**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?*

**Westchester is participating in Professional Learning Communities geared towards Math and our teachers are also participating in Professional Development on Balanced Literacy.**

**Some of the barriers and/or gaps are having new teachers to a grade level. Those teachers are provided support from a Tier mentor and also our curriculum coaches.**

**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?*

**Due to the amount of teachers on a team, we face a difficult time scheduling common planning time. Our teachers continue to meet during and after school to plan. We are focusing on providing more authentic PLCs with an emphasis on instructional practices/strategies and analyzing data.**

**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?*

**Based on data from our FSA, BSA, BAS and School City Assessments, strategies are continuously being adjusted to increase student achievement. Strategies such as pull-out groups, and push ins are provided by substitutes hired with the use of accountability funds. This is solely to provide small group instruction for those students who are not proficient or are predicted to not make proficiency on the FSA.**

**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?*

**Instructional staff continues to monitor and analyze student data from all formal and informal assessments. If not proficient, teachers will reteach/remediate. For those students that are proficient, teachers will provide enrichment activities.**

**Our goal is to increase of ELA proficiency from 75% to 78%, Math from 75% to 78% and Science from 69% to 72%. We also want to increase our learning gains in each area ELA 70% to 74%, Math 67% to 71% and our lowest quartile in ELA 54% to 57% and Math 50% to 56%.**