 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?*
- What are the gaps that exist between your current state and your desired state?*
- How will you address them between now and the end of this school year?*

DES continues to make gradual progress towards achieving a predictable school culture and climate by promoting staff growth through the following structures and systems: authentic data driven PLCs, professional staff development and communication with support staff (literacy and math coach) regularly. Some of the gaps that exist include meeting the needs of all the teachers in a timely manner. DES will address the gap by creating a schedule/timeline of meeting dates and times for the teachers in advance.

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.)

- What evidence do you see that a barrier has been reduced or eliminated?*
- What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- Did you identify other barriers that could serve as effective re-entry points into the plan?*

DES has used Title I funds to provide opportunities for teachers to plan cross curricular learning with the math and literacy coach. Each grade leave has bimonthly planning with the coaches. Other barriers might include that the data may show a need for intervention, which will require additional support from the coaches.

3. Are your strategies being implemented with fidelity?

- Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Based on needs assessment it was stated that teachers need planning time with their teams. Teachers are meeting quarterly to work on their grade level blueprint to plan for the quarter. Plans include the following information: standards mastery assessments, performance task, classroom lessons and activities etc. As a result of afternoon clubs, FSA camp and ELL camp, teachers are being provide planning time bi-monthly. All interventions are being tracked through progress monitoring data.

4. What are your benchmarks for success?

- How will you progress towards your goal impact student achievement?*
- What is your desired state?*
- What gaps exist between your current state and your desired state?*

We will bridge the gap in the primary grades between promotion criteria and proficiency levels. Our desired state is to have all students reading on grade level by third grade and fluent with math facts as they pertain to the grade. Gaps include knowledge in data analysis for BAS. and I-ready. Continuing education in guided small group reading will ensue.