

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019

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?*

A. The structures and systems currently in place ensure that school culture and all action steps support the SIP Goal. For the 2018-2019 school year, ELA will continue to be the focus for improving student achievement. ELA student proficiency increased by 5 points from 37% to 42%. There was a significant increase in ELA learning gains by eight points (47% to 55%). Our lowest 25 percentage remained the same at 53%. Therefore, the goal for the 2019 Florida Standards Assessment (FSA) is to increase overall ELA proficiency from 42% to 45% or higher, as well as to improve on Learning gains (53% to 55%). This content area was chosen, due to the lowest 25th percentile ELA learning gains remaining stagnant at 53%. Currently, there are no gaps prohibiting our school from meeting the desired goal. Based on the results from the 2019 Broward Standards Assessment, Broadview Elementary is on track to attaining the anticipated goal. The current overall proficiency for English Language Arts in Grades 3 through 5 is 45%,

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?*

Alterable barriers have been eliminated. Attendance at PLC meetings also yield significant information regarding potential barriers and a plan is put in place with the grade level team to reduce or eliminate the barrier. Most recently, the Reading data from monthly formatives was reviewed in individual teacher chats. Based on these results, the barrier of “time” was noted and the instructional coaches met with the team to refine the plan and create an updated FUOS with goal of covering all standards noted on the Test Specs covered prior to the FSA ELA/Reading administration. The frequent monitoring enables barriers to be noted and addressed quickly.

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?*

The strategies noted in the SIP are being implemented with fidelity. Administration and the Leadership Team attend weekly PLC meetings held within each grade level. The process of Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E) are implemented, based on the results of monthly English Language Arts formatives. During each PLC, grade level teachers use the data analyzed to enhance their instruction, specifically focusing on the unique needs of their students and differentiating instructions and activities based on student readiness. The focus of each PLC meeting changes depending on the part of the cycle. Nonetheless, the goal is to continuously adjust instruction based on collection of ongoing data.

Professional development has been held for teachers on effective teaching practices. Students will be held accountable for their individual progress, utilizing the Students With Academic Goals (S.W.AG.) folder, allowing them to track and reflect on their achievements. In addition, FSA Night will be held on February 7th, 2019 to review testing expectations with parents and provide resources from CPalms and the Florida DOE for them to be able to assist their child at home. With the data analysis from the 2019 Broward Standards Assessment (BSA), a crunch time plan has been developed, as well as, Saturday Crunch Time Camp which will assist with remediation in weak standards and practice test taking strategies in order to further prepare students for FSA.

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 current minimum goal for English Language Arts is 45% proficiency. We will continue to implement the strategies listed in the School Improvement Plan. Grade level averages based on standards mastery assessment data range from 36% to 70%. The January 2019 BSA data revealed the following:

- Third Grade ELA = 44.7%,
- Fourth Grade ELA = 50.4%
- Fifth Grade ELA = 42.4%

Overall, ELA proficiency is averaging 45% and 37% of the lowest quartile are approaching proficiency. We continue to see improvements in student performance scores in Bi-weekly Standards mastery, I-Ready Diagnostics, and Fountas & Pinnell Benchmark Assessment Systems. To ensure that we are meeting the needs of all learners, students in the lowest quartile has been invited to Dolphin Flipper Academy. In addition to strategies the classroom teachers are providing, these students are receiving targeted individualized lessons in I-ready 5 days a week, from 7:30 to 8:00 a.m. With close continued monitoring, data analysis, remediation and enrichment will continue to be implemented to ensure continued growth.