# SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019

***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?*

Yes, Discovery Elementary School has made progress towards achieving the goal of creating a highly effective Response to Intervention (RtI) process by implementing a Multi-Tiered System of Support (MTSS). We have eliminated a "wait to fail" situation as students receive Tier I support promptly within the general education setting. Gaps that exist between our current state and desired state are, a need for teachers to identify student's needs as soon as assessment data is gathered. This will prevent and or eliminate possible gaps within the instructional setting (Tier I). As a team, we are always perfecting our process to ensure students receive the support necessary to meet success with the Florida State Standards and meet grade level proficiency. Teachers have been given training on an array of interventions to address concerns of students where a gap may be indicated. We use a school-wide progress monitoring system, Benchmark Assessment Systems (BAS), informal, and checkpoint data to keep track of interventions and instructional strategies that are provided to students through a multi-level system of support. Student's information is used to make decisions about their instruction needs and or placement within Tiers in the RtI process, and to identify disabilities in accordance with state law.

**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?*

The MTSS team is able to collect accurate data of a student or groups of students via Discovery Elementary's in-house systematic data monitoring process. This process has reduced the barrier of not identifying students accurately and in a timely manner. The school uses a team approach to develop individual academic and behavior plans, track student's progress, provide assistance using academic, and behavior strategies that are researched-based. The team of educational professionals works to ensure the process supports students through the MTSS. Parents are also part of the development of individual plans for children's academic success. This process will provide students with academic, social, emotional, and community support.

**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 decisions to continue, intensify, modify, or terminate strategies or action steps based on the data that teachers present, and provide them to the MTSS team. The data and decisions are documented in BASIS 3.0. is the comprehensive electronic district tool that provides all the data needed to drive decision-making and instruction in schools. BASIS 3.0 also enhances our continuing efforts to standardize student achievement and Response to Intervention (RtI) district-wide, and the Florida Continuous Improvement Model.

**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?*

Our benchmarks for success consist of continuing to input, and monitor the data that has been entered into BASIS 3.0. We will also use the data to adjust the instruction to close gaps and meet the individualized needs of all students.