

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?*

Pioneer Middle has made progress towards achieving our goals of improving science and reading performance task proficiency rating scores. Our science classrooms are making use of labs, student-based learning, interactive notebooks, multiple forms of assessments, and integration of standards from other grade levels into the curriculum whenever appropriate. During PLC meetings, science teachers share best practices and bounce ideas off of each other for new and innovative methods to present the curriculum standards

In our reading class's teachers are using a variety of online resources such as Achieve3000, Newsela, and adopted textbook Inside to help prepare students for reading comprehension. Teachers are also making use of district approved novels, the FAIR Program, and the SRI Program to help diagnose reading levels so we can customize the curriculum and assignments to help improve individual student's weaknesses.

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?*

Pioneer's alterable barriers have been reduced. Staff development and trainings are completed by the faculty and staff on a consistent basis. PLC's are conducted two times a week in order to allow teachers to implement Project Based Learning, time to discuss best practices and remediation strategies. Pioneer enjoys a high attendance rate with both student and teacher populations. Scheduling is done in advance to ensure proper staffing and classroom size.

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?*

Pioneer's strategies are being met with fidelity. Our students are meeting the schools' goal proficiency percentages for performance tasks in science and reading as evidenced in our PLC quarterly scores. The use of interactive notebooks, discussions, and demonstrations allows us to meet the tactile, visual and auditory needs of all students in our science classrooms. This is allowing us to meet our proficiency goals for our performance task scores. Our reading classrooms are using online tools, diagnostic exam tools, and multiple text-based resources to provide a classroom with an appropriate rigor level to challenge students to improve their reading comprehension capabilities. These improvements in reading scores are evidence by continuous progress monitoring.

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?*

Pioneer's benchmark for success is to regularly discuss best practices amongst our staff and departments, diagnose student weaknesses based on formative assessments and project based learning and to then develop a plan to correct these deficiencies during our PLC meetings, and to always provide a learning environment that fosters academic and personal growth for our students.