**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?*

1. *Structures/systems in place create predictable environments and support our SIP Plan by utilizing best practices, such as Professional Development, ELO tutoring, PLC’s, and incorporating intervention programs within classrooms focused on Reading, Math, and Science. Also, a Reading Interventionist assists with additional Reading pullout groups.*
2. *Gaps existing between our current/desired state consist of teachers familiarizing themselves with content alignment of Florida State Standards.*
3. *These concerns will be addressed between now and the end of the school year through Professional Development with a standards alignment focus.*

**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?*

1. *Our school has scheduled common planning times for grade level teams. This has provided teachers the opportunity to have the time to learn and share best practices that increase student achievement. The lack of learning gains in ELA/Math was our greatest barrier. We are also looking at students who have made little to no gains within BAS and BSA testing. We are providing these students with additional support through push-in and pull-out groups.*
2. *Currently, there is no evidence indicating barriers are wide reaching.*
3. *Currently, our progress towards eliminating barriers is sufficient.*
4. *Barriers that could serve as re-entry points into the plan consist of*

 *student attendance and staff development.*

**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?*

*A. Decisions were made to intensify strategies based on BSA and BAS results. These results have enabled us to target weaknesses among specific standards and identify specific students requiring remediation. Additional skills groups have been created through the utilization of additional classroom supplementary materials.*

**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?*

 *Benchmarks for success are as follows:*

*\*By June 2019, the percent of students proficient in Math in the following grade levels will increase as follows:*

*3rd From 62% to 65%*

*4th From 57% to 60%*

*5th From 49% to 52%*

*\*By June 2019, the percent of students proficient in ELA in the following grade levels will increase as follows:*

*3rd From 57% to 60%*

*4th From 59% to 62%*

*5th From 45% to 48%*

*\*By June 2019, the percent of students proficient in 5th Grade Science will increase as follows:*

*5th From 42% to 45%*

*A. We will progress towards our goal of impacting student achievement by continuing ELO tutoring, staff development, PLC’s, and intensive standards-based groups within the classroom.*

*B. Our desired state is to increase in Math by 3 percentage points, increase in Reading by 3 percentage points, and increase in Science by 3 percentage points.*

*C. Gaps existing between our current/desired state are in strategic intensive interventions being implemented in Reading, Math, and Science.*