**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. The Piper’s structures and systems of Professional Learning Communities, our continuous improvement model, and the Response to Intervention process provide a predictable model of high standards and expectations of student achievement for all stakeholders.*

*B. The gaps that exist between our current state and our desired state include ensuring that all seniors graduate and that learning*

*gains increase for student taking the ELA FSA and Algebra 1 EOC.*

*C. To address the above-mentioned gaps, Piper High School has put in place a Pathways to Success initiatives to promote our new Cambridge Program, Afterschool EOC review camps and graduation requirements for current 9th, 10th and 11th grade parents and 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. Noticeable evidence that alterable barriers have been reduced is that SAC voted to approve use of Accountability monies to fund*

*the Afterschool EOC reviews.*

*B. The evidence available that the reduction of the barrier is wide-reaching is the student attendance of FSA/EOC Saturday camps last year data and it will help us achieve our goals because it gives a baseline from which to improve.*

*C. If progress towards eliminating the barrier is not sufficient, the breakdown would be in the promoting of the Afterschool EOC reviews and opening a clear line of communication with parents regarding their child's progress and educational opportunities.*

*D. Yes, there are other barriers that could serve as effective re-entry points into the plan. Increased funding for teacher pay and incentives for students, would increase the overall of reach of EOC tested areas offered via Afterschool Reviews and possibly offering it on Saturdays as an alternative to increase attendance.*

**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?*

*It was critical that our instructional practices (Road Maps) were implemented with sufficient fidelity, consistency, frequency and intensity to ensure that every teacher was teaching to a core curriculum for all students to receive high-quality, scientifically based instruction. The curricular Road Maps intensified our systematic approach to monitoring implementation to meet the needs of struggling learners who need additional support to increase gains on formative assessment data. Our Professional Learning Communities facilitated authentic collaboration, problem solving and planning among content area team members, in order to improve the effectiveness of instruction within a classroom.*

**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. Benchmarks for success include increased proficiency and learning gains on the ELA FSA and Algebra 1 EOC as well as an increased number of graduates based on passing the ELA FSA Retake or achieving a concordant score on the ACT or SAT. To continue progressing towards this goal, Afterschool EOC reviews and curricular Road Maps will continue to provide lessons in these areas.*

*B. Our desired state is to meet or exceed the district and statewide average in ELA FSA and Algebra 1 proficiency.*

*C. The gaps that exist are both 10% points. ELA FSA and Algebra 1 proficiency are both currently at 39% and 24%, respectively.*