

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?*

The structures and systems in place at Coral Springs High School (CSHS) allow for all stakeholders in our school's community to have a voice in our mission and vision of helping our students reach and maintain high levels of academic achievement. Our school's PLCs/ Data-Driven Team, and 9th – 11th grade QL/AP Capstone vertically aligned academic teams have helped our faculty collaborate with each other on ways to improve student work. Teachers use summative and formative data to pinpoint strengths and to identify areas of weakness in an effort to close the achievement gaps. Coral Springs High also has, AP capstone (AP & dual enrollment courses), over 25 varsity sports, over 40 extra curricular activities, and four Innovative Programs: Quantum Leap, Dual Enrollment, Linking Education and Employment Outcomes (LEEO) and Fire Academy. Our academic and co-curricular programs have provided our students with high rigor coursework, enrichment, increasing student achievement in preparation for college and career readiness. We have a school-wide theme each year to help our students and faculty to focus on a common goal for the school year. This year's theme is *One Team, One Goal... We are #ColtsUnited*. To mainstream our academic focus, we emphasizing Colt 350+ school-wide as the benchmark for success. We are expecting all student to achieve a score of 350 or above which is the basic level for proficiency in reading.

Some of the gaps we have at CSHS are percentage of students at a level 3 in reading, lowest 25% making learning gains in math, and our continued growth in the RTI process. Our School -Wide focus, tutoring programs, in collaboration with our PLCs/ Data –Driven Teams, Academic Teams, and EOC camps keep all stakeholders actively engaged in closing our gaps and increase student 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?*

School leaders have provided CSHS with strong infrastructures that help reduce our alterable barriers. PLCs/ Data-Driven Teams, and our Academic Teams are areas where we are able to analyze student work resulting in our students reaching high levels of achievement as prepare them to be college, career and life ready. With our school being on a block schedule, we do have some barriers that we must constantly work to eliminate in our instructional practice as students receive instruction in content areas every other day. School leaders are working to provide staff

development, research, and provide time for teacher collaboration as we make each 90-minute block yield effective classroom instruction. We not only train curricular-wise, we also evaluate the systemic issues that impede student achievement such as equity and equality. These types of trainings ensure that teachers and students are prepared to meet the challenge of engaging students in a variety of learning styles and learning contexts. We understand and believe that one of the biggest barriers any school can face is provided a learning atmosphere that is both engaging and challenging. For this reason, we try to focus on andragogy, which is the teaching of adults as much as we focus on pedagogy, the teaching of children.

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?

Students are less likely to succeed in high school coursework and, in turn, graduate from high school if they are not engaged and are not able to apply lessons to their personal lives and experiences. Therefore, we work tenaciously to ensure that students are able to transfer and apply lessons to real life. Motivation to learn in *any* academic environment is beneficial, however, it is important to first address the unintended barriers that discourage students from even attempting to be successful. Therefore, we use data not to relegate students to a lower academic track but to design curriculum that will elevate all of our students to meet the challenges of rigorous coursework. We believe motivation with skills enhances the benefits of a substantial education and lifelong success. We have, weekly PLC meetings, eight (8) Professional Study Days, child study, IEP meetings, have given our staff the opportunities to collaboratively work towards student success and follow our school's mission/ vision.

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?

Coral Springs High School's continued collaborative work using our systems and procedures to analyze student work towards preparing all students to become college, career and life ready. School leaders will work with faculty to analyze student data from various sources, Khan Academy, Algebra Nation, Naviance, USA Test Prep in preparation for state assessments. We will also monitor and evaluate our EOC/FSA camps/tutoring, which run during the week. With these policies in place, CSHS's teachers will prepare our students to reach high levels of achievement on state assessments and beyond.