**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***Directions for School Leadership Team:*** As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school’s Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

**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 school is making progress towards achieving our goal based on our School City assessments, iReady assessments, and School City Assessments. At the beginning of the year we set out some school goals to ensure that we increase the ELA, Math, and Science proficiency as well as strategically approach and implement a school-wide consistent writing plan. Our school goal for ELA proficiency on the FSA is for students to score 45% and our ELA on School City was 35%. Our math goal for this year’s FSA is 55% and our students on the School City was 31%, although we did not quite meet our ELA math goal we are closely making progress. Our school culture was redesigned focusing on a common planning with grade levels by content levels as well as a focused professional learning communities (PLC) where teachers get to collaboratively plan as a grade level. We are addressing all the barriers that may prevent us from achieving our goal by providing time for teachers to collaboratively plan, to have our instructional coaches model and support the teachers to help connect the planning process and delivery of instruction so that they are both aligned to the Florida standards.*

**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?*

*Although we have a few barriers, many of the barriers we have worked to reduced them. Evidence that we notice that the barrier has been reduced is seeing an increase in the collaborative planning amongst our teachers and an increase on school-wide and district-wide test scores. There is one barrier that we have noticed that has not been eliminated or reduced and that is the barrier where implemented literacy and math centers and classroom instruction are not meeting student’s specific needs and were not differentiated or rigorous enough. We propose the breakdown is probably the teacher’s finding a hard time differentiating the needs of so many students with so many different academic needs and deficiencies. We are working with teachers so that they know how to appropriately group the needs of their students academically. In addition, we have noticed that the percentage of students being exposed to on grade level text is less than 50% because teachers are focused on instructing students at their instructional level. We have curriculum specialists from Teacher Professional Learning and Growth (TPLG department) for both ELA and Math that comes out each week to meet with teachers during their PLCs to assist on how to teach standards to students at the rigor that it is called for. The teachers find great value in their meetings with the curriculum specialists from TPLG.*

**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, but with everything else, there needs to continue to be consistent progress monitoring both by administration, instructional coaches, and teachers. In addition, we are continuing to modify strategies and interventions through RTI, team meetings, data chats, and collaborative PLC conversations to meet 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?*

*We will continue to monitor for benchmark success meeting our goal to impact student achievement through the use of classroom observations, school and district wide assessments, and teacher feedback. Our desired state is that we meet our projected goals based on the iReady, School City, Cadre 7 Interim Assessments.*