

# 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?*

- A. **Each of our core subject areas with state mandated assessments administered at the beginning of the year. This is followed up with quarterly diagnostic assessments to determine the area(s) of students' academic strengths and weaknesses.**
- B. **The goal is for at least 50% of our 9<sup>th</sup> and 10<sup>th</sup> grade ELA students as well as our algebra and geometry students to earn a level 3 or higher on the state assessments. Our Social Studies department has had 60% of their students score a level 3 or higher on the U.S. History End Of Course Assessment, their goal is to have over 70% demonstrate proficiency. We have less than 40% proficiency in ELA and math.**
- C. **In order to increase our student learning opportunities for gains, we will provide teachers training on effective educational strategies. We will also provide remediation opportunities for our students.**

## 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. One of the alterable barriers that has been reduced has been in the field of professional development.
- B. By providing better professional development to our staff, particularly with BASIS training on implantation of TIER 1 strategies this has been able to allow our guidance and administrative department to focus on Tier 2 & Tier 3 interventions. As a result we are able to better serve our students by giving them the proper amount of support that they need to be successful.
- C. At first the progress toward eliminating the barrier was not truly sufficient, because going over implementation of Tier 1 strategies in a full faculty meeting led to issues with implementation.
- D. As we identified that barrier we shifted our professional development by providing an additional training on implantation of Tier 1 strategies on BASIS in our Professional Learning Communities. Each PLC had a guidance counselor present the training again in a smaller setting which allowed us effectively move forward with our goals.

## 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. Monthly meetings are held with the staff to discuss school-wide initiatives. Teachers meet with their departments during professional study days to review curriculum, develop lessons, learn new instructional strategies, design assessments and breakdown data. Teachers are also provided workshops on RTI, Newsela, Khan Academy and Canvas during their planning period, early release days and planning days. Through these sessions curriculum leaders are able to find out what works best with their colleagues and can request trainings that they feel would benefit their teachers.

## 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. Assistant principals hold quarterly data chats with teachers to discuss progress toward student achievement goals set out in the SIP plan. Assistant principals also conduct bi-weekly classroom walkthroughs to observe teachers and students in action so that thoughtful feedback can be provided that will improve classroom instruction. The principal and assistant principals also meet with curriculum leaders several times throughout the year to provide guidance and receive insight on progress towards the school's academic goals.**
- B. Our desired state is to consistently increase proficiency levels by at least 5% in all tested areas.**
- C. The gaps that effect the desired outcome are student attendance, we have addressed the plan to improve that situation within our intendance plan that has also been included in our School Improvement Plan.**