

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?*

A. *There is a school wide initiative for all students to participate in iReady Reading for a minimum of 45 minutes each week. Students take the iReady diagnostic assessments 3 times a year. Teachers have participated in professional development to correctly and effectively utilize the program and to analyze the data. Data is used to drive instruction.*

A. *There is a school wide time of 30 minutes each day which is designated for supplemental reading groups and ELA. Students are assessed to determine appropriate placement for comprehension, decoding, etc*

B. *Starting the students on IReady at an earlier start date. Primary students had to retake the diagnostic assessments because they had difficulty signing into SSO. Additionally, primary grades needed more devices for students to take the diagnostic and more monitoring of students to avoid rushing through the assessment.*

B. *Supplemental groups had a later than expected start date due to the amount of time it took to administer the assessments/placement tests to determine which program was best suited to meet their needs.*

C. *Students will be encouraged and motivated through the use of incentives and teachers encouraging students to do their best on diagnostic assessments. Teachers will monitor online instruction to ensure all students are getting on a weekly basis a minimum of 45 minutes per and schedule the laptop cart in order to allow the primary students to take the diagnostic assessment in a timely manner. We will alternate the placement test schedule to work more effectively and timely.*

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. *There has been a decrease in tardies, due to new school procedures (closed campus). Professional Development so that teachers can independently monitor student progress and analyze reports.*

B. *Students are on time which have allowed supplemental reading groups to start on time. Students have now mastered signing on to SSO and are familiar with the diagnostic assessments and procedures. All teachers were able to identify/place students in quadrants in order to determine the need for remediation and reinforcement.*

C. *Parental support in achieving the weekly 45 minute goal and ensuring students do their best on all the lessons.*

D. *N/A*

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?*

Kindergarten, 1st, and selected second graders are implementing the Wilson Foundations Program five (5) days a week for 30 minutes. Select 2nd-5th graders are instructed in supplemental programs such as Phonics for Reading 1 and 2, and Quick Reads. This takes place 4 days a week for 30 minutes. Teachers analyze their iReady data to develop plans to remediate and instruct students on standards that mastery has not yet been achieved.

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. We will continue to implement iReady and the supplemental reading groups. Teachers will continue analyzing the data and instructing the students based on data. Teachers will continue through data chats and PLCs to analyze data and plan to meet all student's needs.*
- B. The desired state is an increase in student achievement and students will be on grade level.*
- C. Students motivation to complete assigned iReady times with accuracy. More frequent monitoring of data and planning during PLCs.*