

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?*

Answer:

- A. *The structures and systems in place at Boyd Anderson ensure all facets of the school culture create a predictable environment and a school climate that supports our SIP goals. We have in place a curriculum that is data driven, an Instructional Focus calendar for each course that was written and aligned by the faculty, a school wide literacy plan with initiatives that are implemented with fidelity in every content area classroom, Professional Learning Communities that meet weekly to aggregate data and share best practices, we monitor and implement with fidelity standards-based instruction, we ensure alignment of PLC, collaborative planning and classroom practices by developing common assessment, we participate in a variety of professional development across content areas, implementation and monitoring of Marzano's High Yield Strategies, and we share best practices schoolwide to ensure that all facets of the school culture and school climate support our SIP. We also monitor student work samples and provide support through academic coaches, parental involvement, tutoring services (YMCA, algebra tutoring, online classes), and offer students opportunities to participate in rigorous programs, such as: CTACE, IB, dual enrollment, H/W, and AVID.*
- B. *A gap that exists in our school has been identified as the incoming freshmen who are deficient in reading and math skills.*
- C. *We are addressing the gaps by implementing different initiatives such as the schoolwide literacy plan, tutoring, additional support in literacy, relationships with outside agencies, AVID, continuously tracking students, tracking attendance, and increasing parental involvement through parent teacher meetings. We also developed a specific standardized curriculum through weekly PLCs.*

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?*

Answer:

- A. *Excessive absences are being monitored through daily attendance reports. Student suspensions are being monitored and we are working on improving parental involvement and conferences. These monitoring plans have reduced the amount of student absences.*
- B. *Administration communicates with parents to advise of the expectations and academic goals for students. All plans are school-wide (9-12) and the graduation rate is the highest ever for the school which is a direct indicator that interventions and strategies that are being implemented is getting us closer to achieving our goals.*
- C. *Progress has been sufficient.*
- D. *A barrier that could serve as effective re-entry points is to have a better focus on the lower grades and the literacy to ensure students are ready for the secondary level.*

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?*

Answer:

- A.** *Strategies were implemented with fidelity and decisions to continue with strategies were based on results from formative assessments such as PSAT/SAT, EOCs, and FSA. Upon completion of administering the PSAT/SAT school wide, the results were used as data to modify curriculum as needed.*

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?*

Answer:

- A. Our benchmarks to success are to continue progressions towards students learning through rigorous curriculum to ensure college and career readiness and the continuous improvement of the graduation rate.*
- B. We are striving for a higher graduation rate by providing rigorous courses that will assure all our students are college and career ready.*
- C. Currently there are gaps in the areas of Math, Science, and Literacy.*