

# 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?**

- 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?*

Lauderhill 6-12 STEM-MED Magnet School has transitioned from a Straight 7 Schedule to a 4\*4 A/B Block Schedule. This transition has helped to cultivate an environment that supports our School Improvement Plan (SIP) goals. Having a 90 minute block schedule allows for longer instruction time for all classes. It also allows for longer authentic, teacher-led Professional Learning Communities (PLCs). The PLCs are more structured, focused on increasing student achievement, increasing teacher efficacy and strengthening instructional practices. Administration, teachers and students also participate in data chats focused on tracking, monitoring and identifying goals for each student. Gaps that exist between our current state and our desired state includes instructional pacing in Reading, Math, Science and Civics. The pacing calendar will be modified in all content areas to ensure all tested standards will be covered prior to the FSA and all End of Course (EOC) assessments. For the 2018-2019 school year, Lauderhill 6-12 STEM-MED Magnet School has a total of six Professional Study Days (PSD), which is an increase from the previous school year. These PSDs are focused on addressing the needs of our teachers, students and reaching our goals as outlined in the SIP.

## **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?*

Most alterable barriers have been eliminated and reduced as evidenced by staff and student adjustment to the new schedule. Transitioning from a Straight 7 Schedule to a 4\*4 A/B Block Schedule provides more instructional time for each class period. The placement of students according to proper class progression is also evidence of reducing or eliminating a barrier. Homogeneously grouping students into classes allows for targeted instruction to meet the needs of all learners which significantly reduces in-house barriers.

## **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 include Professional Learning Communities (PLCs), Professional Development and Extended Learning Opportunities (ELOs).

- The bi-weekly PLCs at Lauderhill 6-12 STEM-MED Magnet School are authentic, teacher-led and data driven. Teachers collaborate with each other, planning horizontally and vertically. Teachers use formative and summative assessments such as mini

assessments, Broward Standards Assessment (BSA), WriteScore, NWEA Measures of Academic Progress (MAP) and iReady diagnostic assessments to analyze and track the progress of all students in Math, Science, Reading. This data also allows for teachers to provide differentiated instruction to meet the needs of all learners and design instructional interventions to address weaknesses aligned to standards mastery. Lesson studies are conducted to improve instructional practices, increase teacher efficacy and foster a collaborative environment. Grade level department meetings and Response to Intervention (Rtl) are also held to address all needs school-wide. Lauderhill 6-12 STEM-MED strives to maintain a positive school culture through collaboration in the bi-weekly PLCs and grade level department meeting.

- Lauderhill 6-12 STEM-MED Magnet School has a total of six Professional Study Days (PSD) for the 2018-2019 school year. Professional Development is focused on the needs of our teachers, students and goals outlined in the School Improvement Plan (SIP).
- Administrative data chats have been conducted for the first half of the school year. The Literacy and Math department used iReady data to monitor and track the performance of students. The iReady data is also used to drive instruction. The Science department is using the data collected from the Broward Standard Assessment (BSA), which is a standards driven test. This data along with the Curriculum Assessment Remediation and Enrichment (CARE) common cycle assessments allow for the Science department address and remediate all lower performing standards and enrich all proficient standards. Teachers also conduct data chats with each student identify where they are currently and define their individualized goal.
- The Rtl team meets to monitor and track the progress made for all students who are receiving tiered interventions. The Rtl team, Instructional Coaches, Social Workers and Administration monitor the intervention process, collecting all relevant data.
- Math pull-outs are focused on our lowest-quartile students and level 2 students. Students are pulled from their elective class weekly and are given individualized differentiated instruction, meeting the needs of all learners. Math teachers also designing a pull-out scheduled during their identified planning period to pull-out selected students. The Literacy department is designing their pull-out by analyzing the iReady, WriteScore and MAP assessment data.
- The Social and Emotional Learning (SEL) Action Plan is being implemented with fidelity. Teachers are using the Second Step online platform to generate meaningful discussions during Personalization Period. Conscious Discipline strategies are being used in classes daily, such as “wish-wells” and safe zone spaces located inside of classrooms. As 9<sup>th</sup> grade students and mentor teachers continue with implementation of the Personalization for Academic and Social Emotional Learning (PASL) Program, Mr. Bartlett facilitates the Real Essentials (RE) curriculum as a supplement beginning in semester 2. RE is an interactive and engaging social and mental development and skills curriculum, enabling students to gain a better understanding of themselves and others to build healthier connections.

#### **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?*

One of Lauderhill 6-12 STEM-MED Magnet School’s initiatives for the 2018-2019 school year is to identify the lowest quartile students in Reading and Math and provide them with strategic

differentiated instruction during their elective classes. Lauderhill 6-12 STEM-MED Magnet School will track and monitor the lowest quartile's progress. We are also committed to design incentives that will celebrate their successes and remediate their weaknesses on non-proficient standards. Lauderhill 6-12 STEM-MED Magnet School's desired state is continuous improvement for students, teachers and all stakeholders, ultimately becoming an "A" school. We will continue to collect, analyze and disaggregate student assessment data to drive instruction. We will also deliver rigorous and relevant instruction, remediating those who are not proficient on standards and enriching those who are proficient on tested standards. We will also continue to provide Extended Learning Opportunities (ELOs) such as tutoring, before and after school tutoring and Saturday Success Camp for identified subjects for all students as we track and monitor their progress. We will continue to conduct data chats with administration, teachers and students outlining goals for each student.