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?*

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A. Structures & systems that support the school goal include:
- Bi-weekly Collaborative Problem-Solving Team meetings (including parents), Intervention Programs (including Fundations, Leveled Literacy Intervention (LLI), Soar to Success, Phonics for Reading, I-Ready, Letter Tracing
- Bi- weekly PLC meetings focused on data and best practices to support student achievement.
- Math Resources to supplement Go Math and support Florida Standards instruction such as i-Ready standards-based slides, Support Coach for interventions and use of white boards and manipulatives during the math block.
- ESE Facilitation Push-In Schedule, teacher mentoring (in-house and district),
- Leveled Resource Room

B. Gaps that exist between our current state & desired state include:
- inconsistent student attendance
- lack of parent involvement
- language barriers
- gaps in students' foundational academic skills
- additional professional learning needed for new teachers

C. Address gaps through:
- Parent links on a regular basis to keep families informed regarding important school dates & events
- Parent communication in parents' native language
- Close monitoring of RTI process, including decisions to continue, fade out, or alter an intervention (case-by-case basis);
- Data-driven instruction
- Professional Development for Teachers

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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. Increase number of faculty members attending district literacy, math and science P.D. sessions; ESE facilitator's schedule allows exceptional students to receive grade-level support in the general education class
b. Increase in accountable talk, academic discourse; increase in use of best practices acquired from P.D sessions; increase in small group instruction
c. Students' foundational academic skills; transient students
d. N/A

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?

Using recent i-Ready & Broward Standards Assessment (BSA) data, decisions were made to intensify strategies:
- Students will receive additional standards practice based on student performance on individual standards.
- Students will be pulled to small group based on weaknesses
- I-Ready will be used a minimum of 45 minutes per week, with an 80% pass rate per student.

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. Data is monitored by standard to ensure that students will make a learning gain and meet their FSA goals.
B. Our desired state is to increase proficiency by 5 percent in all grades and subjects.
C. Gaps include student attendance (inconsistent), academic gaps in students' foundational skills, parental involvement & language barriers