

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?

- 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?*
- What are the gaps that exist between your current state and your desired state?*
- How will you address them between now and the end of this school year?*

Teachers attend regularly scheduled data chats and share best practices within their grade level. The Principal and Literacy Coach attend monthly Cadre meetings to learn new techniques in the area of literacy. Instructional coaches in all subject areas attend monthly cadre/district meetings where they discuss information delivered to ensure a comprehensive approach to teaching and learning. Administration continues to revise observation schedules/peer modeling session based on data and need of individual teachers. After strategically reviewing midyear data, we are on track in all subject areas to show overall improvement from 17/18 to 18/19 school years, proficiency, learning gains and lowest learning gains. We will continue to provide push in/pull out services in reading, math and science since comprehension and vocabulary are key to academic success in all subject areas.

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.)

- What evidence do you see that a barrier has been reduced or eliminated?*
- What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- Did you identify other barriers that could serve as effective re- entry points into the plan?*

One of the barriers we are experiencing this year is a high number of new teachers (brand new to teaching and new to the grade level) In order to address the barrier, we have committed time to provide teachers with the opportunity for peer observation/peer modeling sessions, and participation in PLCs. After these sessions, teachers meet with coaches and/or administration to discuss the observation and effective ways to implement. Administration has discussed these struggles with induction coaches and assistance from the literacy dept. We continue to provide staff development in all content areas: math block, science centers, overall behavior management, Interactive Read Aloud as well as effective instructional strategies.

3. Are your strategies being implemented with fidelity?

- Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Teachers were scheduled to receive a formal observation within the first quarter. Feedback and follow up observations were conducted based on results. A schedule for observing teachers and providing additional feedback was developed at mid-year. In addition to these results, additional data was collected on student progress through classroom walkthroughs, assessments and/or data chats with teachers and students. Coaches are required to keep accurate coaching logs from their interactions with teachers. Results are discussed at team, leadership and staff meetings. Adjustments are made to assessments and observation schedules as needed.

4. What are your benchmarks for success?

- How will you progress towards your goal impact student achievement?*
- What is your desired state?*
- What gaps exist between your current state and your desired state?*

By providing students with effective comprehension and vocabulary instruction, we are exposing them to complex and rigorous texts as well as processes in both science and math. Our students' ability to read and comprehend effects their success in all other content areas. Since incorporating a comprehension and vocabulary component we have seen an increase in our math, science and reading mid-year scores. We will continue to review data and change instruction based on the needs of students' deficiencies. We are within reach of our yearly goals and with 10+ weeks of instruction we are confident we will achieve them.