

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?

Pompano Beach Middle School is building a climate of Goal Setting and Data-driven instruction. Administrators, Teachers, and Students set goals based on previous achievement at a school, class, and individual level. Then, action plans are developed toward achieving those goals. At a school level, structures include pull-out groups during Tiger Tune-up, as well as afterschool tutoring several days per week, and conferencing with teachers, students, parents, guidance, and administration to track student success toward achieving the goals. Digital Programs to support remediation and enrichment such as Achieve 3000 and iReady have been acquired and implemented.

B. What are the gaps that exist between your current state and your desired state?

Mid year BSA data for Pompano Beach Middle School indicates that we are several points below our desired proficiency rate for ELA and Mathematics. Administrators, Teachers, students, and support staff are aware of our goals and our current level of performance and are investing in achieving our SIP goals.

C. How will you address them between now and the end of this school year?

Our entire staff is committed to meeting the goals set forth for our students. We know that collective teacher efficacy has a high correlation with student success. We first must believe that our students can achieve the lofty goals. Then we must work to increase proficiency. The following list includes some interventions toward addressing the gaps.

- Conferencing with students to track progress toward meeting individual goals and creating action steps.
- Teachers are disaggregating data to determine areas of strength and weakness to deliver targeted instruction
- Teachers are differentiating instruction in the classroom with small group instruction with the support of several digital tools
- Parents are invited in to learn how they may assist at home through parent night

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?

One barrier we experienced was a teacher vacancy in the sixth grade mathematics. This position has recently been filled and we are working to support the teacher to ensure the success of students who did not have consistent math instruction while the vacancy was unfilled. Another barrier is that many parents do not feel comfortable assisting students with homework. We are offering after school tutoring to help reduce this concern.

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?

All of our Best Practices set forth in our SIP plan continue to be a school-wide focus.

Our leadership team and curriculum council received professional development in supporting authentic PLCs this year. This Best Practice #1 continues to be an area of focus so teachers can collaborate to effectively meet the instructional needs of our diverse learners. Our professional learning communities are organized by grade level and course and we are moving toward a student-centered effective, independent PLCs.

Best Practice #2, Response to Intervention- Our RTI/MTSS team meets regularly and evaluates the effectiveness of tiered instruction and provides support as well as identifies areas for growth. This is ongoing throughout the school year.

Best Practice 3 and 4 also receive continued focus. We continue to strengthen internal and external relationships as we know the significance relationships to the community are for school success.

Finally, we work on a continuous improvement model which requires us to evaluate our current level of performance and achievement towards meeting our goals and adjust our strategies to meet student (school) needs and be flexible in our approach to teaching and learning so all students can receive high-quality, standards-based instruction.

4. What are your benchmarks for success?

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

Teachers will continue to use data to drive instruction, so students can learn content on a deeper level. All of the staff at Pompano Beach Middle will continue to have high expectations for all students. Successes will be celebrated for students and staff. Progress will be tracked by department data-bases. Digital tools will be integrated to continually support instruction and evaluation.

B. What is your desired state?

Pompano Beach Middle School will experience a 5% gain in student achievement as well as an increase in learning gains for all students.

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

BSA and mid-year data indicate that we are not on target currently to meet our proficiency goals, but we have adjusted our instructional plans toward the goal of bridging the gap. We have several months of instruction prior to FSA testing and we are confident that we can still achieve our goals for our students.