**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***Directions for School Leadership Team:*** We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form to the SAC upload section of the SIP**.**

**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?*

At this time, Peters Elementary is making positive strides towards achieving the ELA goal of a 10% increase. During the weekly grade level meetings the teachers meet to focus on ELA standards to ensure the structures and systems are in place. The current Professional Development is focused on the new elements of balanced literacy, increasing teacher effectiveness in relation to the Florida Standards, as well increasing student achievement. Between now and the end of the school year, these elements will be addressed in weekly team meetings. In addition, small group instruction is a focused small group interaction with students and teacher. The curriculum that is being used is standards based, and is correlated to meet the needs of the targeted students.

**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?*

Alterable barriers have been reduced due to our departmentalized scheduling. With departmentalized schedules teachers in grades 4 and 5 have an opportunity to hone in one academic content area to ensure increased student achievement. In addition, we have also shifted our professional learning communities to meet the needs of our current students. Staff development that provides teachers with materials and strategies to increase teacher instructional practices also plays a major role in reducing alterable barriers. The evidence that illustrates the barriers are wide-reaching and will help us achieve our goal is based on staff attending training and professional development. Based on observations, the number of students involving time on task has increased. Alterable barriers have also been reduced in our second grade. This school year, our second grade classes are departmentalized which allows teachers to focus on one content area to ensure that the content is taught in a more strategic manner.

**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?*

Through RTI, team meetings, data chats, and collaborative conversations we are continuing to modify strategies that will be in the best interest of each student’s individual needs.

**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 focus is to ensure Tier 1 instruction and the Florida Standards are in use using the CARE cycle. This will take place by ensuring we closely monitor the assessments, instruction, and data in a timely manner. The current state in ELA is 57%, and the desired state is 68%.