**Dolphin Bay Elementary**

**SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019**

**1. Has your school made progress towards achieving the goal?**

Dolphin Bay Elementary School has regular PLC meetings, RTI Data Chats, and Vertical Planning sessions scheduled in order to create a school climate and environment that supports our school goal. At this time, Dolphin Bay Elementary School is working towards increasing their mastery and/or proficiency in the FSA Strands of Integration of Knowledge and Ideas and Key Ideas and Details with the implementation ofthe I-Ready reading program, Instructional Focus Calendars, PLC’s and Vertical Planning as measured by the I-Ready Mid-Year Diagnostic. In addition, students in grades K-2 should focus on the skills found within the strands of Integration of Knowledge and Ideas and Key Ideas and Details in order to create a foundation for mastering the complexity of these skills in grades 3-5. Dolphin Bay Elementary School will address the gaps by modifying the current strategies and developing targeted differentiated instruction to meet the needs of the students.

**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.)**

Barriers to success have been reduced through the implementation of a coordinated schedule of RTI meetings, Data Chats, PLC meetings, and Vertical Planning sessions as evidenced by the Dolphin Bay Elementary School Calendar. The Vertical Planning meetings and the PLC meetings are regularly attended by all teachers and support staff. In addition to RTI meetings, Data Chats, PLC meetings, and Vertical Planning sessions, Dolphin Bay Elementary School developed and implemented Instructional Focus Calendars aligned to the Language Arts Florida Standards at each grade level. However, it has been determined that the Vertical Planning teams of ELA need to have additional sessions to discuss data and make strategy decisions that will impact achievement. It has been further determined that staff development opportunities, in such strategies as BAS Implementation and Responsive Literacy, be increased and more widely attended by teachers and support staff. In addition, Dolphin Bay Elementary School teachers need lesson plans and materials that target specifically the FSA strands of Integration of Knowledge and Ideas and Key Ideas and Details at all grade levels.

**3. Are your strategies being implemented with fidelity?**

Dolphin Bay Elementary School are implementing strategies with fidelity. At this time, Dolphin Bay Elementary school are not terminating any strategies as of this review. However, the following modifications will be made: Teachers will use a more targeted approach with I-Ready by specifically assigning I-Ready lessons that correspond with the FSA standards per grade level in theIntegration and Knowledge of Ideas and Key Ideas and Details, data from the Initial I-Ready Diagnostic test and Mid-Year Diagnostic test will be analyzed and instructional decisions for small group and individual instruction will be made from such data and addressed in the ELA Vertical Planning teams, grade level PLC teams, and Data Chats. Furthermore, reading and ELL push-in programs are being implemented in all grade levels to provide more targeted differentiated instruction tailored to meet the specific needs of the struggling students.

**4. What are your benchmarks for success?**

Dolphin Bay Elementary School’s benchmark for success is the increase in student achievement in the FSA strands of Integration of Knowledge and Ideas and Key Ideas and Details as measured by the 2018-2019 Florida Standards Assessment. Dolphin Bay Elementary School will progress towards its goal by implementing the modifications of increasing the number of ELA Vertical Planning and grade level PLC, increasing the on-task time inI-Ready lessons that specifically address the FSA standards of Integration of Knowledge and Ideas and Key Ideas and Details in all grade levels, development and implementation of Reading Instructional Focus Calendar, and implementation of differentiated small group pull-out aligned to the needs of the struggling students. The gap that exists between our desired goal and our current state is that we have not yet increased the points needed to increase the achievement levels in the FSA strands of Integration of Knowledge and Ideas and Key Ideas and Details.