GRIFFIN 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 Professional Learning Community (PLC) focuses on standards and is focused on a vertical progression. The STEM special brings in science by showing a sequence of standards from K-5. The Literacy Fair shows a specific standard and its development across grade levels. The vertical meeting occurs twice per month. We also incorporate i-Ready training and standards mastery data to help with vertical planning. Through these processes, we are working to close that gaps that exist between grade level standards expectations.

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?

Each grade level addresses an individual standard is given two weeks to show what was learned through work samples and standards mastery data. The reflection piece is addressed in the second week of standard implementation. This gives more time for learning each standard. Primary grades are now more aligned to intermediate grade expectations.

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?

PLC's are data driven and continues to show the progression of standards. The sharing of best practices across grade levels give everyone an opportunity to see the other grades standards and how they build upon prior skills. Data chats and Standards Mastery Tests are utilized to focus on student growth. Standards mastery data is utilized to chart student baseline knowledge and mastery after the lessons have been taught. i-Ready is utilized and incentivized based on the time spent on task paired with and 80% or higher pass rate.

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?

i-Ready reports, Standards Mastery Tests, Data driven instruction, PLC standards breakdowns, Ready Books, etc. are all used as benchmarks to measure success. Standards mastery is monitored throughout the whole year. Administration works with teachers to offer student incentives based on the given criteria.