**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?*

*1A- While maintaining high levels of academic rigor during lessons, teachers will collaboratively plan lessons using a multi-tiered approach. Teachers will collaborate and share learning goals that zero in to standard based evidence of student learning. Teachers meet monthly to discuss student learning outcomes.*

1B- The only gap is that some of our newer teachers are not familiar with the new SAT. We will address this by providing training that will be delivered by the College Board and the Office of Academics. As teachers become more comfortable with the content, they will be able to do an even better job of preparing students to experience success. Currently teachers do not discuss or access SAT performance data on a regular basis. In the desired state they will frequently interact with the data to address student learning needs.

1C – On going training began last school year. A SAT crunch time plan was developed to provide students SAT practice via Khan Academy. Students will be presented with weekly reading, writing and language passages that will also provide them with practice.

**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?*

*2A-* Teachers are actively providing opportunities for practice on Khan Academy, USA Test Prep, and via direct classroom instruction. Training has been provided and teachers have embraced the opportunity to challenge their students to focus on SAT/FSA Test Taking Skills.

*2B-* The fact that we have put systems in place to support continuous learning, is evidence that the barriers are wide-ranging. Our team has been strategic about building capacity within our staff to ensure that all teachers are prepared to embrace the challenges associated with teaching and learning. For instance, teachers have been trained by the College Board, the Office of Academics, and teacher leaders. They are constantly presented with research-based instructional strategies that will address our student’s needs.

*3C – N/A*

*4D- Limited time is a barrier. But by providing time for teachers to get training during 30-minutes of their planning period has allowed us to address our concern with limited time for professional learning.*

**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?*

Yes, our decision to continue with the implementation of improved lessons on reading, writing, mini assessments, data assessments SAT prep and Khan academy was considered from a teacher survey. We will continue to prepare students for the FSA and for in-school SAT.

**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?*

*4A- Last year our juniors earned the concordant score on the SAT 91% for graduation and this year we will continue to prepare them.*

*4B- Teachers are implementing a plan to introduce daily practice on Khan Academy and in-class SAT Practice assignments. As a result, 92% of our students will score a 430 or higher on the SAT.*

*4C-* We will be providing training that will be delivered by the College Board and the Office of Academics. As teachers become more comfortable with the content, they will be able to do an even better job of preparing students to experience success. A few teachers still do not discuss or access SAT performance data on a regular basis. In the desired state they will pull the data to address student learning needs.