

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

2018 - 2019

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. The structures/systems in place at Whispering Pines ensure all facets of the school culture create predictable environments are embedded in our school-wide behavior management system that is implemented in all classrooms and common areas throughout the school day. The school's climate supports our SIP goal of improving achievement in Reading through providing therapeutic, behavioral and educational supports on an individualized and ongoing basis.

B. Current data indicates that in many areas 30% or more of students demonstrated progress in the areas of Reading, ELA and critical thinking. In some cases, the median progress is over 100%. Some students continue to put forth limited effort on the diagnostic, as evidenced by time on task.

C. Between now and the end of the year, we intend to implement positive and proactive therapeutic and behavioral interventions and celebrate the successes of those students who show gains in this area. WPS mental health therapists have adjusted caseloads, whereas many 8th grade students will be placed on a high school therapist's caseload. This will help middle school students to transition, therapeutically, more effectively. Within the block schedule, work completion is monitored for accuracy and completion on a bi-monthly basis (every other gold Friday). Students who have completed all assignments with a "C" or better and maintained adherence to the school-wide behavioral plan are rewarded on the aforementioned schedule with hands-on and engaging enrichment activities in their stated area of interest.

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. Teachers at the high school level have implemented online formats (i.e. Canvas) for instruction in English, Math and Reading classes to improve student engagement and increase time on task (i.e. Tenmarks). PLCs have also included many topics, such as Newsela, Pinnacle, Vocabulary.com, iObservation, BASIS, Nearpod, Khan Academy, to increase fidelity of teacher use with online formats. This year, we have capitalized upon the "study hall/personalization" period within the block schedule. Students have been strategically placed in classes for this period where targeted remediation and work completion can be closely monitored.

B. Classes have seen a reduction in behavioral calls and in the number of therapists on-call, all that require students to be removed from the classroom setting. Due to a significant decrease in behavioral calls, students have been more focused on academics in class and less distracted.

C: Due to the nature of some students' disabilities, there is a general apathy for school and task completion, limited intrinsic motivation and inconsistent attendance. We have worked towards limiting this barrier by working alongside the mental health therapist assigned to the student and the school social worker to individualize plans to address specific needs and increase attendance. In addition, concerns regarding perceived individual academic barriers are addressed during IEP meetings, parent/teacher conferences and team/leadership meetings.

D: Barriers for re-entry points were identified and comprehensively addressed. Firstly, teachers attended training in various areas of Reading (Wilson and Foundations) to address multiple deficiencies in decoding, fluency and

comprehension. Teachers on the elementary level attended training recommended by the district for improved protocols for the Keystone portfolios and data collection. In collaboration with the school psychologist, SLP, reading coach and district support personnel, improved measures for RTI have been established leading to effective monitoring and data collection practices. In addition, the three levels for TIER intervention were analyzed driving the decision to form increasingly focused grouping based on ability need and strategies that have proven effective with the targeted population. The school psychologist did a comprehensive training on the RTI process with both off campus teachers and agency staff. The block schedule framework has provided the opportunity to balance rigorous academics with hands-on, elective coursework. Careful attention has been given to addressing disproportionate class sizes throughout the day. When it is not possible to balance, additional paraprofessionals have been assigned to the teacher of larger/more rigorous classes to provide individualized supports and behavior modification. Students who have been identified as struggling learners in specific classes, have also been given additional support from a paraprofessional and or support personnel on an as needed basis to maintain academic learning gains.

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. Staff collaborate on an ongoing basis through weekly child study, RTI, and team meetings. The implementation of therapeutic, behavioral and academic interventions is discussed, including the effectiveness of each, and/or any adjustments that may be needed, as necessary. WPS is also offering an afterschool school tutoring program, five times a week for one hour in the areas of Liberal Math, Geometry, Algebra and ELA to increase academic skills needed to meet the Common Core Standards and the FSA.

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 progress toward our goal of positively impacting student achievement through providing effective supports with fidelity, communicating openly among all stakeholders and developing innovative, individualized educational plans for all students to succeed.

B. To prepare all students to be college and career ready, or for successful re-entry into the general education setting.

C. All our students are on Individualized Educational Plans and are ESE with multiple exceptionalities. Gaps in achievement on standardized assessment enabling students to achieve our desired state continue to exist.