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.*
   Margate Middle is making progress towards goals of student achievement and family/community
engagement. However, there have been some increases in student discipline infractions. In order to identify gaps and ensure that goals are met by the end of the year the leadership team meet consistently to analyze data and adjust structures. Additionally, professional development that is relevant to areas of improvement is provided to staff members. This will address any gaps that exist in meeting goals. Parent communication is an intricate part of school improvement. Parental and stakeholder involvement goal is on target and continues to increase due to intentional planning and timely communication of events. Based upon quarterly common assessment data our student achievement goals are on target in reading, science, civics and most math. Extended learning opportunities and instructional resources are provided to support progress towards student achievement goal.

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?*

Barriers has been addressed and improved. Student schedule have been adjusted based on teacher recommendation. Teacher attendance has improved overall. Professional Development and meetings are held weekly this ensures that the large number of new teachers to Margate are well informed and supported. The professional learning calendar was analyzed and adjusted to address necessary topics during the second semester. There continues to be some student attendance and behavior barriers that are being addressed. Increased social emotional professional development and programs have been implemented. Students positive reinforcement systems are being put adjusted to motivate students to attend school and follow procedures.

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?*
Decisions was based upon various data sources including:
School Wide Common Formative Assessments, Discipline Management System , Attendance data and anecdotals from the leadership team.

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?*
Progress and modifications made towards school improvement goals will increase student achievement. Our student achievement goals for reading and math are on target. District instructional specialist have provided

support for identified areas as needed. At this time all events and programs are being implemented that were addressed in the School's Improvement plan.