

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2018

## 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. Cooper City High School has made progress in achieving our SIP goals by offering continued supports to our students and families through: Naviance, Administrator/School Counselor/Support Facilitator team conference, personalization period, data chats, BRACE advisor, College 101, opportunities for industry certification and employing a faculty composed of highly qualified teachers. We are working diligently toward our goal by holding bimonthly curriculum council meetings to monitor overall student progress, identifying students who need additional support through RtI and initiating those supports. The gap between our current and desired state lies in reading and math proficiency. We are working on closing the gap by providing double block scheduling and implementing a targeted scope and sequence followed by progress monitoring. Additionally, through data driven PLCs, teacher collaboration, and adjustments are made based on student need.

## 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?*

Some alterable barriers have been eliminated by in-suing professional development, PLCs and in some areas, a change in teaching assignments. Due to the collaborative efforts of team leaders, conversations have been initiated on essential access points that focus on the students and their growth academically and socioemotionally. Students are appropriately scheduled to ensure that they are finding success. Student attendance is tracked with the collaborative effort from our school counselors, social worker, & administration. Student success is monitored during PLC meetings.

### **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?*

Strategies are implemented with fidelity through bimonthly Curriculum Council that provide us with the focus and monthly PLC meetings where common assessment the data is analyzed, gaps/trends are noted, and next steps are developed. The CARE process is discussed within each department and at each PLC meeting. Students that need additional support are identified through our RtI process and other initiatives that cater to Social Emotional Learning (SEL), English language learners, and ESE. Additional modifications are made based on the needs of the 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?*

The CARE cycle within each department are common assessments, performance learning scales, data chats and scaling up BEST practices which all impact student achievement. Each department is to analyze the results of their common assessment student performance results (PSAT, SAT, PERT, EOC and Strands) and align their next step based on the areas of weakness found. We expect to see gaps closing and increasing progress on assessments.