

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?*

a. The master schedule is set up to minimize student disruptions. Students are scheduled in academic teams based on reading scores (science, social studies, reading, and language arts), math classes are off team. The team classes are placed next to each other to minimize transition time between classes. Team teachers have common planning time during which they hold their team meetings to discuss their common students. The grade levels are housed in separate buildings to minimize student conflict.

b. gaps- Our student attendance rate could be better

c. We have increased our parent contact in regards to student absence. Now teachers, guidance counselor, administrator, and social worker all make contact with parents at varying stages of the process.

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?*

a. Scheduling students by test scores equalizes the ability level in the classroom. Teachers can better meet the needs of their students (don't have outlying students).

b. Leveling student ability enhances reading and writing instruction. Now that writing is assessed in all grades, have increased rigor or writing instruction in 6th & 7th grade.

c. We need to address our student attendance, this impacts student achievement.

d. scheduling students in math class to mix ability levels.

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?*

Modified: Language Arts instruction – changed from 8th grade focus to all three grades.

Intensified: Academic Enrichment – changed from planning period (limited reach) to lunch time (writing & math). Writing and math teachers selected students based classroom performance and ability to improve. Reading still scheduled during planning period, limited to students who have electives during that period.

Continued: Civics ELO – will continue after school one day per week.

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?*

a. Student attendance will improve, thus increasing student time on task and achievement.

b. desired state –100% attendance

c. gaps - currently 83% attendance