

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?*
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Monarch High School has an enrollment of 2409, 1261 boys and 1148 girls. Much has been implemented between and throughout individual environments in order to raise the grade with 2019 testing.

Beginning with our chief academic leader, Principal James Neer, who has impressed his faculty and staff with the awareness that we need to work together in order to succeed, has recommended and received through SAC (School Advisory Council) an investment in new software programs to assist instructors in assessing 9th and 10th grade student writing and reading skills in preparation for the upcoming Florida Standards Assessment Tests to be administered in March and May. He has also committed his team leaders to the use of Khan Academy resources in order to provide tailored practice for each freshman, sophomore and junior in our school in order to hone his or her reading comprehension and test taking skills. All freshmen and sophomores have taken the October PSAT examination for staff and student assessment of skills; all juniors will take the SAT free of charge with the same committed intent to offer each student the free diagnostic and free Khan practice program. Each Professional Study Day finds staff assembling common assessment data for each class and student, comparing with those of colleagues in order to guide instruction for the next half quarter. Though use of common assessments has been a hallmark of Monarch for several years, currently assessment scores are more user friendly through platforms such as USA Testprep (used in regular and honors English classes) and Achieve2000 (used by all reading instructors.)

Our campus gates are open at 7:00 AM for student arrivals (classes begin at 7:40 AM). Staff attended a Suicide Prevention Seminar in order to strengthen our coping skills with our students. Monarch also offers a full range of academic, equity, elective, athletic, and extra-curricular programs, and is excited about our HOPE Club sponsored by one of our guidance counselors. The school is proud to be fully accredited by the Southern Association of Colleges and Schools (SACS) and approved by the Florida Department of Education.

Monarch High School's curriculum includes courses designed to meet the needs of all students. Advanced placement courses are offered in Computer Science, English, mathematics (seniors will be able to graduate by passing the PERT Test for the Algebra EOC grade), science, social studies, Spanish, French, and art. Advanced Placement and Honors courses are offered in all curriculum areas, academics and electives. Gifted students can enjoy Early College Admittance as well as Dual Enrollment opportunities. MHS is equipped with the latest technology -- networking, desktop and laptop computers, projection devices, smart boards, telecommunications, servers, and digital cameras -- all updated with the proceeds of the SMART Bond Funds. Technology is a tool for communication and increasing student achievement at Monarch High School. Partnerships with local businesses, colleges, and universities support the school by developing links between school and career. Students learn the skills and competencies needed to succeed during high school and with our On the Job Training program and Career Tech classes, after high school, as well. Monarch students are provided leadership opportunities through co-curricular and extra-curricular activities. Student government promoted Monarch's Dodgeball Tournament, and MHS clubs, chorus, band, sports teams, debate, academic games (Mathematics Department can boast of progressing to third round of *School Duel*, so far), JROTC, and other activities, such as ELA's presentation of the *Black History Project* every February (our highly acclaimed Black History Month Performance which includes upperclassmen and women from Ms. Ivey's English classes.) All allow students to develop connections to the school and the community. School activities develop character, critical thinking, and sociability_ all characteristics leading to lifelong success. Community support is critical to the success of Monarch High School. Parents and community members are encouraged to participate in school activities -- School Advisory Forum and Council, mentoring and tutoring, Innovation Zone, and attendance at school events. Students, parents, teachers, and staff are actively involved in the educational process at Monarch High School. Monarch spirit is spreading throughout the city of Coconut Creek.

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?*
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Scheduling changes: enhanced teacher collaboration opportunities.

Scheduling changes: Mr. Neer was very vocal in backing the new change in schedule from the straight seven periods per day (focusing on incoming 9th graders, course progression, and grade) to a modified block schedule, which also affords each student with a “personalization period,” similar to a study hall.

The faculty and staff voted not to add Professional Study Days at Monarch; the overwhelming attitude was based on data (which indicates that the absentee rate rises from 10% to almost 20% on early release days) that the students needed to be in the classroom. Teachers would have to plan and share best practices according to the standard Early Release Days schedule that the County dictates.

More laptops were purchased with Smart Bond Funds in order to allow more students access in each classroom to a laptop, even during personalization periods.

The purchase of “Writescore” software testing and grading is implemented (used to enhance our writing program dedicated to improving FSA Writing scores) and continued use will prevail until final testing (Reading and English) in April.

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?*
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The schedule is in place; teachers are collaborating accordingly, as evidenced by Department common assessments and Khan Academy and College Board records.

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?*
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The primary, ultimate benchmark (desired state) is to achieve the “A” school rating. Use of the PSAT and SAT testing programs, Khan Academy, and other software programs will assist staff to continue to identify the individual learning gaps that exist and to address each, as well. Student success is Monarch’s success.