**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 input from the leadership team, each school is asked to upload the form to the SAC upload section**.**

**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?*

After careful analysis of our i-Ready Diagnostic 2 data, we have identified that there is a need to restructure our ELA instruction and interventions in order to meet our goals. Florida Standards Assessment (FSA) data from 2017-2018 indicated that 70% of our students were proficient in ELA. Our i-Ready ELA data indicates that at this time we have 59% of the students scoring proficient or above. Our SIP Goal is to increase learning gains of the students in the lowest quartile from 42% to 47% on the 2019 ELA FSA. Our current data indicates that 45% of our lowest quartile students indicate to be making learning gains based on our i-Ready Diagnostic Data. Our ELA teachers have attended small group guided reading staff development in order to assist them in differentiating instruction. They will be using i-Ready Standards Mastery Assessments to determine mastery of the standards that are addressed through their C.A.R.E. Cycles. In Math, 71% of the students scored on the 2017-2018 FSA proficient or above. Forty-seven percent scored in the proficient range on the Math i-Ready Diagnostic. Twelve percent in the lowest quartile have indicated learning gains based on the i-Ready Diagnostic. Our goal is to increase the number of students making learning gains in the lowest quartile from 38 to 43%. After careful disaggregation of data, we learned that some grade levels needed additional support in maintaining an instructional pace that would allow them to address the necessary standards before the FSA. Our Math Support Teacher will be meeting with the teams to support and monitor the implementation of an instructional focus calendar as well as pushing in to assist with the students in the lowest quartile. Our math interventionist will also be working with students in the lowest quartile on a daily basis on deficiencies. Math teachers attended the small group instruction math professional development to differentiate instruction. In Science, our Science Statewide Assessment in 2017-2018 data indicated that 66% of the students scored proficient or above. Our midyear assessment indicates that 71% of the students scored proficient or above. Additionally, collaborative data chats have been had with teachers in order to identify students that have made learning gains and those that have regressed. We have determined whether the interventions in place are making an impact, if they need to be adjusted and how instruction for these students will be altered based on the current data.

**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?*

Our master schedule provides teachers with uninterrupted instructional time. In grades 3 and 5, teachers departmentalize, thereby allowing them to focus on specific subjects. We have provided our teachers with numerous professional development opportunities this year in an effort to reduce barriers. ELA teachers participated in the small group guided reading instruction professional development. By attending this training, they have a better understanding of how they could utilize the Continuum of Literacy and BAS data to determine learning targets and group students based on common needs. Our teachers have participated in professional development that focused on analyzing the i-Ready data and utilizing it to drive instruction. Our Literacy Coach will be meeting with teachers to help them group students for instruction and assist them in managing their groups during their literacy block. One of the barriers that we came across was how to progress monitor our students in science. Our science specials teacher has created an online review of the science standards for our students to use. After addressing the standards, understanding of the content is monitored. This online assessment automatically grades the test and provides the teacher and students with immediate feedback. The data is analyzed by the science specials teacher and the classroom teachers to determine mastery of standards and the need to revisit standards previously taught. Additionally, we have created an item analysis of the midyear science assessment in order to better identify the concepts the majority of the students need additional support in.

**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?*

Based on our i-Ready Diagnostic data, we have concluded that there is a need to intensify our ELA instruction. We will be closely looking at the domains the students did not perform well on, item analyze the Standards Mastery Assessments and conference with teachers and students to pinpoint our instructional strategies will be held on a biweekly basis. Math instruction will also be intensified and modified in order to meet the needs of all students. Biweekly data chats to discuss Standards Mastery results will also be held. Small group instruction and intervention sessions need to be implemented with greater fidelity as well as the time students are on i-Ready and their performance. Students have been utilizing Science Works to review content and continual usage and assessments to determine which standards need additional focus will be held.

**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?*

Progressing towards our goal will increase the number of students that are proficient in reading, math and science and prepared for college and/or career. Our desired state includes increasing the amount of students in the lowest quartile that are making learning gains. Our desired state is to have 47% of the students in the lowest quartile in ELA make learning gains and 43% in math. Gaps: Based on our i-Ready Diagnostic data, our lowest quartile is not making the necessary gains in math. Only 12% are indicating learning gains. Thereby, we will continue to closely monitor their performance and restructure our small group instructional time to better define the needs or those students.