**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***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?*

We are making steady progress based on administrative informal walkthroughs, Common Formative Assessments and student data. Students are identified for remediation based on the above assessment tools to ensure proficiency is met by standard. We are preparing students to be successful in school and to be active lifelong learners with our International Baccalaureate program.

**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?*

The following barriers have been reduced or eliminated to meet the schoolwide needs to achieve our goals: All staff members participate in weekly Professional Learning Communities and collaborate and share best practices. Alternative schedules were created to meet the academic needs of students by offering push ins and push outs, tutoring, and enrichment sessions. Staff members provide standards-based planning and instruction in order to target students based on their baseline and proficiency levels/data. It is vital that all staff members attend work on a regular basis and provide a continuum for the fidelity and overall effectiveness.

**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?*

Based on the student data, programs were implemented and created based on the student data and overall culture of the community and student body. For example, Macro Math mornings were created to target math remediation in the mornings and After Patriot Pride camps were established during the week to provide learning opportunities for students in Reading and Math. Based on this evidence, enrollment has increased on with out morning and afternoon camps, therefore we are using this evidence to structure our remediation and enrichment programs for students.

**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?*

Our benchmarks for success includes proficiency for ELA, Civics, Science and Math. As a school, all teachers and administrators have identified a target group of students (70) that will show gains according to the FSA scores. According to the student data from 2017-2018 (FSA and BSA information), we earned: See below. Our target goal is to achieve a B status or higher based on the FSA results and data. We are using the 2017-2018 FSA results and current common formative assessment data to close the achievement gap and reach our desired state of a B letter grade.

District Number: 06 District Name: Broward School Number: 0551

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| **English Language Arts Achievement**  43 | **English Language Arts Learning Gains**  50 | **English Language Arts Learning Gains of the Lowest 25%**  37 | **Mathematics Achievement**  44 | **Mathematics Learning Gains**  48 |
| **Mathematics Learning Gains of the Lowest 25%**  41 | **Science Achievement**  46 | **Social Studies Achievement**  59 | **Middle School Acceleration**  55 | **Total Points Earned**  423 |
| **Total Components**  9 | **Percent of Total Possible Points**  47 | **Percent Tested**  99 | **Grade 2017**  C | **Title I**  Yes |
| **School Type**  02 | **Percent of Minority Students**  91.6 | **Percent of Economically Disadvantaged Students**  81.2 |  |  |