**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***Directions for School Leadership Team:*** We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

**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?*

BSA math scores will be analyzed by teachers and support staff. Based on the data teachers create extra math groups to help students to focus on standards that may have had difficulty with. iReady diagnostic data is also being used to drive instruction. Students will be assigned extra lessons to help improve in areas of need. Math focused PLC’s for the intermediate grades are being done twice a month to discuss standards, best practices, and where the staff and students can improve. FSA camp afterschool was offered to the students and ESOL afterschool camps will begin running with Florida Standards aligned materials.

**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?*

Staff development is being offered to help staff aware of all the tools that can be used in the classroom that the school already has to offer. Primary and intermediate grades are meeting to share best practices that are standards based. By allowing the grades to meet together it helps all teachers to see how important teaching the standards are because every grade level piggybacks on the other. Barriers that we have student related are: mobility of student (moving in and out of different school), attendance (tardiness, early pickups, and/or absences) and Charter Schools. Attendance concerns are addressed through RtI, and/or Social Worker Referrals are made. Barriers related to teachers/staff are attendance (use of personal days).

**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?*

Strategies are being implemented by all teachers and staff. When students first enroll teachers are aware that this may be the students 5th school in one year so the staff works as best as they can to teach them all we can while they are with us. When students are moving to charter schools the office staff usually does question why the parents are changing and if there are any areas that they think Coconut Palm could work on.

**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?*

Coconut palm is using i-Ready diagnostics regularly to help us reach our desired student achievement.

School based PLC’s are being used to analyze student data on standards taught and help us to close gaps that may be existing between student achievement.