

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?

Our PLCs support the continuous focus on student achievement data. Teachers meet monthly to discuss student learning outcomes.

B. What are the gaps that exist between your current state and your desired state?

Currently, only 52% of our students made learning gains and 57% of our lowest quartile made learning gains in ELA. Ideally, we would like at least 65% of our students to make learning gains respectively.

C. How will you address them between now and the end of this school year?

The plan is to train teachers how to analyze their individual student data, conduct data chats, and develop lessons to deliver instruction that will address the strengths and weaknesses of our students. We have a plan in place for teachers to identify their lowest quartile, per class. This will allow teachers to push students to increase their learning gains. In addition, we have developed an SAT Crunch Time Plan that allows teachers to provide students with SAT Practice via Khan Academy and in class. Students will be presented with weekly reading and writing and language passages that will provide students with practice.

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?

Teachers are actively providing opportunities for practice on Khan Academy, USA TestPrep, and via direct classroom instruction. Training has been provided and teachers have embraced the opportunity to challenge their students to focus on SAT/FSA Test Taking Skills.

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?

The fact that we have put systems in place to support continuous learning, is evidence that the barriers are wide-ranging. Our team has been strategic about building capacity within our staff to ensure that all teachers are prepared to embrace the challenges associated with teaching and learning. For instance, teachers have been trained by the College Board, the Office of Academics, and teacher leaders. They are constantly presented with research-based instructional strategies that will address our student's needs.

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?

N/A

D. Did you identify other barriers that could serve as effective re-entry points into the plan?

Limited time is a barrier. But by providing time for teachers to get training during 30-minutes of their planning period has allowed us to address our concern with limited time for professional learning.

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?

The decision to continue was based on our need to prepare students for the FSA on 3/1 and for the in-school SAT on 3/7. Our plan was put in place to ensure that students that did not earn a concordant score, were able to gain experience taking the SAT. Evidence that drove this decision was rooted in a teacher survey regarding our crunch time plan for ELA.

4. What are your benchmarks for success?

A. How will you progress towards your goal impact student achievement?

The work will result in 92% of our students earning a concordant score on the SAT (430). Over the course of the past two years, 85% and 91% of our Juniors accomplished this task.

B. What is your desired state?

Teachers are implementing a plan to introduce daily practice on Khan Academy and in-class SAT Practice assignments. As a result 92% of our students will score a 430 or higher on the SAT.

C. What gaps exist between your current state and your desired state?

The only gap is that some of our newer teachers are not familiar with the new SAT. We will address this by providing training that will be delivered by the College Board and the Office of Academics. As teachers become more comfortable with the content they will be able to do an even better job of preparing students to experience success. Currently teachers do not discuss or access SAT performance data on a regular basis. In the desired state they will frequently interact with the data to address student learning needs.