

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?

Reading: *Scheduling all FSA Level 1 students in a Reading class (PER CAR DEV 1-4), scheduling Level 1 and 2 ESE students in a Learning Strategies class and continuing with our Reading Across the Content Curriculum (RACC) programs ensure that our school culture create predictable environments that support our school's goals. Our desired state is for there to be no students in need of meeting the Reading Requirement for graduation. We have 75 seniors who have yet to meet the Reading Requirement. We are addressing this gap by providing the students with tutoring sessions through their Personalization Period. Students can attend these sessions for up to three times a week. We are also providing students who have exhausted their fee waivers with funding to retake the SAT in order to meet the Reading Requirement.*

Math: *By having our Math Professional Learning Communities organized by subject, we ensure that all students at DBHS are working towards our SIP goals. Our students are continuing to learn and improve their math skills as we progress through the school year. By meeting monthly with our PLC teams, the teachers are in constant communication to see the results of the Pre and Post tests for Math Standards and what needs to be done to reach the percentage goals that we desire as a department._____.*

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.)

Reading: *One of the barriers that we had with improving student learning in the lower quartile was the infrastructure to facilitate differentiated instruction in a Reading classroom. This barrier has been reduced by providing Learning Station Training. All Reading teachers were trained to facilitate multi-station learning centers that provided differentiated, targeted, and teacher directed instruction to meet the needs of our various students. Our Achieve 3000 data reveals that students are making Lexile point improvements.*

Math: *The student attendance issue has been reduced by teaching and assessing our math skills over multiple weeks. Other barriers do not affect the Math department because every student is properly placed in their math class. The teacher's approach may differ from class to class but the overall goals of the math department are achieved through the variety of techniques.*

3. Are your strategies being implemented with fidelity?

Reading: *Based on Lexile Level improvement, we have decided to continue all of the strategies: Learning Station, Learning Strategies, Achieve 3000 program, and RACC.*

Math: *Each month, the PLC teams are evaluating test data to see the progress of their students. Through this data, the teams are able to adjust their curriculum or teaching approach to increase the level of proficiency with their students.*

4. What are your benchmarks for success?

Reading: *Our desired state is to increase learning gains in Reading for all students. Our goal is for our student learning gains in ELA to improve from 48% to 53% and that our students in the lowest quartile learning gains improve from 33 to 38%. In order to progress toward this goal, we must continue with differentiated instruction, a combination of technology based and direct instruction, and assistance from the Content Area teacher through RACC. To improve our graduation rate from 91% to 94%, it is imperative that the in-school tutoring and monitoring of our Senior students needing to meet the Reading Requirement continue.*

Math: *As we progress to the EOC and IB/AP exams in May, we will continue to assess our students and review material to produce the most prepared students that we can. Our goal is for 70% of our students to pass the EOC or IB/AP exam. In order to try and achieve our goal, the students must continue to strive for success daily in the classroom to improve their math skills.*