

RIVERLAND ELEMENTARY SCHOOL (0151)

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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?*

Our school has made progress towards achieving our goal of ensuring that classroom instruction is aligned to grade-level Florida Standards. One step we have taken towards achieving this goal is providing teachers on the same grade level with a common planning period. Doing so has allowed them to plan and reflect collaboratively. Currently, our teachers are at various levels of understanding and mastery, as it relates to Interactive Read-Alouds, Small Group Guided Reading and Shared Reading. In order to close our gaps and reach our desired goals, we have provided in-house professional development as well as support for teachers on the Balanced Literacy's Interactive Read-Alouds and Shared Reading. As a follow up to the professional development, teachers are provided support throughout the planning and implementation of Interactive Read-Alouds and Shared Reading in their classrooms. Additionally, all Kindergarten through fifth grade teachers and leadership team members have been trained in Small Group Guided Reading. The district has also provided professional development and follow up support in the Shared Reading process for select first and second grade teachers. These trainings also provide support facilitation as a follow-up. These steps have allowed us to create a school climate that supports our SIP goal. We recognize that we are in varying stages of implementation with the Balanced Literacy components of Interactive Read Alouds, Shared Reading, Small Group Guided Reading, Independent Reading, and Literacy Centers. As such, support will be provided through collaborative planning during C.A.R.E Professional Learning Communities (PLCs), teacher observations, and feedback, so that all teachers can be best prepared to deliver quality instruction that is aligned to the Florida Standards and effectively integrate Interactive Read-Alouds, Small Group Guided Reading, and Shared Reading.

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?*

Our anticipated barriers included teacher attendance and teacher willingness to attend professional development trainings. However, we are extremely pleased to report that teacher attendance has increased by more than 70 percent. Moreover, our teachers have welcomed the opportunities to participate in professional development trainings. As previously shared, all teachers have attended the in-house professional development on the Balanced Literacy's Interactive Read-Alouds (IRA), all Kindergarten through fifth grade teachers and leadership team members attended the two-day Small Group Guided Reading, and Shared Reading training for Balanced Literacy. As such, we have observed lessons and continue to provide support that are producing lessons better aligned to the corresponding grade level Florida Standards. Equally as important, we have begun to analyze and identify student work that is representative of the rigor required at the corresponding grade levels. Similarly, we have identified commonalities in the student work that we need to address in order to help our students demonstrate mastery in their respective grade levels. Accordingly, we have ordered the Literacy Continuum and Prompting through SAC funds for all staff members, so that they have access to the supplemental materials required to effectively implement a balanced literacy program. We have continued to utilize these resources as well as the Responsive Literacy (A Comprehensive Framework) book to identify and implement strategies to differentiate instruction.

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Additionally, we will continue to encourage teachers to attend professional development trainings and provide substitute coverage so that they may attend such trainings.

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?

Based on teacher observations and collaborative sessions with teachers, all strategies are being implemented with fidelity. Having stated this, our teachers are at various levels of understanding and mastery, as it relates to Interactive Read-Alouds, Small Group Guided Reading, and Shared Reading. As such, teachers will continue to have support from members of the leadership team and District personnel who have presented on Small Group Guided Reading and Shared reading, based on their own professional development needs, as well as the academic needs of their students. As we have always done, all adjustments to our action steps will continue to be based on observations, student work samples, assessment data, and teacher feedback.

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?

At the beginning of the school year, our data and observations reflected that our teachers were at various levels of understanding and mastery, as it relates to Interactive Read-Alouds, Small Group Guided Reading, and Shared Reading. In order to close the existing gap, we conducted review sessions and support observation cycles in Interactive Read-Alouds and Small Group Guided Reading. The District provided professional development and conducted follow up observations in Shared Reading to select first and second grade teachers. As we continue to support teachers and monitor for the effective implementation of Interactive Read-Alouds, Small Group Guided Reading, and Shared Reading, we have recognized that the gap, as it relates to teachers' understanding of Interactive Read-Alouds, Small Group Guided Reading, and Shared Reading has closed. As such, our desired state is for teachers to effectively implement Interactive Read-Alouds, Small Group Guided Reading, and Shared Reading so that it is reflected in the student work produced. As such, we will continue to monitor progress through teacher observations and by analyzing student work. We will also continue to provide teachers with professional development opportunities, common planning time, feedback, and analyze student work to ensure that we are providing students with rigorous, on grade-level instruction, that is aligned to the Florida Standards.