

# 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?*

Now that we have instituted daily small groups in ELA and math, we are working to enhance the curriculum and instructional strategies that are taking place within these groups. We have selected at least one teacher from every grade level to participate in Cadre 10 professional development surrounding small group reading and effective math instruction. Teacher who participate in the professional learning share with the teams on an ongoing basis every week at PLC meetings. Walk throughs are done regularly and teachers are supported with strategies. Data chats have been conducted with each teacher to determine which students should be receiving interventions and teachers have met with the instructional coach to determine the best use of resources for these groups. Administration is monitoring the implementation of small groups weekly. The gaps include teachers with many years of experience are on a steeper learning curve with implementing small group instruction. The coach and the administration have been meeting individually to mentor these teachers through these changes.

## 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?*

The barrier of staff development has been reduced because staff from grades k-5 has been selected to attend the Cadre 10 professional learning sessions. As walk throughs occur there is evidence that strategies from the staff development are being used. If teachers implement guided reading strategies with fidelity then research shows that students' reading levels will increase. Student tardiness is still a barrier that is being worked on. Because intervention time is done soon after school begins, students who are tardy are missing the intervention. Communication including emails and phone calls are conducted to provide families with strategies to get their children to school on time daily. In addition, teachers attempt to discuss solutions to these problems with families during conferences.

## 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?*

Based on walkthroughs by the curriculum coach and administration, we have observed that small group teaching is being implemented with fidelity. We will continue to work on this goal and provide feedback to teachers on an as needed basis.

## 4. What are your benchmarks for success?

A. *How will you progress towards your goal to impact student achievement?* B. *What is your desired state?* C. *What gaps exist between your current state and your desired state?*

Predicted proficiency on i-Ready, BSA, and BAS are being monitored. Our desired state is having equal emphasis on ELA, math, and science with increased student achievement on standardized testing. The gap still exists where more instructional time is being given to whole group teaching versus small group. In addition, some teachers are still not implementing differentiation or targeted instruction for specific student needs, but rather a generic curriculum for all students. Our goal is to have all teachers differentiate for student needs in all subject areas through small group teaching.