

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?

SOCIAL STUDIES: All Social Studies PLC's have invited our Literacy coach to come in and share strategies to bridge the achievement gap. Also this year a member of the county Social Studies program visit our school and in two hour blocks for each grade level to share Social Studies based strategies as well as how to analyze high level text. The PLC's meet weekly to analyze and interpret data, determine high level texts to use in the classroom to increase literacy, cooperatively plan and model best practices. Seventh grade EOC scores increased 1% overall from 2017 to 2018. This year we are working to continue to increase our scores.

MATH: Creating standard-based common formative assessments to gauge student understanding of the skills and to create lesson activities, practice and remediation that best addresses students' weaknesses and allow for further practice. Math teachers are also creating Module quizzes to allow students to be assessed and remediated before the students complete the whole Unit test. Results we have obtained so far.

6th grade students have completed three units of study. Unit 1 presented standards on the number system: absolute value, opposite quantities, finding the GCF, integers and rational numbers. 99% of our Advanced math students and 87% of our Regular math students showed mastery of these standards. In Unit 2 our 6th graders learned Number Operations with fractions and decimals. 93% of our Advanced math and 89% of our Regular Math students scored at the mastery level on the formative assessment. Proportionality: Ratios, rates, and percent of a number were taught in the 3rd unit of study. 98% of the Advanced 6th grade students scored a 70% or above, showing mastery of the standard. Regular students are yet to be tested.

7th graders have been working on standards dealing with Expressions and Equations as well as Geometry. These standards are ones we identified, from last year's FSA results, as our areas of weakness. As stated on our School Improvement Plan teachers will focus their efforts on improving these standards. So far, our students are performing well, with 85% of our Advanced students and 78% of our Regular Math students showing mastery of the standards covering expressions and equations and 88% of Regular Math students showing mastery of the Geometry standards.

In 8th grade, our students and teachers have been working on standards covering Functions and linear equations, Proportional and Nonproportional relationships as well as Scatter plots and Trend Lines. Our 8th graders are doing well, showing a 85% mastery of standards dealing with Functions and Linear equations and 88% mastery of the standards covering Functions and linear equations.

ELA: All ELA PLCs are meeting weekly and are data-driven as evidenced in the PLC minutes using Cycle CFAs, Writing Prompt scores, or monthly lexile adjustments. The gaps include: meeting the needs of the current 6th grade population which overall has lower proficiency data compared to previous years and infusing writing and rigorous texts demands for the ELL and ESE students. We will continue to have the 6th grade LA and Intensive Reading PLCs share common data regarding reading standards and lexile changes. In addition, ESE Support Facilitators and ELL teacher will periodically visit the ELA and Reading PLCs to provide insight

and strategies. Also, the LA teachers will utilize the ELL support teacher to assist the A1 and A2 learners and provide more individualized instruction.

SCIENCE: Progress Monitoring through our PLCs has been beneficial with identifying the areas of weakness in all grades. Formative assessments are being used to continue continuity within grade levels and to ensure Standards are addressed.

GUIDANCE: Promote academic success for all students by encouraging regular school attendance and consistent work completion. In addition, the Guidance Counselors support students' success by providing social/emotional learning opportunities. Gaps exist between home and school connection and an overall sense of purpose of education. The lack of sense of purpose hinders regular school attendance. Attendance issues are continually discussed amongst the staff as well as the CPST.

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?*

SOCIAL STUDIES: Social Studies has been using USA Test Prep as a way to breakdown the standards were student struggled on the pre-test when planning for that standard throughout the year. As well as use Common Formative Assessments to determine which standards students require remediation.

ELA: In ELA, the barriers of using differentiated instruction in a diverse classroom of various levels of ESE students has been somewhat reduced by the Push In program. ESE Support Facilitators are working closely with teachers and ESE students in the classrooms following a schedule with fidelity. Teachers provide evidence through Pinnacle notes and Basis Academic Interventions as well as direct evidence in the students' IEPs. Also, the ELL support teacher has reduced the barrier of ELL struggles in all areas of literacy- reading, writing, speaking and listening.

MATH: One of the barriers to our plan for a pull-out remediation program is scheduling. Many of our Math teachers have no planning period and are therefore, unavailable for such a program. Our current scheduling of classes also prevents us from having a remedial Math class for students that scored a Level 1 and Level 2. Leadership has discussed how we can change our school-wide schedule, next year, to include remedial Math classes for these students. We have faced budgetary issues as well, when considering the purchase, a computer-based program for all our students. Further research into remediation programs that can be incorporated into a teacher's weekly lessons, is now taking place.

GUIDANCE: Identify students with attendance concerns with the assistance of the attendance secretary and the assistant principals. Once identified, grade level counselor contacts home and meets with parents and student. If the problem continues, a referral is made to our district social worker. Social worker and guidance confer for follow-up. Continues communication with district, parents, and teachers help ensure that academic success is attainable.

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?*

Continue to utilize Data Chats in academic subject areas to monitor the progress of students.

Continue to utilize USA TestPrep as a tool for student assessment.

Continue to utilize SHAREPOINT resources for planning and executing lessons.

As an "Ambassador School" for PBL, teachers are experimenting with infusing more of PBL in their curriculum.

Continue to increase CANVAS as a tool for teachers' assignments and monitoring.

PLC model has been successful for sharing best practices and discussing data.

In the ELA department, both LA and Reading teachers are using district-supported programs with fidelity including the Achieve 3000 5-step program for literacy and the recommended Pathways for Collection. The monthly data reports from Achieve reflect not only lexile growth but also students scoring 75% or higher on first tries and activities per week with scores. Grades and specific feedback recorded on Canvas, student writing samples, performance tasks, and formative assessments reflect evidence of continued practice of literacy strategies.

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?*

During 6th, 7th, and 8th grade ELA weekly meetings, teachers share reading and writing strategies and best practices with continuous student improvement being the goal. Teachers provide student feedback on writing samples, daily warmups, grammar lessons, and essays. Additionally, formative assessments and projects are used to help measure and monitor progress. Individual student conferences reviewing FSA score reports with goal-setting, daily warm-ups, and constant feedback continue throughout the year with the goal of student ownership of learning being the desired state of seeking improvement. Gaps exist in the efficiency of attaining literacy skills in the students of our lowest 25% FSA ELA scores.

Core subject courses work closely with the ELA Department Head to increase the ELA score school-wide by implementing several new literacy strategies being shared.

Civic 7th grade is focusing on continuing to increase our EOC score percentage.

Desired state is to increase the scores on all FSA Assessments, and the EOC passing rate for our high school credit courses.

SEL activities will assist with the gaps for students who are having difficulties with middle school life.

Guidance and support staff will continue to monitor absenteeism rates to ensure interventions and support provided translates into improved school attendance. Current procedures will be reviewed and revised if needed.

Discipline referrals will decrease also as a result of closer monitoring and mentoring of students. Attendance is an important part of student success – we will be monitoring and acting of students who are at high risks due to their lack of attendance.