

School Improvement Plan FY19 Review

Midland Academy Elementary School

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SIP Goal #1 – FY18

- **Goal**

- By May 2018, all ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will have five (5) of the ten (10) elements fully developed to at least 80% fidelity.

- **Goal Met:** No

- **Why?**

- Need data to support implementation of the 5 out of the 10 elements

- **Supporting data**

- Monthly PBIS Team Meetings (Agendas)
- SWIS/Infinite Campus Discipline Data Entry and Analysis
- Lesson Plans
- Matrix
- Cub Store
- Defined behaviors and office referable incidents and those incidents managed by the teacher

SIP Goal #2 – FY18

- **Goal**

- By May 2018, 80% of teachers will use research based writing strategies to support students in the writing traits and increasing the writing proficiency levels to on or above grade level.

- **Goal Met? No**

- **Why?**

- Need supporting data to show teachers affected student achievement. Supporting data listed is not sufficient.

- **Supporting data**

- GMAS Writing Data
- 6+1 Traits of Writing Grade Level Book Studies
- PL Sign-In Sheets

GMAS Writing Comparison Data 2017 to 2018

Spr 2017	Idea Development Organization Coherence					Language & Conventions					Narrative Writing					
	Levels					Levels					Levels					
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
All Grades	2.6	24.18	53.7	16.25	3.33	2.58	22.58	62.91	11.33	0	6.55	46.7	32.61	10.76	3.5	
	Level 1+2=77.88					Level 1+2= 85.49					Level 1+2= 79.31					
	Level 3+4= 19.58					Level 3+4= 11.33					Level 3+4= 14.26					45.17%

Spr 2018	Idea Development Organization Coherence					Language & Conventions					Narrative Writing					
	Levels					Levels					Levels					
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
All Grades	4.16	20.25	57.41	16.08	2.25	3.25	25.08	61.3	9.58	-	6.3	43	28.5	19.25	2.58	
	Level 1+2= 77.66					Level 1+2= 86.38					Level 1+2= 71.5					
	Level 3+4= 18.33					Level 3+4= 9.58					Level 3+4= 21.83					49.74

Level 3+4 Proficient/Exceeding

2017 **45.17%**

2018 **49.74%**

4.57% Increase

PL Day #1 – FY18

- Focus
 - SIP Introduction
 - 6+1 Writing Traits Overview/Expectations
 - Key tenets of trait writing
 - Student led portfolios
 - Reading wonders rubric; 6+1 traits rubric/checklists
 - Reading Wonders, 6 traits, writing process crosswalk
 - PBIS Introduction
- Implementation effective? No
- Why/why not?
 - Need data to show how teachers affected student achievement. Supporting data listed is not sufficient and needs to be measurable data.
- Supporting Data
 - GMAS Writing Data
 - Book Study Grade Level Plans
 - Grade Level Writing Rubrics
 - Writing Samples used for Grade Level

PL Day #2 – FY18

- Focus
 - Presentation by the PBIS team GaDOE training redelivery (Professional Development/SIP Goal):
 - 6+1 Writing Traits
- Was a change made from the original plan? NO
- Implementation effective? No
- Why/why not
 - Need data points to support successful implementation. Supporting data listed is not sufficient and needs to be measurable data.
- Supporting Data
 - Grade Level Writing Plans
 - 5 of the 10 PBIS Elements were implemented

PL Day #3 – FY18

- Focus
 - PBIS Agenda for January 4, 2018
 - 1. PBIS review final matrix- where it will be posted and where you can review with students
 - 2. Introduce lesson plan and discuss scenarios- these are expected to be taught in the classroom- reviewed as needed with your students
 - 3. Reward system- silver spoon for cafeteria behavior – whole class reward with each 10 earned
 - 4. Kick-off party- Monday, January 8th- cafeteria- be ready with your kids
 - K-1st 8:30- 8:50; 2nd-3rd 9:00- 9:20; 4th-5th 9:30-9:50
 - February 26, 2018 Facilitator: Nekia Roberts
 - Focus: 6+1 Writing Traits Book Study (SIP Goal)
 - Teachers requested to bring writing samples (high, medium, low) to their session
 - Traits Discussions
 - Rubrics & Scoring
 - Examining & Scoring Student Work Samples: High, Medium, Low

PL Day #3 – FY18 (con't)

- Was a change made from the original plan? NO
- Implementation effective? No
- Why/why not?
 - Need data points to support successful implementation. Supporting data listed is not sufficient and needs to be measurable data.
- Supporting Data
 - Agenda
 - Matrixes
 - Lesson Plans
 - Reward System
 - Grade Level Minutes

Prioritized Needs

Needs from CNA p. 75

- Decrease ODR (Office Discipline Referrals)
- Most students are receiving Level 1 and 2 on the writing assessment.
- High number of students scoring level 1 and 2 on ELA GMAS
- Decrease the number of students absent 6-15 days

Overarching Needs

Top 4 Needs from CNA pp. 77-78

Overarching Need - Decrease ODR (Office Discipline Referrals)

Root Cause # 1

Root Causes to be Addressed	Teaching expectations (PBIS) Student engagement levels Soci-emotional factors
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness
Additional Responses	N/A

Overarching Needs

Top 4 Needs from CNA pp. 77-78

Overarching Need - Many students scoring Level 1 and 2 on the GMAS Writing Assessment

Root Cause # 1

Root Causes to be Addressed	1. Time given to write on assessment vs. time in the classroom giving to write. 2. Surface learning rather deep learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students

Overarching Needs

Top 4 Needs from CNA pp. 77-78

Overarching Need - High number of students scoring level 1 and 2 on ELA GMAS

Root Cause # 1

Root Causes to be Addressed	Report card grades not matching up with GMAS scores (discrepancy) Tasks not complex enough Student stamina for text completion (3 hour test) Surface level learning rather than deep
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Overarching Needs

Top 4 Needs from CNA pp. 77-78

Overarching Need - Decrease the number of students absent 6-15 days

Root Cause # 1

Root Causes to be Addressed	No consequences for excessive absences Health factors
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness

Revised Instructional Goal

- **By May 2019, 80% of teachers will use 6+1 traits of writing with the common rubrics and incorporate the writing workshop model to guide instruction to increase student learning as measured by focus walks and student assessment data.**

Instructional Goal: Revised Action Steps

- Review the 6+1 Writing Traits K-2 and 3-5 editions.
- School-wide common rubric for writing that is a continuum
- Teach the Qualities of Good Writing from the book 6+1 Traits of Writing (Primary & 3rd and Up): ideas, organization, word choice, sentence structure, voice, conventions. Each teacher will administer the same topic on the pre/post test and will keep a copy of student work (H, M, L) as an artifact. The pre/post test data will be reviewed during grade level data team and submitted to the Leadership team for review. (Professional Development)
- Teach one writing trait a month.
- Teachers will incorporate the Writing Workshop Model (Professional Development)
- Teachers will display student writing focusing on the monthly writing trait.

Revised Climate Goal

- **By May 2019, (3) of the 10 Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented and developed to at least 80% fidelity (1. Effective Discipline Process; 2. Faculty Commitment; 3. Implementation).**

Climate Goal: Revised Action Steps

- Continue the PBIS Team
- The PBIS Team will participate in PBIS Trainings
- Hold Monthly PBIS Team Meetings to analyze data
- Revisit behaviors and office referable incidents and those incidents managed by the teacher.
- Build upon the beginning PBIS Celebrations and modify as needed based on feedback
- Transition to MTSS (Professional Development Needed)
- Professional Development on Classroom Management

FY19 PL Day Focus

- 8/3/18
 - Writing Workshop with the 6+1 Traits of Writing Rubrics
 - Behavior Management/Discipline Process
- 10/8/18
 - Student Engagement in Writing & Self Assessment/Differentiation
 - Behavior Management/Office Referable vs Teacher Managed
- 1/7/19
 - How school-wide implementation of goals affected school data
 - Writing Workshop, 6+1 Traits of Writing, Common Rubrics