

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. Has your school made progress towards achieving the goal?

In our goal of reducing behavioral referrals throughout the school, we have created a structured Collaborative Problem Solving Team (CPST) to meet bi-weekly. In these meetings, the team discusses previously used strategies and develops new interventions to curtail problem behavior for specific students. In other words, our Response to Intervention (RTI) process utilizes all stakeholders to evaluate predictable environments and the gaps that exist in achieving our goals.

Gaps that currently exist are the availability of teachers to be involved in the development process. Our teachers are under high demands of teaching the standards to the masses, thus time taken away during their planning or class time for the discussion of a particular student is sometimes seen as an inefficient use of time.

We are working towards addressing this gap by modeling for teachers the benefits of a well-developed intervention. This often reduces stress for the teachers as the problem behavior is seen less often and increases academic engagement in the classroom.

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 huge barrier that has been lifted is the restructuring of cafeteria lunch assignments. Lunch time for students typically produce a large amount of referrals because of the unstructured social nature. With the new design of spreading out when classes arrive and where they sit, I believe we have reduced the amount of referrals during this time. The evidence can be pointed out by discipline referrals throughout all grade levels 6-8.

Class size with the master schedule continues to be a barrier throughout our school. Being short teachers in certain subject levels has caused class sizes to rise, particularly in the 6th grade. Our teachers have been forced to be more proactive in teaching social and emotional components due to the higher amount of social interaction that occurs with the raise in numbers.

3. Are your strategies being implemented with fidelity?

Decisions to intensify or modify strategies are always based on evidence presented in our bi-weekly CPST meetings. Guidance Counselors and ESE support staff encourage and hold teachers accountable in the collection of data. This allows us to evaluate if certain interventions are working (SOAR mentor, loss of privilege, 1 on 1 pullouts, etc.).

4. What are your benchmarks for success?

Any progress towards our goal of reduced behavior referrals will have an impact on academic achievement. Our desired state is to have less than 1000 behavior referrals by end of May 2019 as measured by the Discipline Management system. Gaps that potentially exist in reaching our desired state are the involvement of teachers in the intervention process for problem behavior. Their voice is critical in genuine development of strategies to create realistic goals.