SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Welleby Elementary School

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?_

   A. Structures and systems are in place to ensure that Welleby Elementary has a positive and productive school culture and environment. We are using a school wide positive behavior plan, we have set high expectations, and we have ongoing PLCs, data chats, and progress monitoring to increase student achievement. We also have school-wide incentive program to impact student behaviors and increase student achievement. Additionally, we continue to build an active school community increasing parental engagement and community partnerships.
   B. Teachers need more training on how to a address student gaps in language and ELA acquisition. In addition, as a school we are addressing gaps in understanding the Florida Standards and differentiating instruction. This has a direct impact on the instructional practices through evidence in observations and school data.
   C. We are currently realigning our instructional practices through PLCs and trainings to meet the needs of all of our students. We meet continuously throughout the school year to analyze data and provide feedback. We are also providing release time for teachers to collaborate and share best practices.

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?_

   A. We face barriers in providing common planning time for all grade levels, however, we are making strides in breaking down those barrier through PLCs. Our PLCs provide a forum for our teachers to collaborate and share best practices using data to impact instruction.
   B. Using our school data such as observations and feedback, we are seeing positive changes in instructional practices. Student data also reflects a positive change. We are continuing these practices in order to eliminate our barriers.
   C. We are experiencing positive progress toward eliminating our barriers with our present plan. However, we are addressing our barriers in an ongoing process.
   D. Another barrier we have identified is providing additional support to all students in need through FSA Camp, push in, pull out, etc. As a solution, we continue to come up with additional strategies to give additional support for all students, such as utilizing support during aftercare and budgeting enough funds for afterschool camps.

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. Implementation of strategies has been consistent and done with fidelity in areas such as teacher collaboration through PLCs. We continue to intensify action steps to increase implementation through multiple strategies.

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?

A. Continuous progress monitoring of data will drive instruction to increase student achievement in ELA proficiency. Additionally, checkpoint assessments will be used to progress monitor proficiency in individual standards. Instructional practices will be realigned based on the data.

B. Our goal is to increase student achievement in ELA proficiency and the lowest 25th percentile.

C. Gaps that exist are instructional practices such as differentiated instruction, small group instruction, rigor and high expectations, and standards and content knowledge. We are continuing to work on increasing effective instructional strategies and practices with all teachers.