

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?*

The academic and social structures and systems currently in place allow for collaboration and open communication among all stakeholders. Both internal and external parties ensure a positive school climate with a clear focus on the academic and social growth of every child.

The time between components of the instructional calendars (including collaborative planning, instruction, assessment, reflection, remediation/enrichment) is limited resulting in a barrier between the current and desired states.

Operational and non-instructional information is shared in various modes of communication to increase team collaboration and maximize instructional time.

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. With an instructional plan focusing on collaboration and instruction our master schedule is designed to increase student achievement. All classroom schedules allow for the integration of grade-level standards through extended instructional blocks.

B. Teachers have been better able to pace the instructional needs of their students through the integration of standards through these instructional blocks.

D. A systematic approach to staff development that focuses on the specific needs of teachers/grade-levels and/or content areas.

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?*

In order to increase student achievement in ELA, grade level teams created instructional calendars to ensure all grade level standards were taught to proficiency.

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. Ongoing analysis of formative and summative assessments.

B. Resulting in ELA proficiency level of 81%.

C. Lack of rigor to meet grade-level expectations and proficiency.