

Coral Springs Middle School – School Improvement Mid-Year Reflection

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?*

1. Given recent BSA data, we feel confident we are making progress towards our goals.

The structures and systems in place (Wednesday morning extra help, ESE Resource rooms, Positive Behavior incentives, ELL camp, FSA camps etc..) contribute to our school culture of maintaining high expectations while providing support for all students. Our varying structures overlap, yet all work towards our SIP goals.

Current gaps in our system are at times a disconnect between classroom teachers and the resource room teachers being aware of the students' assignments, test, or projects. An additional gap is finding opportune times to assist RTI students as teachers often don't want these students pulled from their core classes so not to miss instruction. RTI students often don't want to miss their elective course and resent being pulled from it. Additionally, the reading materials used to measure progress with RTI students is in addition to the CFAs they receive in both ELA and Intensive Reading courses.

We continue to encourage our ESE support facilitators to regularly email teachers and touch base with them by visiting their classrooms. We also continue to encourage our ESE support facilitators who struggle to connect with the teachers by providing them with peer modeling of successful systems and additional support. For RTI interventions occurring outside the classroom, we look at each individual child to continue to find an optimal time to meet. However, unless the provided Reading progress passages become aligned to the state standards, teachers will not want to supplant this form of progress monitoring for their course CFAs.

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?*

2. Possible barriers CSMS has encountered have been scheduling structures, student attendance, and professional development. Scheduling students with a teaming concept has posed many challenges. However, many students particularly those who enrolled after the start of the school year, are often "cross-teamed." We as a school are no longer purely teamed, although we continue to support a culture of teaming. Evidence of student success, learning gains, and our ability to place students according to their ability continue to show a reduction in this potential barrier. Student attendance has been a barrier that we have been working to reduce through our additional guidance support. With the additional counselor, we are able to monitor student tardies and absences more closely and intervene more directly. Additionally professional development in many ways has been supplanted with Professional Learning Community collaboration times. Often professional development consisting of strategies and the exploration of new resources must take place within PLC times. The incorporation of Social Emotional Learning into our professional development plan has created additional barriers. We have had to adjust an already tight PLC schedule to appropriate time for SEL.

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?*

3. Strategies to incorporate Social Emotional Learning into our allotted professional development time has been challenging. SEL is not currently being implemented with fidelity, a manner in which it reaches all students and faculty members with regularity and or consistency. Specifically, a dozen faculty members attended the summer SEL training, consisting of three days of learning and the receipt of the Conscious Discipline book. The members who attended the training have bought-in whole-heartedly, yet don't feel the comfort or expertise of acting as a peer trainer in the subject. Additionally, our school focus of professional development is centered on the CARE cycle through departmental PLCs. There just hasn't been enough time allotted for professional study of SEL in order for a team or individual to implement it with fidelity. Decisions to continue and intensify our time allotted toward SEL is derived from these issues.

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?*

4. As we progress and seek to meet our student achievement goals, we will continue to review in-house Goal Sheets to review scores with all students (an initiative done through Guidance push-ins to ELA and Math courses). We continue to progress monitor our students' success through standards-based CFAs in all subject areas and we have appropriated time for remediation in all our instructional focus calendars. Additionally, we will offer our annual after school camp sessions in all tested subject areas in order to give all students extra opportunity to review and practice standards-based questioning, problems, and situations. Our desired state is one in which all students receive the support and remediation they need to be successful in their courses and assessments, while also taking part in extra-curricular offerings that allow student to explore an area they are passionate about and feel connected in our society. The ability to offer our camps for more than a few weeks prior to testing is a barrier as well as the ability to target fragile and off-track students specifically through our camps has remained barriers we continue to encounter. Our school hours often pose an additional un-alterable barrier when offering after school camps, activities, or clubs. With a four o'clock end time, many students forego joining after school events because end times often reach close to the dinner hour, not leaving much time for homework or other obligations.

