

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?*

The SIP goals and strategies are shared at monthly at SAC meetings and stakeholder input is requested regarding adjustments to the goals or strategies. At each SAC meeting, grade level & subject area updates are shared with all stakeholders to inform them about the instructional strategies in place that are being implemented to achieve our SIP goals. Additionally, during PLCs, teachers collaborate and share best practices, review data and develop lessons that reflect adjustments to instruction based on formative assessment data. Based on monthly grade level common formative assessments, students are making progress in some benchmarks while there is room for growth in other benchmarks. Teachers will continue to monitor formative assessment data, conduct data chats with students and parents and adjust instruction to meet the enrichment & remediation needs of all students.

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?*

During this "crunch time" period before the upcoming spring assessments, our ability to offer ELO opportunities for students is a challenge based on the fact that we are not a neighborhood school and most of our students arrive by bus from across the county. Parents find it difficult to pick students up after school based on work location and our dismissal time. To overcome the limited options for before or after school ELO opportunities, we plan to implement before school tutorial sessions for students. This will allow us to provide multiple exposure to the benchmarks in a small group setting to targeted groups of students at a more agreeable time for our families with the goal of having more consistent participation.

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?*

Teachers and support staff are continuously monitoring student data to identify gap areas and implement targeted instructional strategies to meet the remediation needs of students. Teachers collaborate during PLCs and common planning to select the appropriate resources that require instructional adjustments to meet these needs. Additionally, students in need of enrichment are challenged with project- based learning opportunities. As students demonstrate progress and/or mastery, teachers implement flexible grouping changes to align instruction with the changing development of student abilities. Teachers also collaborate to provide targeted spiral review during small group 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?*

Our goal is to achieve a minimum 10% increase in proficiency and learning gains in all tested areas. Instruction is data driven based on ongoing formative assessment data. Data analysis of our formative assessment data reveal that although we are making gains in some benchmarks, student scores in other benchmarks remain constant. We will need to ensure that we are adjusting instruction to adequately meet the needs of all students to achieve increases across all assessed subject areas.