**SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2017**

 ***Directions for School Leadership Team:*** As part of the February School Improvement Training we will engage in collaborative conversation and share best practices based on each school’s Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

**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?*

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, 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. In addition, teachers collaborate in authentic professional learning communities monitoring data and developing enrichment/remediation material.

 **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 are eliminated through professional development. Such as, all teachers have attended school wide professional development training on providing appropriate supports for our ESOL and ESE students. Students are appropriately scheduled to ensure that they are finding success. Student attendance is tracked with the collaboration 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 meetings whereby the CARE process is discussed within each department and at each PLC meeting Students that need additional support are identified by the Rti process and supports initiated. Most classroom teachers have data chats with students in collaboration with the school counselors, administration and other support staff.

 **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?*

Through the CARE cycle within each department are common assessments, performance learning scales, data chats and scaling up BEST practices which all impacts 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.