School Improvement Plan Review

Dawson Elementary

June 4, 2019

SIP Goal #1 – FY 2019

By May 2019,100% of teachers will be trained on conferencing effectively on key learning targets and related success criteria, and implementation will be evident in 80% of classrooms.

- Goal MET

- Supporting Data:
  - Professional Development Agendas and Materials
  - Walkthrough/Focus Walk Documentation

SIP Goal #2 – FY 2019

By May 2019, 100% of teachers will be trained on three PBIS Classroom Systems Modules, and the practices will be evident in 80% of classrooms.

- Goal MET

- Supporting Data:
  - Classroom Observations
  - Use of Positive Office Referrals

PL Day #1 – August 3, 2018

FOCUS:

- Selecting and Sharing Key Learning Targets and Related Success Criteria
  - Implementation was successful
  - All teachers met with the Academic Coach weekly to select the key learning targets and related success criteria from the District pacing guides.
  - Supporting Data: grade level meeting agendas, lesson plans and walkthrough/focus walk documentation

- Review of PBIS and Classroom Module 1
  - Implementation was successful
  - All teachers have relevant classroom matrices and have developed rituals and routines that are reviewed and enforced regularly
  - Supporting Data: classroom observations, classroom matrices, informal observations throughout the school of behavioral routines

PL Day #2 – October 8, 2018

FOCUS:

- Conferencing with Students to Set Individual Goals and Monitor Progress
  - Implementation was effective
  - Teachers conferenced with students on their individual goals and progress
  - Supporting Data: conferencing sheets, walkthrough/focus walk documentation

- Acknowledging Positive Student Behavior and Providing Specific Feedback
  - Implementation was effective
  - Instances of positive feedback increased
  - Supporting Data: classroom observations, use of Positive Office Referrals

PL Day #3 – January 7, 2019

FOCUS:

- Preparing for Student-Led Conferences
  - Focus was redirected
  - Teachers still needed practice with conferencing with students across various subject areas. This focus was postponed until teachers and students implemented conferencing with fidelity

- Using Effective Consequences
  - Implementation was marginally effective
  - Many teachers continued to use consequences that they had identified as ineffective in changing behavior
  - Supporting data: classroom observations, informal observations throughout the school, dialogue with teachers

Overarching Need #1

- Planning and implementation of rigorous, differentiated instruction in all classrooms.

- *Learning targets and related success criteria became an integral part of instruction this school year. However, conferencing with individual students on their progress toward the learning targets has not been implemented consistently and with fidelity for all subjects by all teachers. Differentiated, rigorous instruction is needed to address students' individual levels of progress and for continual student achievement and growth. A common understanding of rigor within lessons and professional learning aligned to the meaning of rigor are lacking.*

Overarching Need #2

- Promoting positive interactions and a sense of community among faculty, staff, and students.

- *Rules, practices, and procedures necessary for a safe, orderly school are in place. However, the PBIS Classroom Modules have not been implemented with fidelity in all classrooms. Evidence exists that a culture of trust and respect has been established, but a sustained commitment to promoting positive interactions and a sense of community remains a need. The achievements and accomplishments of students and staff are recognized and celebrated, but increasing the frequency and/or consistency is needed.*

2019-2020 Instructional Goal

By May 2020, all teachers will be trained on planning and implementing rigorous, differentiated instruction in the classroom with 80% of teachers effectively implementing the rigorous, differentiated instruction, as measured by walk-throughs, classroom observations, and lesson plans.

Instructional Goal: Action Steps

- Implement the Gradual Release Instructional Framework

- Review curriculum resources to ensure teachers understand the rigor of the CCGPS and know where to locate research-based differentiated strategies

- Utilize the MTSS framework to plan and deliver evidence-based interventions and supports for Tier 2 and Tier 3 students

- Utilize *Achieve 3000* and *Lexia* to analyze, scaffold, monitor, and increase Lexile levels

- Differentiated Professional Learning Community (PLC) for the K-5 Teachers

- Implement student data notebooks in grades K-5 and student-led parent conferences

2019-2020 Climate Goal

By May 2020, 100% of the faculty and staff will participate in Professional Development on de-escalation strategies and preventing/managing challenging behaviors with 80% of the faculty implementing the strategies effectively, as measured by walk-throughs, classroom observation checklists, and informal observations throughout the school.

Climate Goal: Action Steps

- Implement rituals and routines consistently for first 21 days and routinely throughout the school year

- Implement the PBIS Classroom Modules

- Consistently recognize positive behaviors in the classroom and school-wide

- Provide training on de-escalation and preventing/managing challenging behaviors

- Routinely recognize students and staff for student achievement, attendance, and other accomplishments

- Create and implement a calendar/schedule for events, rewards, and incentives throughout the year

2019-2020 PL Focus

- 8/5/19   Understanding Rigor, Conferencing with Students, and Utilizing Student Data Notebooks; Establishing Rituals and Routines; De-escalation Techniques

- 10/14/19   Examining Curriculum Resources for Rigor and Preparing for Student-Led Conferences; Acknowledgement System; Use of Effective Consequences

- 1/6/20   Rigorous, Differentiated Instruction; Instructional Engagement to Decrease Off-Task Behavior