

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?

Coral Glades has chosen to focus on improving ELA and Math Learning Gains, ELA and math proficiency in the lowest quartile of students, and proficiency on the FSA ELA writing assessment as goals for this school year. Through Professional Learning Communities, the professional development team taught reading strategies for informational text to implement in content area classrooms. All 9th and 10th grade students participated in common writing assessments using Write Score. The literacy coach disaggregated the results and shared them with the department. As a result, teachers participated in additional professional development opportunities through the PLCs to better support students and teachers in writing instruction and achievement. Algebra and Geometry teachers track student data with common assessments and PLCs. A peer mentoring program has been created for students to utilize during study hall to address students in need of additional instruction. Khan Academy, Math Nation, and No Red Ink have also been utilized to provide students additional support.

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?

In order to provide students with additional opportunities to work with teachers and have access to technology, Media Center Mondays were created to keep the Media Center open for an extra hour after school with teachers available to answer questions about homework. After school tutoring and study hall has been provided for athletes to improve academics. Math Honor Society provides weekly after-school tutoring. Extended learning opportunities have been provided for ELL students to improve literacy skills. Peer tutoring opportunities were created (LEAPS program) through study halls. Pull-outs are being implemented to target struggling students and improve student achievement. SAT and ACT strategy lessons are open for all students to join during study hall periods. Additional programs may be added to

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?

Grade checks through study halls and athletics as well as results from common assessments in math and English classes were used to monitor the effectiveness of programs or necessity of providing additional opportunities for students. Grades and upcoming common assessments will be used to guide decisions regarding the continuation, modification or termination of future programs.

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 goals for this year were to increase ELA and Math Learning Gains, ELA and math proficiency in the lowest quartile of students, and proficiency on the FSA ELA writing assessment. In math, students are progressing on par with previous school years. Additional tutoring opportunities have been created after school and during study hall to provide additional opportunities for learning. While PSAT achievement in reading and math is similar to last

year, grades 9 and 10 showed lower than average results on the Write Score common assessment in writing. Additional professional development was provided to teachers to close the gap and help students to improve their writing skills.