

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 environment 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?*

Currently our midpoint school-wide assessment data reveals that amongst the multiple grade levels there are traces of growth. However, as a school we are working towards meeting our targeted goal on a daily basis. The gaps that exist between our current and desired state is a need for professional development to assist on how to better understand the implementation of standards. Continued professional development with a focus on standards-based instruction coupled with effective lesson planning will continue to take place throughout the school year.

Coaches provide instructional support to teachers and students based on individual needs. Coaches meet with administration to analyze performance data and make needed adjustments based on identified areas of concern. These interventions are then monitored daily and/or weekly and a process of inquiry is created to ensure targeted goals are met.

We will continue to provide professional development and help teachers access the resources that they can utilize to improve the delivery of their instruction.

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?*

The barriers that have been eliminated are the restructuring of the instructional block to better facilitate a balanced literacy approach and all instructional staff vacancies have been filled.

The reduction of barriers includes more active in Professional Learning Communities amongst all staff and the implementation of various strategies being taught. Additionally, we rescheduled school wide mandatory recess in the morning which has led to a reduction tardiness and increased instructional time.

The reduction of identified barriers has led to more effective and efficient instructional use of time. One barrier that is still in the process of being reduced and eliminated is accessibility to rigorous instructional resources.

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?*

Decisions were made to continue using strategies that are being implemented with fidelity and showing positive results. As a leadership team, we are intensifying and modifying instructional strategies based on mid-year progress monitoring tool results (BSA, I-Ready Diagnostics). The staff is committed to meeting our end-of year-academic goal and will continue to modify strategies to affect student achievement.

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?*

As we continue to implement effective instructional strategies through comprehensive and in-depth PLC's and professional development, teachers' instructional delivery will improve and therefore increase student achievement. In addition, to aid in data driven instruction, continual progress monitoring will also assist in meeting our goal. Our current goal at A.C. Perry PreK-8 is to increase our school letter grade to a "B." Annabel C. Perry is working towards reducing the gaps based on mid -year data analyses. We are modifying and intensifying the instructional design while increasing data driven decisions for classroom teachers through targeted PLCs and professional development.