

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?

The structures and systems in place at Dave Thomas Education Center/ Charles Drew Family Resource Center include the Professional Learning Communities (PLCs), safety team, behavior team and attendance team. Last year our average attendance was between 60 and 70%, this year our attendance increased to 79.7%, we believe this increase is due in part to the behavior expectations that are strictly followed and enforced as well as incentives for students. Although our numbers have increased there is still an attendance gap, currently the average daily attendance is 79.7%. The goal for the average daily attendance is 82%, in comparison to the district daily attendance average of 95%. Students are arriving to school late because they complain there is a safety issue with being at the bus stop at 5:30 am. This gap will be addressed by providing rewards (incentives) for students who demonstrate excellent attendance and for those who show improvements, Public Service Announcements (PSA) by principal and students and phone calls home. Furthermore, staff will be more persistent in contacting parents about attendance. In addition, there will be more home visits for students with poor attendance. The referral process is online on BASIS as opposed to paper referral. Response to Intervention (RtI) is being documented online via BASIS to input academic and behavior strategy. We are addressing these issues by working on having more student buy-in into our behavior expectations by the end of the year. More student awareness through LEAPs by the end of the year. The PLCs meet monthly to share best practices, analyze student work, data analysis, and provide remediation and enrichment strategies during Professional Study Days (PSD).

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 barrier for staff development plan has been reduced because of the implementation of PSDs. Teacher daily attendance is 96%. Last year teachers were not doing data chats with fidelity, this year all teachers are conducting data chats at strategic intervals to ensure students are aware of their needs and gains. Coaches are working with teachers to monitor student data chats. In addition, coaches are doing pullouts and push-ins with students and teachers to ensure they are prepared to pass the testing necessary for graduation. The processing of student schedules has become more efficient and quicker which increases student time on task and decreases the time that students are idle and can get into trouble due to lack of activity. We have implemented credit recovery which has helped with students finishing course work at a

rapid pace and has encouraged others to work at a better rate. Staff development this year has become more purposeful and directly correlates to our school needs and situations.

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 data analysis conducted with PLCs is a strategy that has been done with fidelity that has helped to improve student scores on the FCAT Science and English Language Arts (ELA) Florida Standards Assessment (FSA) classes. The English teachers are testing students with USA Test prep with fidelity. The English teachers were assigned lab days for their students and have attended the lab with fidelity. A test prep day was added as well. Khan Academy is being used with fidelity through the Reading classes to ensure students pass the SAT. In Social Studies PLC's are accessing district resources with fidelity such as a district person providing professional development on integrating more focus on vocabulary. LEAP lessons are conducted with fidelity because there is a decrease in the number of referrals for disobedience/insubordination, class cut, and unruly/disruptive behavior and since stressing respect, profanity to staff has dropped from the top 5 infractions. All math teachers are utilizing math nation to improve student scores. 15 minutes of direct instruction to the students has helped in giving students the skills needed to pass the standardized tests as well as benefited them in the output of daily class work.

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?

Benchmarks for success include increasing student attendance, improving student behavior, achieving learning gains, and increasing the graduation rate. Improvements in these components will positively impact student achievement. In addition, a crunch time calendar has been created for the ELA department. The Social Studies department is making progress towards their goal. Teachers are consistently conducting data chats with students. The Social Studies teachers have received district training on how to use vocabulary strategies to help students perform well on the US History EOC. In Science, teachers have administered Common Formative Assessments. The Science teachers are using data to provide remediation and enrichment as needed. In addition, all teachers are conducting student data chats consistently with students. In order to achieve our goal of increasing the passing rate of the FSA Algebra 1 exam, teachers have been encouraged to focus direct instruction in such a way that they use some of the Marzano Super 7. These Super 7 elements have been shown to produce higher levels of student achievement. The math department has also created a crunch time calendar. The overall desired state would be to have students master higher order thinking questions and raise the students understanding of concepts and skills, so they move up the depth of knowledge scale. This movement up the scale is required to get to the level of real-world applications. A significant number of students are coming to us with skills far below grade level and as a result teachers have to spend more time reviewing concepts that should have been learned previously. As a result, it has made it challenging to get through the curriculum and to increase the rigor.