**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?*

All departments meet as Professional Learning Communities twice a week to share lessons, analyze data, and adjust instruction as needed. PLC’s ensure that all teachers are giving quality lessons and are using data to drive instruction and address gaps in learning. There is a school-wide implementation of i-ready to support students in both ELA and math. Students complete at least 45 in each subject weekly. The second i-ready Diagnostic shows gains in areas of both ELA and math, but they have not surpassed this year’s goals yet. Between now and the standardized tests, teachers will reteach weak standards, focus on academic language, and continue to analyze data to drive instruction. Ongoing progress monitoring takes place with individual student data chats where teachers review students’ initial testing results as well as looking at students’ progress or need for remediation. The staff is also implementing strategies learned in SEL training. Each teacher is creating an environment for students to be successful.

**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?*

Almost all Core teachers have a computer cart and other technology in their classrooms to provide equal access to programs such as i-ready and curriculum-specific software. Guidance counselors are closely monitoring and addressing excessive student absences. Teacher attendance and participation in staff development activities is closely monitored and the strategies are shared and implemented. Attempts to increase parental involvement have not reached goals, but the School Advisory Council is continuing to find ways to reach more parents. School is instituting a program called ZAP (Zeroes Aren’t Permitted) to ensure students are completing all work; make-up time is before school, after school, and during a student’s elective class. Teachers are also implementing SEL strategies with fidelity.

**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?*

Both the Professional Learning Communities and the instruction using i-Ready are being implemented with fidelity. Both programs are research-based to improve student achievement.

**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?*

Our desired state is to surpass all of our goals on the SIP. Our students track their progress on curriculum-specific performance scales. PLC’s will continue to analyze data and drive instruction based on the data. Teachers will reteach weak benchmarks. We will continue to use i-ready with fidelity, and analyze data from this source as well.