**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***Directions for School Leadership Team:*** As part of the School Improvement Process, school are asked engaged 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 SC 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?*

At South Broward High School the structures and systems in place ensure all facets of the school culture create predictable environments and a school climate that supports our SIP goal.

As evidenced by test score data, including FSA Algebra 1, Geometry, and Algebra 2 EOC data, math is a focus for improving student achievement among our students. SES Band data reveals the lowest area of academic achievement is in Mathematics, with 43% proficiency. At South Broward, emphasis is placed on professional learning for teachers as well as after-school tutoring all year long for students in order to improve teaching and learning while boosting student achievement.

After-school tutoring is launched in September and students receive individualized enrichment for specific math courses. This tutoring and enrichment program helps students meet state and local standards in core academic subjects and offers enrichment activities. In addition, the annual after-school Academic Advancement (AA) Camp launches in late January and operates through March, when testing begins. The AA Camp focuses primarily on test preparation and offers students an opportunity to receive in-school and afterschool tutoring in Mathematics, along with subjects including: English, Biology, and standardized test prep. AA Camps are available 3 days a week. Students are incentivized to attend with highly desired prizes, recognition, and incentives from classroom teachers.

All teachers are part of a Professional Learning Community (PLC) and strive to implement Broward School’s Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E.) philosophy with fidelity. The PLC’s require teacher collaboration in order to increase student achievement. Student preparedness is determined by pre-test data from the content areas. PLC’s meet on Professional Study Days (PSD) to determine the length of their C.A.R.E. Cycle, compile student pre-test data, collaborate on the development of common assessments aligned to End-of-Course (EOC) standards within their department, and discuss instructional practices to overcome obstacles. Teacher instruction is designed based on the strengths and weaknesses of their students. In addition, previously recorded data is analyzed, teachers collaborate and conduct remediation based on standards not mastered by their students, and design enrichment material for the students who have met mastery.

One gap is offering opportunities for students, but the challenge is decreased student attendance and participation in the after-school tutoring and AA Camp opportunities, especially as the school year progresses. Classroom visits, daily announcements, parent reminders, class incentives, as well as prizes for consistent attendance are just a few examples of how we encourage students to attend the camps. Another existing challenge between the current and desired state is gaining one hundred percent staff buy-in as it relates to PLC and CARE. This is best seen when one compares departments with rigid structure versus less rigid departments. South Broward has and will strive to continuously develop all staff by providing professional development opportunities, coaching as well as mentoring new educators. Increasing student engagement and improving student literacy has been a major focal point this school year for staff development. A multi-series “Question Stems” training and “Lesson Study” has been arranged for increase instructional effectiveness. The tone of the teachers’ feedback was positive.

**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?*

Student daily attendance at South Broward is above 95%. By monitoring second period daily attendance we have now managed to address this issue. Monitoring systems are also in place to address the decline in student after-school attendance. Reminding students that as test season commences tutoring is a free opportunity to receive test preparation, updating parent contact information, reaching out to parents and continuing to offer incentives are ways to not only maintain the number of students currently participating but to encourage more students to attend.

It is evident that more professional development opportunities exist for teachers to share best practices. Our PLC’s have six PSD days plus additional time to collaborate and improve achievement among students. Additionally, PLC groups are better aligned to homogeneously represent specific subjects within the Math department (Geometry, Algebra I, Algebra 2, and College Readiness).

**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 decision to continue the current strategies was based on specific evidence. PLC’s are monitored by administration. PLC C.A.R.E. Cycle documentation is submitted to administrator overseeing professional development. Subsequent data chats take place with students, teachers and administrators.

Academic Advancement Camp offers materials and lessons based on PLC Cycle data to target areas of need with remediation. AA Camp concentrates on test prep for Geometry, Algebra I, and Algebra 2 EOC Assessments. The goal of AA Camp curriculum is to remediate and enrich assessment standards based on CARE common assessment data. Test Prep is used in AA Camp as well as English and Reading classes.

**4. What are your benchmarks for success?**

*A. How will you progress towards your goal to impact student achievement?*

*B. What is your desired state?*

*C. What gaps exist between your current state and your desired state?*

South Broward aims to improve student achievement with a two-fold focus: teacher-centered and student-centered. By applying the continuous improvement model our goal is to scale up BEST Practices aligned to both professional development and student enrichment. Our PLC Cycle data is closely monitored and USA Test Prep information is analyzed to track student achievement. Our desired state is one where “every” student demonstrates a learning gain. By improving a teacher’s ability to analyze data and subsequently use it to drive instruction both during school and after school, we can move closer to reaching our benchmark of increasing student success through staff development.