

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?*

WMS SIP Goal: By June 2019, we will improve teaching and learning within our lowest quartile in ELA as evidenced by the FSA. Teachers will utilize Achieve3000 in Reading and reading strategies across content areas, progress monitor using Achieve3000, FAIR and USA Test Prep for formative assessments in Reading and Language Arts. Teachers share CARE data and best practices in PLCs. Professional development focuses on continuous improvement on aligning and unwrapping the standards, lesson plan support and feedback as well as researched based instructional strategies. FAIR Assessments 1, 2 and 3 results will be compared to measure gaps and to determine remediation and enrichment targets. In mathematics, our goal to increase teaching and learning in our lowest quartile, iReady and/or other technology resources will be utilized for remediation and enrichment across the 5 Domains tested on the FSA. We are addressing gaps that exist with our ELL, SWD and students on free or reduced lunch as measured by the FSA. Our crunch time plans will continue to have all literacy and social studies teachers implement reading strategies and meet in PLC's to discuss progress and interventions.

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 we faced was students with weak or lacking skills on the learning progression in mathematics and ELA and the need to address social and emotional learning. We also continue to have parents remove their children from reading. These barriers have been addressed by implementing procedures for removing students from reading, creating an online reading course and with the use of iReady in math to address skill deficits. IReady has a reporting tool that shows student growth on target standards

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 with fidelity. We are using Achieve3000, performance tasks, iReady, USA Test Prep, online Canvas reading course, SEL strategies and using FAIR to monitor student progress. Best practices are shared in PLCs with a focus on proven instructional strategies. Also, in PLCs teachers engage in collaborative discussions regarding student learning gaps, CFA's, analyzing data and lesson planning.

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?*

We will continue to focus on student data, targeted interventions, SEL strategies and activities, standards aligned lesson planning, and professional development to improve our practices.