**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?*

There are structures and systems in place at McArthur high school to ensure all facets of the school culture create predictable environments and school climate to support our SIP goal by offering continue support to our students and family. This is implemented through differentiated instruction by highly qualified teachers. McArthur has placed high importance on personification periods that incorporate Naviance, regular visits from counselors and BRACE advisor. Students are offered multiple opportunities for industry certification facilitating towards their college or career goals. McArthur has a grant with the 21st century YMCA program to offer after school tutoring and enrichment programs in multiple curriculum pathways. Students have opportunity to receive credit recovery in multiple courses that is facilitated by a faculty member that works with each student individually. Departments are working diligently toward their goal by holding monthly curriculum council meetings to monitor overall student progress, identifying students who need additional support through RTI and initiating these supports. The gap that exist between our current state and your state is through Math and ELA proficiency and student learning goals.

To close the gap between now and the end of the school year we are offering remediation classes with specific scope, sequences, and monitoring. Implemented is clear weekly pull out structure in place for both Math and English by the math and literacy coaches. The regularity of these sessions ensures that there is an environment on campus which supports the goal to increase proficiency and learning gains. Based on current data analysis departments have developed enchainment Saturday camps to support student growth and remediation. ESE will continue to support and emphasize differentiated instructional strategies within individual classroom instruction. PSAT data has been analyzed and correlated to determine the student growth and success on the Florida State Assessment. In addition, PLCs are focused on sharing best practices around the ELA FSA and Algebra 1 EOC. This in combination with the curriculums creates a strong culture of high expectations for students as they work towards the upcoming state assessments.

**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 specific strategies we are implementing are in terms of revamping the curriculum and the way we provide feedback. We

have been able to reduce various alterable barriers by professional development and PLCS. With collaborative efforts of team leaders, a focus for students is academically and socioemotionally growth. Student absent is being addressed through our Attendance Plan, Schoolwide Positive Behavior Plan and RTI process.

In disaggregating the data over the academic year, an increase in student proficiency is evident. We are in the process of longitudinal data collection with our biweekly common formative assessments as they have been developed in strategic alignment with the FSA standards. These assessments serve as a baseline tool for the following year in order to close the achievement gaps. They are incorporated in both English and Mathematics classes. We have strategically placed teachers in classrooms by subject area to encourage further collaboration among team members. In addition, we have increased our communication by a variety of means to share with is going on McArthur High schools with our stakeholders through multiple outlets.

**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?*

All data driven decisions are implemented with fidelity through progress monitoring within our continuous improvement process. Disaggregated data is shared within PLCs, departments and leadership meetings. We intensify or modify best practices and ideas through these collaborative efforts. We are in a constant reflection and reevaluation process as we receive more information through progress monitoring and standard based instruction to meet the needs of our students. Our guidance plan includes steps to implementing a personalized plan for each student. Through our SEL committee we address the social emotional needs of students throughout the year.

**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 for all students to graduate with the skills they need to succeed in higher education, vocational institutions, or to attain industry certifications. We will continue to work on having as close an alignment as possible with the FSA by holding bi-weekly meetings among teacher and the leadership team, collecting data and carefully determining which practices are most effective, and choosing appropriate interventions to make data driven decisions. We expect to continue to close the achievement gap and reduce inequities.