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?*

    Our school goal is to increase proficiency with guided reading by continuing to analyze the BAS for teaching targets to use for small group instruction. We are working on this goal through bimonthly staff professional learning communities. All teachers k-5 are expected to utilize guided reading to meet the specific needs for our students. We are also using STAR and iReady for reading, language arts and writing, in school writing professional development and additional iReady training and support all with the focus of increasing guided reading proficiency.

    The greatest challenge we face is monitoring the fidelity of the guided reading groups. Moving forward, we plan to address this area by continued support team observations and discussions in PLCs. Teachers will also share best practices for intervention groups and scheduling.

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?*

    We are addressing these barriers through collaborative planning. Through data chats, we have identified teachers in need of additional support and choosing teaching targets. We are working towards the goal of 100% guided reading instruction through increased one-on-one support focused on student need. Moving forward, we will continue to refocus on the importance of BAS analysis that drives guided reading instruction to increase the rigor of small group instruction. Another barrier we are facing is scheduling time for classroom visits to ensure fidelity of reading interventions.

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?*

    We believe are guided reading practices are being implemented with fidelity. Our school day is structure to provide minimal interruptions during our reading block to ensure that teachers are able to implement these strategies. We use our data chats and student achievement scores to collaborate as a team and build capacity in all staff member to ensure that needs are being met.

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 Floranada Elementary, we monitor the success of our programs through teacher data chats which include the evaluation of current practices and administrative feedback for teachers based on iObservation teacher data results. Our desired state is for 100% of our teachers to utilize guided reading with all students K-5 and identify areas in need of remediation. The current gap we see is difficulty setting teaching targets based on outdated BAS data.