

**SCHOOL IMPROVEMENT MID-YEAR REFLECTION
2018**

Directions for School Leadership Team: As part of the School Improvement Process, schools are asked to engage in collaborative conversation with all stakeholders to complete the Mid-Year School Improvement Reflection. After reviewing the document with SAC, the reflection needs to be uploaded to the SAC upload section of the SIP. **DA Schools must enter information in the FLDOE SIP located of Florida CIMS.**

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?*

A. Boulevard Heights has continually worked towards making progress in achieving its goal. Each week our Professional Learning Community (PLC) works with a framework in which the teams use student information to develop strategies to improve their classroom practices; the RTI team meets every Wednesday to ensure students are identified and monitored for academic and behavior needs; and the SAC community conducts monthly meets, with all stakeholders, to monitor the fidelity of academic success and maintaining our vision and mission of our school. The environment and school climate supports the SIP goal by maintaining communication and collaboration amongst all stakeholders. BHE provides several parent nights to support a strong home/school connection with its educational partners.

B. The gaps that exist between BHE's current state and the desired state in achieving the goal involve the ability to gauge the current levels of standard mastery or proficiency at each grade level in all content areas. Currently, we have information from the following sources: formative and summative classroom assessments, 2017-2018 FSA scores, and iReady Checkpoints 1 and 2. Our desired state is to increase proficiency within our targeted subgroups in reading, mathematics, science, and writing.

C. The gaps will be addressed between now and the end of the school year by administering alternative assessments to provide accurate current levels of performance in determining areas of need. Teachers will be able to analyze the data to adjust pacing guides/lesson plans, classroom groupings within the targeted areas, and adjust interventions with support staff. Furthermore, funding has been approved to add Language Enrichment camps to support our ESOL students across all grade levels. In addition, teachers will be participating in district trainings for literacy and math. Lastly, data chats are on-going as teachers and administration monitor gaps in student proficiency and standard mastery.

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?*

A. The alterable barriers have been eliminated or reduced through in-house infrastructure as the following: scheduling, classroom structures, resource teachers, coaching teachers, and staff development. Barriers have been reduced or eliminated, as evident by scheduling students into specific classrooms based on their needs after a budget restricting caused a loss of two teachers. The addition of a math resource teacher to target students in intermediate grades to support teachers and students further reduced or eliminated barriers. Moreover, our school has invited curriculum experts

to reduce the area of concern in literacy, math, and science. For literacy, K-1 teachers participated in BAS calibration training to reduce scoring inconsistencies observed vertically among grade levels. In addition, our school has created a unified BAS tracking system to monitor student growth using display boards. Furthermore, teachers participated in two trainings to support the writing process and actively engage in monthly prompts; while administration continues to meet with grade level PLCs to calibrate writing scoring and monitor the implementation of Thinking Maps and the FSA writing process. Lastly, a resource room filled with Balanced Literacy books are available for teacher's use as they use interdisciplinary instruction.

B. Barriers are wide-reaching and results toward achieving our goal, are increasing due to the frequency of classroom walkthroughs to determine continuity/fidelity of best practices; triangulating data from all known resources to predict end-of-year proficiency; and arranging administrative data chats with support staff to monitor progress of all varied subgroups.

C. Boulevard Heights is unable to eliminate certain barriers due to time constraints of resources teachers and coaches with students' schedule.

D. Other barriers that could serve as effective re- entry points into the plan are identified as the following: Parent attendance in after hour events, student attendance in afterschool academic camps, and flexible schedules for teachers to work with targeted students.

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?

A. Yes, Boulevard Heights decisions are all being driven by student data. All instruction is driven by data analysis that is conducted by teachers, support staff and administration. Teachers are discussing student data on a weekly basis during their PLC meetings. Administration is conducting data chats with teachers to also discuss students' progress. Teachers and administration are analyzing multiple forms of data such as: iReady Diagnostic test, iReady Standards Mastery, BSA data, and weekly standards assessments. Whole group instruction is conducted swiftly to introduce the standard, goal set and introduce strategies, our small group instruction makes the difference in supporting students' needs by, delving into standards at the students' instructional level and providing the intervention needed to bridge the gap between grade level proficiency and student's level. This year we have established a push-in model to serve all of our students, via our coaches and support staff. We continue to use and expand technology to include: iREady, Reflex Math, Ten Marks and Think Central.

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?

A. Boulevard Heights expects to achieve more with the variety of strategies put in place this year. We expect every student to make expected gains. The teachers are aware in both ELA and Math, the growth expectation of each of their students. Students are also receiving additional support by receiving double dose through push in as well as attending an afterschool camp.

B. Boulevard Heights desired states is for every student to show academic growth throughout the year.

C. Currently, not every student is making the expected growth indicated by data however, a plan has been put in place to ensure that those students begin to make growth in order to close their existing gap.