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 the SAC Upload Center.

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?*

Our vision and mission here at Annabel C. Perry PreK-8 is continuing our "Culture of Caring" that promotes student and teacher accountability to provide a valid and rewarding education based on the Florida State Standards. While our students are making gains in all academic areas, we are still below our proficiency goal and are working hard to close the achievement gap. Continuous progress monitoring, the use of valid standards aligned assessments, an increase standards-based Tier 1 instruction, and a continual/fluid RtI process are the areas of focus as we continue our path to achieve our goal.

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?*

Based on last year's data, as a school we noticed a divide among subject areas. Some teachers were gaining further proficiency in specific subject areas while others were not as high. Based on this data and teacher observation, all FSA tested grades are departmentalized with the exception of one gifted high achieving class. This has allowed teachers to hone and develop their own mastery in a given subject area which has been proven to be effective thus far. Current data trends according to iReady and various Standards Based Assessments, indicate that students are making gains and teachers are expressing their support of departmentalization. In the all grade levels, Professional Learning Communities' have been developed to allow for transdisciplinary panning and vertical alignment to assist in increasing our Tier 1 instruction. Although our progress is sufficient at this time, continual progress monitoring is taking place to ensure we continue on this trend to meet our overall goal. Additionally, we have restructured our professional development plan to better align with teacher and student needs. This has allowed for a more fluid learning and teaching process to take place. We have also included the District's instructional support teams to assist with developing our staff to ensure we are aligned with District initiatives.

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?*

Yes, the strategies are being implemented with fidelity. However, as we have continued to monitor our data, slight changes have been made to ensure positive academic growth. For example, the restructuring of our reading and math blocks was done to provide teachers with more time for direct whole group and small group instruction while also increasing our usage of the differentiated program iReady.

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 progress monitor and develop teachers and students, our proficiency will increase school-wide. Our desired state is to increase proficiency school-wide while also increasing student learning gains and academic growth. As stated above, while our students are making learning gains based on current data, our proficiency is still lower than desired and is something we are continually monitoring and making adjustments as needed.