

# 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?*

At Lyons Creek Middle School we implemented Professional Developments and Professional Learning Communities (PLCs) to provide teachers with the necessary resources needed to make our students successful in the classroom. Nevertheless, we do have some areas that exist that need to be addressed for our students to be successful. As a school we need to increase PLC involvement and continue to support our struggling students in certain demographics.

## 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?*

As a school we have made progress towards achieving our set goals. By June 2019 students will improve as identified by the FSA.

SUBJECT	2015-2016	2016-2017	2017-2018	2018-2019
English Language Arts	55%	60%	61%	63%
Math	63%	70%	67%	69%
Science	53%	53%	58%	60%
Social Studies	73%	83%	81%	83%
Geometry	100%	100%	100%	100%
Biology	100%	100%	100%	100%

Lyons Creek Middle School will establish and sustain a school culture conducive to continuous improvement for students and staff. Instructional rigor will result in measurable results to include USA Test Prep – HERO – Help Academy and Course Recovery. At the beginning of the school year school expectations will be built to create a positive behavioral foundation leading the development and annual update of a comprehensive safe schools’ plan that includes prevention, intervention, crisis response and recovery. Implementation and evaluation of the data-driven plan for improvement of student achievement (Student Growth Goals). Assistance of instructional staff in aligning curriculum, instruction and assessment with state and local learning goals. Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices. (Student Growth Goals). Class size will be adhered to and a focus on differentiated instruction, scaffolding and

Staff Development and the HERO Program to increase attendance as well as PLC involvement and PD during planning days to provide technology (support programs such as USATestPrep).

### 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?*

Strategies are being implemented with fidelity through the use of Common Summative Assessments: Florida Standards Assessments (FSA); End-of-course Assessments– Interim Assessments: district and school created; published tools (USATestPrep – Achieve 3000). Formal progress monitoring is continuous and classroom based progress monitoring; mini-assessments; notebooks, on-demand writing, performance based writing and other activities ensure strategic implementation of activities. Assessment data for Tier II and Tier III intervention (Rtl); implementation of strategic and intensive interventions and intervention programs as well as classroom walkthrough data; conferring and debriefing meetings, collaborative planning, PLC's, data chats maintain fidelity. Results of trend data such as student enrollment, enrollment by ethnicity; attendance data; referrals; behavior support systems and Rtl maintain classroom rigor to include development of goals and scales and collaborative lesson planning.

### 4. What are your benchmarks for success?

Our Benchmarks for success demonstrate a commitment to closing the achievement gap. Staff, parent and student surveys are used for measurable results for school climate and culture. Increase PLC involvement and Professional Development for staff (Adult Learning). Improved classroom management strategies are developed with a desired state is 100% involvement and an atmosphere of cooperation between all staff. Engagement of community partners with school members is used to promote student learning. Human and fiscal resources are managed to accomplish student achievement goals. Desired student growths are scored from 3 to 4 to meet measurable targets. Students who still fall below grade level will be monitored and provided alternative methods to achieve success. Rigor will increase the number of students state writing assessment to 65%.