

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?

Based on school-developed common assessments, 37% of Algebra 1 students are meeting or exceeding proficiency and 35% of geometry students are meeting or exceeding proficiency. The school target for math is 60% proficiency. Best Practice #1 is our teachers are engaged in content area PLCs that meet monthly. Best Practice #2 is Tier 1 strategies are being implemented. Math nation is being implemented on a periodic basis in all algebra 1 and geometry courses. Quarter 1 at-risk students have been reviewed and appropriate interventions have been developed and will be monitored.

Based on the October 2018 PSAT/NMSQT score of 480 or above on verbal and 430 on math or above, 61% of 9th grade students are at or above proficiency for reading and 36% of 9th grade students are at or above proficiency for math, 51% of 10th grade students are at or above proficiency for reading and 41% of 10th grade students are at or above proficiency for math, and 65% of 11th are at above or proficiency for reading and 38% are at above proficiency for math. The school target for reading is 70% of students meeting or exceeding proficiency. Best Practice #1 is our teachers are engaged in content area PLC that meet monthly. Best Practice #2 is Tier 1 strategies are being implemented. Achieve 3000 and/or Khan Academy is being implemented on a periodic basis in world history, environmental science, English, and reading classes. Quarter 1 at-risk students have been reviewed and appropriate interventions have been developed and will be monitored.

Based school developed common assessments, 57% proficiency of biology students are meeting or exceeding proficiency. Best Practice #1 is our teachers are engaged in content area PLC that meet monthly. Best Practice #2 is Tier 1 strategies are being implemented. USA Test Prep is being implemented on a periodic basis in all biology courses. Quarter 1 at risk students have been reviewed and appropriate interventions have been developed and will be monitored. Small group instruction in biology will be offered during school and after school for students below proficiency. There is currently a proficiency gap in our current state and desired state. The achievement gap increases based on the grade level of the student, seniors having the high proficiency gap.

Based school developed common assessments, 75% proficiency of history students are meeting or exceeding proficiency. Best Practice #1 is our teachers are engaged in content area PLC that meet monthly. Best Practice #2 is Tier 1 strategies are being implemented. USA test prep is being implemented on a periodic basis in all US History courses. Quarter 1 at risk students have been reviewed and appropriate interventions have been developed and will be monitored. Small group instruction in US History will be offered during school and after school for students below proficiency. There is currently a proficiency gap in our current state and desired state. The achievement gap increases based on the grade level of the student, seniors having the high proficiency gap.

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.)

Quarter 1 and Quarter 2 at risk students have been reviewed by appropriate guidance member. In-need student is placed on appropriate intervention plan. Students not on track for graduation have been provided an opportunity for credit recovery via flvs flex time or school based credit recovery program. Additional instructional staff has been hired to meet the scheduling needs of the students. The attendance committee monitors student attendance for quarter 1 and quarter 2. The school is monitoring and implement the School Wide Positive Behavior Plan. A school-wide positive behavior reward system has been put in place to recognize student behavior.

3. Are your strategies being implemented with fidelity?

Monthly Leadership meetings monitor professional learning community goals, attendance and discipline goals. Content-based professional learning communities monitor common assessments and instructional practices in closing the achievement gap. SIP is monitored monthly via the School Advisory Council.

4. What are your benchmarks for success?

Based school-developed common assessments, 37% of Algebra 1 students are meeting or exceeding proficiency and 35% of geometry students are meeting or exceeding proficiency. The school target for math is 60% proficiency. School will administered a school developed common assessment in all algebra 1 and geometry courses in quarter 3. The target of the school for that common assessment is 57% proficiency. Quarter 2 at-risk students have be reviewed and appropriate interventions have been developed and will be monitored. Small group instruction in math will be offered during school and after school for students below proficiency. There is currently a proficiency gap in our current state and desired state. The achievement gap increases based on the grade level of the student, seniors having the high proficiency gap.

Based on the October 2018 PSAT/NMSQT score of 480 or above on verbal and 430 on math or above, 61% of 9th are at above or proficiency for reading and 36% of 9th are at above proficiency for math, 51% of 10th are at above or proficiency for reading and 41% at 10th are at above proficiency for math, and 65% of 11th are at above or proficiency for reading and 38% are at above proficiency for math. The school target for reading 70% of students meeting or exceeding proficiency. School will administer school-developed common assessments in 9th and 10th English courses in quarter 3. Teachers will meet for regular data chats to improve instruction and target areas of need based on ongoing monitoring of common assessments. The target of the school for that common assessment is 67% proficiency. Quarter 2 at-risk students have been reviewed and appropriate interventions have been developed and will be monitored. Small group instruction in reading will be offered during school and after school for students below proficiency. There is currently a proficiency gap in our current state and desired state. The achievement gap increases based on the grade level of the student.

Based school-developed common assessments, 57% proficiency of biology students are meeting or exceeding proficiency. The school target for biology 77% of students meeting or exceeding proficiency. School will administer a school developed common assessment in all biology courses in quarter 3. The target of the school for that common assessment is 74% proficiency. Quarter 2 at-risk students have been reviewed and appropriate interventions have been developed and will be monitored. Small group instruction in biology will be offered during school and after school for students below proficiency. There is currently a proficiency gap in our current state and desired state. The achievement gap increases based on the grade level of the student, seniors having the high proficiency gap

Based on school developed common assessments, 75% proficiency of history students are meeting or exceeding proficiency. The school target for reading is 87% of students meeting or exceeding proficiency. School will administer a school developed common assessment in all biology courses in quarter 3. The target of the school for that common assessment is 84% proficiency. Quarter 2 at risk students have been reviewed and appropriate interventions have been developed and will be monitored. Small group instruction in US History will be offered during school and after school for students below proficiency. There is currently a proficiency gap in our current state and desired state. The achievement gap increases based on the grade level of the student, seniors having the high proficiency gap.