**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***Directions for School Leadership Team:*** As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school’s Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

**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?*

A.

* By scheduling our lowest students in reading courses with the same personalization teacher, the teachers have more time to teach and address individual weaknesses using various online programs aligned to the standards and the ELA FSA. Reading teachers assess students using FAIR, Achieve 3000, and Common Lit in the reading classrooms, which ensures the fidelity of the assessment.
* By scheduling all regular Algebra 1 courses as double-blocked math courses, the teachers have additional time to teach EOC specific content and track student progress using various online programs aligned to the standards and the math EOCs. Additionally students who do not pass Algebra 1 are scheduled into double-block Geometry so teachers can assist students in meeting the needs for both Algebra 1 and Geometry.
* The school has adopted a variety of technology based instructional resources within curriculums to provide for additional instruction as well as utilizing these technology base programs as a tool to assess student mastery through data provided. These resources modify the instruction to fit the need of the individual student. Resources include IXL, USA Test Prep, Achieve 3000, Khan Academy, Common Lit, and Newsela. In addition, core classes such as English Language Arts have a shared syllabus.
* We hosted our second annual Parent University where parents learned about Pinnacle, graduation requirements, and information about the Florida State Assessment and Math EOCs. We shared numerous resources that students use to prepare for the test.

B.

* The current gaps are lack of reading stamina, comprehension skills with complex texts, and the inability to effectively synthesize information from multiple resources.
* Due to the changes in the EOC assessments, the data shows a decrease in the EOC passing rates for Algebra 1 and Geometry. The current gaps are attributed to the curriculum to the assessment limits and assessment standards.

C.

* Reading gaps will be addressed through ELA common planning meetings, Reading common planning meetings, and PLC meetings. The T.A.S.K. literacy initiative will continue to be implemented in reading, social studies, electives, and CTE classes to provide additional time on task on the reading standards. The Reading Titan Care program, which runs during students’ personalization or elective period, will provide select students (chosen based on data) targeted practice utilizing technology resources such as Newsela, USA Test Prep, and Common Lit and small groups to help develop reading stamina as well as provide assistance in mastering the reading standards.
* The teachers are utilizing data from a MOCK EOC to determine where to remediate, enrich and go in depth. Through the Titans CARE program, students are individually being tracked in Khan Academy on their performance on individualized prescribed practice.
* English and Reading teachers meet regularly during their common planning meetings to develop and revise instructional plans to meet the needs of the students. Teachers utilize data from common assessments, school-wide mock assessments, and formative assessments to determine the needs of their students. The 9th and 10th grade English teachers will incorporate PSAT review with their students through Khan Academy and focusing on question analysis of the PSAT test.
	+ 11th and 12th grade TASK has transitioned into SAT practice
	+ Pull outs have occurred in all grade levels in addition to Titans CARE

**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?*

A.

* Most departments have been able to reduce the technology barrier by having an assigned daily laptop cart or regularly reserving a cart for their classrooms for a minimum of twice per week. Every department has access to laptop carts and work on instructional programs. In addition, multiple computer labs are available for teachers to utilize. For example, the reading students receive instruction utilizing the Achieve 3000 program twice per week and every student has signed up to Khan Academy and linked their data with College Board (if applicable).

B.

* We have identified on-line programs that provide practice that mimics the questions and critical thinking students will need for the ELA FSA. The increase in technology allows us to utilize resources such as fsassessments.org, Common Lit, Achieve 3000, and USA Test Prep to assist us in achieving our academic goals.
* The Social Studies department has integrated literacy strategies, based on the school-wide instructional focus calendar, into their curriculum in order to develop students’ literacy skills. Examples of strategies used are the R.A.C.E. writing strategy and the SOAPSTONE analysis tool.
* Since the EOCs contain several science-based math questions, the regular exposure to math questioning in the science classes will increase the familiarity of the material in that format to better prepare the students how the EOC will be designed.
* We are compiling a math book of word TASKS to help improve student comprehension on achievements, including the EOC, SAT & ACT.

D.

* An additional barrier that has recently come up is the availability of the approved EOC calculators for every student to access while in school.
* Often in Advanced Placement courses students enter without having the necessary skills to be successful in an advanced rigorous type of instruction. We are faced with the barrier of adequate time combined with a mixed level of achievement skills within a classroom to bring the class as a whole up to mastery of content.
* In Algebra 1 and Geometry barriers include time restrictions. Teachers need to be notified in advance of the breakdown of topics covered on the corresponding EOCs in order to adequately determine the best curriculum pacing.
* Student motivation and time management are additional barriers we encounter. To alleviate these barriers, we offer individual and classroom incentives while conducting mock timed tests and teaching time management strategies.

**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 decision to add images, additional practice resources, and student remediation for the Word of the Day initiative rose from previous and current Word of the Day test scores and teacher analysis of the previous Word of the Day activities and results.
* T.A.S.K. was modified for Social Studies based on FSA scores and ELA’s common assessments scores that indicated that students are weak in the integration of knowledge and ideas categories. Our decision to modify the literacy initiatives has enhanced our students’ academic growth.
* The instructional focus calendar was created based on the prior year common assessment data and teacher input.
* Due to the elimination of double block Reading courses, the low performing students have been given the same Reading and personalization teacher to assist these low level students during study hall.

**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?*

A.

* We will strive to continue to show growth on assessments such as FAIR and Achieve 3000 and specifically on data cycles. We will continue to remediate weak strands identified in our data cycles. We lead the district in activity completion with Achieve 3000. We will continue to implement research-based strategies such as Cornell Note-taking and annotation to improve student comprehension of complex text.
* We are expecting to have an increase in the EOC passing rates compared to last year due to the new curriculum framework with Math Nation implemented by the district.

B.

* Our desired state is to increase the percentage of 9th and 10th grade students at or above the level of reading proficiency as demonstrated by the FSA from the previous year.
* Our desired state is to increase the EOC passing rate in Algebra 1 and Geometry to be at or above the passing rate from prior years before the EOC assessment was changed.

C.

* The gaps are the lack of detailed information regarding the ELA FSA and scoring practices. In addition, the lack of specifics regarding individual student deficits with the Reading Comprehension Task for FAIR and the categories for ELA FSA.
* The gaps are the lack of accurate information regarding more detailed specifics for the FSA EOC type content such as the question breakdown for specific concepts similar to what was available for the NGSSS EOC.