

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?

Whiddon-Rogers has many on-going systems that strive to improve school communication and provide a rewarding and success oriented environment. The Programs are implemented as follows: Students with learning and/or behavior needs are monitored through the RTI process, where an academic and/or behavior plan is developed to address specific needs. We also utilize our PASL staff members in order to provide/additional staff services and needs for our Social Emotional learners. Through these committees we have provided additional evaluations and implementation of the IEP goals.

Math goals focus on our EOC and PERT Crunch Time Plan and the use of technology including Khan Academy and USA Test Prep Programs. These programs focus on remediation as well as the enhancement of student skills and knowledge to meet the Algebra 1 EOC requirement and the PERT assessment. Our Science department is assisting with the implementation of the Math Crunch Time Plan.

The ELA department has created a culture of learning by having alternative ways for students to achieve proficiency in reading, writing and meet graduation requirements. Through blended learning classes, ESE support, computer assistant and small group instruction, students are able to satisfy their English and assessment requirements for graduation. There are some gaps that are evident with student attendance and tardies, which result in students not completing a course in a timely manner or receiving an incomplete. We will work with the school social worker, family counselor and community liaisons to increase student attendance with parental involvement. The goal is to increase student achievement that will be evident in credits earned, formal assessments and graduation rate.

Target Graduation and our ACT Prep classes have been able to assist our seniors, in meeting the state assessment criteria for Reading and their graduation requirements. Many of our students meet their graduation requirements through alternative assessments.

The GAP that continues to exist is the pattern of student non-attendance, which prevents them from obtaining the necessary skills for their learning and successful achievement of graduation goals. The School Leadership Team and our School Administration collaborate to implement and monitor: students' attendance, reaching out to parents and students, and conducting home visits. Teachers and staff focus on scheduled parent calls and reporting out to administration for proper follow up. Here at Whiddon-Rogers Education Center, our school population is very fragile and not defined by location or feeder schools. Our students may attend our school with no attachment due to location and potential

short duration of their credit recovery needs. Our systems evolve attempting to address the needs of ESOL, ESE and students on credit recovery paths who continually arrive on a frequent basis during the school year. Therefore, we will continue to help as many students complete their credits and return to their home school. We will work with all stakeholders in order to help the students attend school regularly and receive the education and additional services our staff and administration provide.

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?

From the process of monitoring students, we are using our Department Audits in order to monitor our best practices and student completion data. Through scheduling, we have helped the students focus their interests and guide them into a career path. Our CTE Classes have been double blocked in order to allow the students additional time to focus on their career pathways and practice for their Industry certification exams. Whiddon-Rogers prides itself on staying current with job outlooks and industry standards.

Through the implementation of the Target Graduations, our senior students have been able to meet and master their graduation requirements at their own pace, which ensures their achievement and completion. Currently, the programs implemented are demonstrating progress and we will continue to monitor and make changes as needed.

Parent involvement has been a barrier and in order to improve in this barrier, we engaged all stakeholders with Campus events, town hall meetings, volunteer opportunities and parent conferences. Parents can stay informed through our school's website and social media. We also have hosted several parent breakfasts through our ESE Department and student organizations. These have been well attended and some of the breakfasts have been in conjunction with our SAC/SAF meetings.

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?

Based on our Quarterly Department Audits we will continue current strategies based on the student's progress and attendance data. This was demonstrated by reviewing the data with our administrative team in which we can confirm students' progress, review of test scores, and observations. In order to ensure we are meeting our SIP goals and make improvements on a quarterly basis.

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?

In order to progress toward our student achievement goal, we will improve students' school attendance, parent involvement, and continue to monitor the students through our Department Audits and the RtI process. Through our collaboration we will meet our goal and students' will meet and excel in their educational accomplishments.

Our goal is to ensure that each student will receive high quality instruction and master the necessary skills, in order to meet the requirements for high school completion providing them an opportunity for Post-Secondary education or a career.

Students' pattern of non-attendance is the existing gap, which prevents our students from obtaining the necessary skills for Post-Secondary Success. Constant monitoring and outreach will minimize this hindering behavior and yield effective educational outcomes.