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?*

GOAL: By June 2019, students in grades 3-5 in the lowest quartile will demonstrate a 5% increase in overall learning gains as measured by the English Language Arts Florida Standard Assessment.

We have a professional learning community model that is comprised of the essential elements of a school driven by data: standards-based assessments, data analysis, and the creation and implementation of data based instructional action plans. The gap between our current state, a decrease in learning gains in lowest quartile for both reading and math, is due in part to the need for more targeted instructional practice geared towards our lowest quartile. The intent is to provide teachers with an in-depth training in iReady, provide multiple professional development opportunities for teachers in the area of Balanced Literacy, and engage teachers in guided professional development opportunities. We will also lead teachers in guided data analysis activities, which should enhance their abilities implement instruction driven by data.

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?*

Alterable barriers such as the focus and fidelity with which teachers follow through with professional learning goals and activities, has been reduced by the type of assessment tools used to gather data. We moved from asking teachers to create their own assessments to using a iReady assessments. This has given teachers access to standards-based data needed to make correct analysis of students needs, which in turn allows for the development of more concrete plans designed to meet the needs of the lowest performing students.

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 a survey of teachers needs, we opted to modify our professional learning community plan. The survey revealed that an overwhelming amount of teachers were not proficient in the area of analyzing student work and using that work to drive instruction. We will continue with the current professional learning model, but it will be enhanced by a focus of using data to drive instruction.

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?

One benchmark for success will be an iReady/FSA crosswalk analysis. This will show us if 5th grade students in our lowest quartile are on track to make learning gains. Another benchmark will be the BSA data. This will show us if 4th grade students in the lowest quartile are on track for making learning gains.