**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 school structures and systems that are in place at Park Lakes, help to create an organized teacher-friendly and student-friendly environment. Certain classes in grades K-5 are self-contained based on teacher/student 2018 data. Particular classes in grades 3-5 are departmentalized based on 2018 data to make sure students receive high quality academic instruction. The departmentalized classes are intended to remediate and enrich core subject areas such as reading, writing, and math. Moreover, the gaps that exist between the school’s current state and desired state are ensuring students receive bell to bell instruction and engaging students in more rigorous academic lessons on a Depth of Knowledge Level 3 and higher. While, the gaps present a challenge for the school, curriculum coaches conduct regular meetings such as Professional Learning Communities and Professional Planning Development Days to collaborate with teachers on the core subject areas to increase the rigor of the standards. Teachers, understand the importance of providing students with learning opportunities, which consist of bell to bell instruction, consecutively, increasing student achievement.

**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 barrier that was addressed or reduced since the start of the year was teacher attendance and class and teacher scheduling.

The progress towards eliminating our school barriers is insufficient when it comes to teacher attendance. At the current time, teacher attendance is a concern that is being addressed. We fully realize that valuable instruction time is lost whenever a classroom teacher is absent. We’ve had conversations with staff that have a high number of absences and have encourage them to make prior arrangements when it comes to personal appointments. The classroom schedules were planned based student achievement using the student and teacher data to make adjustments as needed. While there is a framework of the master schedule, the materials and/or groups of student do change according to student data as the school and support sees fit.

Our aim is eliminate all barriers that affect our student’s success goals. We are dedicated to 100% student success. PLC’s, Data teaming, and Leadership development strategies are all a part of our continuous improvement model

**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?*

The strategies are being implemented and modified as needed, based on student assessment data. The teachers are using iReady and School City to progress monitor student growth and make any necessary adjustments to inform instruction. Additional strategies/ action steps is the use of Leveled Literacy Intervention and Fundations in small group guided reading. The students are also using Reflex, Acaletics, STEMscopes, and Bootcamp as an additional resource to enhance their learning. Targeted students are receiving push in /pull out support based upon their academic needs in the areas of ELA and Math.

**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?*

The benchmark for success is 60/80. 60% proficiency in reading and math for grades 3-5 on the Florida Standards Assessment (Spring 2019) and 80% learning gains in reading and math for grades 3-5 on the Florida Standards Assessment (Spring 2019). The desired state is for students to achieve proficiency level of 3 and higher in both reading and math. The gap that exist between the school’s current state and desired state is that students are performing below level 3 on the school’s summative assessments.