

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?*

Teachers encourage and support students through all phases of the learning process. Students are presented with learning goals and daily learning targets and a proficiency scale they use to track their own progress toward learning gains. Administration and coaches team up to support teachers in analyzing their student data and empower them to use the curriculum to best meet needs of all students mastery of Florida state standards. Based on current formative data, students are working to meet standards and make learning gains. Using District support as a partner, teachers plan text-based questions that are scaffolded for all students to access the text, and encourage students to think critically as well as write in response to grade-level complex text.

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 evidence that a barrier has been reduced is the way students have been scheduled into Reading classes. Students are scheduled by reading level (based on FSA, FAIR, and formative data), rather than grade level. This has resulted in more targeted instruction based on student need. Teachers focus on differentiating instruction on reading skills to help students advance their reading level based on their weakness.

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?*

Small group instruction is a strategy that has continued and intensified in all literacy classes. Formative data showed that students understood the lesson with greater depth when they were able to work with a small group and have the teacher provide immediate feedback. It was also decided to continue to teach writing through the use of complex text from the *Collections* textbook. This allows students to connect with a text from several dimensions and directions, and to master several standards.

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?*

Literacy is using various data sources to monitor student success. Teachers are working with students on monthly performance assessments that show student mastery on specific standards. Reading teachers use student FAIR data and monthly Achieve 3000 data adjustments as a wider lens on student reading progress. The current gaps between where we are and where we desire to be will be answered as teachers continue to teach the remaining standards and remediate students on the standards that reflect lower proficiency as measured by the BSA.