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?*

Coconut Creek High School is focused on increasing student achievement by implementing school-wide initiatives to improve achievement in all content areas through WICOR strategies, which incorporates pedagogy in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. We have made progress in achieving our SIP goal of implementing school-wide initiatives to improve achievement in all content areas through WICOR strategies, which incorporates pedagogy in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn.

A. Professional Development is offered monthly to teach specific WICOR strategies that may to be implemented in all classrooms. We have implemented a school-wide WICOR structure, by redesigning our daily agendas and lesson plans to intentionally identifying the activity/strategy that aligns with some of all components of WICOR. Our goal and progress are reviewed in our monthly leadership meeting.

B. The gaps that exist with the implementation of WICOR are that not all teachers have been trained through the monthly PLCs on the utilization of WICOR in their classrooms. Teachers when absent from PDs may not be as enthusiastic to try new strategies within their classes. Gaps also exist because of teacher turnover and teachers are not implementing new strategies with fidelity.

C. Concerns regarding implementation will be identified during walk-throughs and addressed by department chairperson and/or administration. Feedback will be provided through evaluations and during monthly meetings. Professional Development trainings will serve as a guide and practice for teachers new to WICOR strategies. Teachers will submit student samples to department chairperson's monthly and asking evidence of implementation of new strategies with timely feedback. Teachers meet in PLCs to address the importance of them utilizing WICOR and how to be intentional with their lesson planning.

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. Our barriers have been Non EOC teachers are not in a PLC. If this continues there may pose a breakdown in teacher buy-in regarding school-wide initiative of WICOR. Create

teacher and student incentives to encourage participation of school-wide initiatives or real consequences for noncompliance.

B. The school is working toward increasing technology as this has previously been a barrier. Yes, scheduling, class structure, teacher attendance, student attendance, and staff development plan adaptation have all been favorably altered to allow the best possible implementation.

C. Students and staff are implementing school-wide initiatives such as binders, Cornell notes & focused notetaking and WICOR strategies. Staff has noticed a commitment with administration and stakeholders with school-wide implementation of AVID.

D. The challenges with scheduling have been in part due to a lack of available elective classes. Administration and teachers have begun a plan to add and promote more variety of course offerings. The school host opportunities such as curriculum rush in order to promote available courses to students. The school is addressing issues of attendance by careful monitoring and applications of interventions such as guidance and social worker consultation.

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?

A. There have been intentional efforts to strengthen the implementation of AVID WICOR strategies in all content areas. Administration and Department leaders are making a push to monitor implementation of school initiatives in all classrooms. Administration continues to complete walk-throughs and observations to ensure all teachers are using WICOR strategies to engage students in the learning process. There is an ongoing effort to bridge the gap between teachers and students through PLC's, Professional Development sessions for all teachers and peer observations. Teachers who are not compliant are being identified for efforts of improvement and progression.

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. Our benchmarks for success include incorporating continuous feedback on Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies that are applied. Students are given opportunities to think critically, apply life skills and become college and career ready. As a result, confidence with implementation will result in academic gains within the class setting as well as Florida State Assessments.

B. The desired state is 100% implementation of WICOR strategies daily in each class period by all teachers. We can expect student success academically, socially and behaviorally as they become acclimated to the processes.

C. One of the gaps would include an increase in educator implementation and provide incentives for students and/or staff members that have not fully "bought-in" to WICOR strategies. For instance, one of the math teachers who have implemented with fidelity noticed that 100% of her math students enrolled in AVID courses made significant gains on Math FSA 2018. Closing the gap of curiosity and crossing over into a state of application would undoubtedly yield positive outcomes.