**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

**2018-2019**

***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?*

The system and structures at Walter C Young (WCY) allow for our stakeholders to have a voice in our mission and vision of helping our students build capacity and maintain high levels of academic achievement. Our school Professional Learning Community (PLC), as well as the leadership team have helped our faculty collaborate within curriculum in order to positively impact individual student strengths as well as assist with weak areas in order to close their achievement gap. Walter C Young Middle school has aligned the State Standards with our curriculum, engaged all grade levels in monthly Common Formative Assessments, engaged students in mock practice pertaining to the FSA Reading, Writing and Math Assessments, created a high quality Response to Intervention (RtI), applied the CARE (Curriculum, Assessment, Remediation and Enrichment) Cycle for best practices through our PLC’s, and implemented rigor by applying reading question stems across all content areas. All of our educators provide students with high rigor coursework, remediation and enrichment to increase student success in preparation for high school, as well as college and career readiness. Some of the gaps at WCY depicts students in lower level reading and math making learning gains and continue to grow with the assistance of our RtI process. Lastly, our school-wide tutoring program, faculty PLCs and student academic camps will help all students close the gap to increase students’ achievement levels.

**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?*

 Administration, school leaders, and computer tech support have provided WCY with a strong infrastructure that will reduce the alterable barriers. Leadership team, PLCs and administrative team are areas where we are able to analyze student work resulting in high levels of achievement to prepare them for high school courses as well as college and career readiness. Some alterable barriers that we have reduced are instruction for computer navigation tools and scheduling conflicts.

By having flexible scheduling to serve the individual needs of students, providing staff with professional development calendar, using specific intervention strategies such as struggling reading and math charts, common planning to strengthen staff collaboration, and purchasing software programs for common formative assessments (CFA), we hope to eliminate or reduce alterable barriers. Moreover, we have been able to purchase additional reading software programs through our Title I funds, which is Achieve 3000. This program depicts student growth over time as well as individualizes student Lexile levels. It also provides a baseline of individual reading ability through a pre level set assessment that automatically supports the student at their current reading level while moving then to a more challenging reading level set of passages as they navigate through the program.

**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?*

Administration meets several times a month to review and discuss modifications (as teachers are being observed through the new Focus Marzano Model), strategies, and action steps for specific situations. Weekly PLC meetings and monthly leadership team meetings provide the staff with collaboration toward student success. In addition, Individual Educational Plan (IEP) meetings, Response to Intervention (RtI) meetings, and teacher common planning add to the continued success of following our school’s mission/vision statement. In addition, Peer Counselors assist in tutoring students, teachers are volunteering to tutor low level students as well a supporting students’ individual needs. Lastly, extended learning opportunities in math and biology provide additional assistance for those students that will benefit from it.

**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 benchmark for success will be the continued collaborative work using our systems and procedures to analyze student work and provide feedback to students in order to prepare them to become high school and college ready. Administration and school leaders will work with faculty to analyze FAIR, Achieve 3000, Khan Academy, BSA, Formative Assessments, and Imagine Math in preparation for state assessments. Implementing focus calendars and scaling up best practices will ensure teacher/student high-level expectations, which will reflect in student performance.

Furthermore, we are administering the Broward Standards Assessment (BSA) in order to disaggregate individual data based on strengths and weaknesses so that teachers can differentiate instruction to close the achievement gap. Lastly, we are administering the PSAT, which is mostly a practice version of the SAT, however it can also lead to more money for college because the highest performers are eligible to earn college scholarships.

In addition, Walter C. Young (WCY) progress towards success includes implementing a program for the Lakeside Elementary students called Young Gator. The Young Gator students come to WCY at the end of the day to take a 6th grade advanced math class. We also have the young Falcon Flyers program, which is part of the vertical planning that has 8th grade advanced students take a high school course every day during their first hour.

To conclude, we will monitor and evaluate our camps. With this action plan in place, Walter C. Young educators will prepare our students to reach their maximum capacity, as well as high levels of achievement on state standardized testing and develop college and career ready students for the real world.