

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?*

Yes, the faculty utilizes valuable Professional Learning Community time, which has increased this year as a result of the adoption of the Professional Study Days Waiver, to review and share the best practices that have proven successful amongst leading teachers. In addition, CARE cycles are monitored carefully to make certain that students are making continuous progress and demonstrating measurable achievement. While our Math scores have declined slightly, we continue to implement common assessments, data analysis and remediation wherever the specific needs arise. Tutoring is being offered through SAC-approved/funded camps to augment student preparation and skills toward achieving better scores ahead. Additionally, our Low-Quartile ELA scores remain flat, so SAC approved and funded the acquisition of WriteScore software licenses sufficient to analyze, score and report to our students where they are deficient in their writing abilities with the goal of improvement for the majority.

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?*

Western High School continues to take measured steps toward eliminating or reducing alterable barriers in order to achieve greater success for our students. Toward that end, students are scheduled in classes that are better suited for their individual needs and that provide a greater enhanced learning environment. Remediation and/or enrichment is now provided more consistently through the utilization of specialized or double-blocked classes. In addition, PASL has been implemented in all of the freshman and many of the sophomore classes in an effort to provide monitoring for struggling students and to aid in the transition from middle to high school. Naviance has now been incorporated to play a bigger role with our student toward preparation for the future by providing valuable pathways for students to explore career choices, scholarships, colleges and universities, as well as providing real-time messaging and tasks to perform, all in order to be better prepared for college and career.

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 strategies implemented at Western High School are, indeed, being done so with fidelity. Focus has been placed on the lowest quartile with an emphasis on their social emotional needs. Our Department Heads and Assistant Principals continue to monitor progress in the specific benchmarks that are assessed from time to time. Once data is reviewed and analyzed in the various PLCs, remediation and enrichment are designed and provided relative to the needs to our students (as established in the data).

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?

The addition of Professional Study Days this year, and the associated PLC time will address any deficiencies that exist with our lowest quartile and will also serve to help increase our yearly learning gains as well. Our desired goal is, as always, to increase our student proficiency on the FSA as well as all other qualifying standardized tests and to maintain or increase our already substantial graduation rate. Our continuing implementation of PASL in the lower grade levels should aid in reducing the number of students who may otherwise fall short to be on target to graduate. Our history of maintaining an A grade demonstrates the integrity and fidelity with which our faculty strives to increase our students readiness for college and career by offering opportunities to earn tech certificates, college credits through AP and AICE along with dual enrollment courses.