

# 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?*

*Our school improvement plan focuses on improving overall proficiency in ELA and Math, but more importantly increasing the learning gains of our students in the lowest quartile (this is the area we dropped in). Over the summer we begin planning for the upcoming school year. Using the IFC's from the previous year, we tweaked the focus calendars to meet the needs that we fell short on in the previous year. Using our instructional Focus Calendars we built in dates for formative assessments and Professional Learning in ELA, Math and Science. During each cycle the teachers participate in professional learning and data dialogue. We base the professional learning around the needs of the individual teacher and the needs of the students within the class. Teachers have time built in to each day to plan together and share best practices that are working in order to improve the student performance. In addition, to the data we track on our formative assessments our students participate in Cadre aligned assessments where we can track our proficiency, our learning gains and lowest quartile as we benchmark our school against schools similar to ours.*

## **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?*

*One area that we have focused on is deliberate planning for instruction. Teachers have had time throughout the school year to work as a grade level team with our instructional coaches with a focus on planning. Using different resources and materials the teams have created structured lessons that the leadership team will observe being taught. After the teacher is observed deliberate feedback is given to each teacher.*

## **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?*

*We continue to work on our strategies with some modifications, depending on the needs of the grades and students. Teachers continue to work as teams on planning for 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?*

*We utilize our cycle formative assessments, cadre assessments and district assessments to track the progress of the students. Throughout the year the teachers meet individually with the leadership team to discuss and plan for the needs of individual students. Data is for all sources is triangulated to create an action plan for each class and child, with a focus on the lowest 25 percentile.*