# 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?*

Our main focus is on literacy instruction. At this time, we have made  progress towards planning rigorous lessons and differentiating instruction to lead toward student proficiency. In the 16-17 school year our ELA proficiency was 36% and learning gains was 63%. In the 17-18 school year our ELA proficiency was 37% and our learning gains was 55%. Our gains are directly attributed to the ongoing collaboration of our teachers when planning for instruction. Additionally, closely monitoring the data drives our next steps and focuses our deliberate instruction on where we are, and how to move forward to increase student proficiency. We have ongoing data conversations to reflect on best practices and plan how we will increase our ELA scores. Teachers participate in district and school based training to help them plan guided groups instruction. We also provide resources such as iReady to help with standards based instruction. Teachers use the data to help plan groups and to provide specific instruction targeting deficient standards. We are also making sure that students are receiving instruction specific to their needs. Students who score a level 3, 4, or 5 on the ELA FSA are receiving enrichment lessons and students who scored a level 1 or a level 2  are receiving instruction that is based on both their strengths and their deficiencies.

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?*

We have seen an increase in student proficiency as a direct result of our balanced literacy framework and small guided group instruction. As this is our second year using a balanced literacy framework, student achievement has increased as seen through a variety of data points (i.e. summative assessments, iReady diagnostics, Broward Standards Assessments, BAS). The balanced literacy approach has encouraged a more dynamic classroom that brings literacy to the forefront of all academic areas. Students can experience new content through literacy thus enhancing ELA throughout our school. Teachers begin with the end in mind and use unit planning as a structure that holds all standards and curriculum together. In addition, teachers are planning collaboratively for small guided group instruction using learning targets to enhance achievement and growth amongst all learners during their PLC's. Through this rigorous planning process, the focus becomes remediation and enrichment of specific standards/question stems as identified through data analysis.

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?*

At Cypress Elementary, we are constantly monitoring and analyzing student performance to determine best practices, new strategies, and how to meet the needs of our students. We host monthly data chats with grade level teams that include the administration team, support staff, and instructional staff to collaboratively identify student's needs. Discussions are student-centered and allow for teachers to identify areas of concern and success within their classrooms and within specific students. Throughout the data chats, teachers analyze student data within each standard to gain specific information about what question stems and standards may be posing the most challenge. After discussing these areas with the entire data team, action steps are taken to improve academic achievement in these specific areas. Additionally, our school continues to monitor the lowest quartile students and those needing extra support through the RTI process. Teachers are using interventions with students needing extra support and are monitoring their progress during PLC's and RTI meetings.

## 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?*

Teachers, support staff, and the administration team alike are constantly working to meet the needs of all students. Not only are we continually monitoring the progress of our students through a variety of data points (i.e. summative assessments, iReady diagnostics, Broward Standards Assessments, BAS), but teachers are taking a good look at what students CAN do. To meet the needs of on level and below level students alike, teachers are differentiating instruction and making sure that they build upon capabilities that already exist for each individual student. Teachers are focusing on helping students make learning gains and are especially focusing their attention to the lowest 25% in their grade-levels. Teachers are monitoring progress through BSA, iReady, and cycle assessments. Progressing as a growth-minded school, we can make instructional decisions that address where the students are currently and the desired outcomes. Ideally, we would like to see every student make learning gains along their personal path towards on-level academics and beyond.