

School Improvement Plan FY19 Review



Allen Elementary

Felicia Thompson-Principal
Kathy Houston-Assistant Principal
Lauren Gasser-Academic Coach

SIP Goal #1 – FY18

- ▶ Goal - By May 2018, all teachers will have implemented a unified discipline process.
- ▶ Goal Met
- ▶ Our goal was met due to the following:
 - ▶ Development of PBIS Team
 - ▶ PBIS Cohort 4 training was completed on October 4th, 5th, and 6th
 - ▶ Completed the Tired Fidelity Inventory to determine needs at Allen
 - ▶ 100% of Teachers implemented Classroom Behavior Matrices
 - ▶ We saw an increase in the number of parent contacts each month.
 - ▶ We created school wide matrix for behavior, SOAR.
 - ▶ 94% Effectiveness was achieved on PBIS Mock Walkthrough
- ▶ Supporting data
 - ▶ SOAR Lesson Plans, Focus Walks, TKES, SWISS, Tired Fidelity Inventory, Majors & Minors Forms (ODRs), Matrices, Data Team Minutes

| Top 4 Referrals by Location | |
|-----------------------------|-----|
| Classroom | 178 |
| Bus | 51 |
| Cafeteria | 18 |
| Hallway | 15 |

| Discipline Referrals | |
|----------------------|--------|
| School Year | Totals |
| 2016-2017 | 214 |
| 2017-2018 | 278 |

| 2018 Out of School Suspension | |
|-------------------------------|----|
| 1-2 OSS | 45 |
| 3-4 OSS | 45 |
| 5-9 OSS | 4 |
| >9 OSS | 5 |

| Top 4 Referrals by Problem Behavior | |
|-------------------------------------|----|
| Defiance | 93 |
| Physical Aggression | 60 |
| Fighting | 44 |
| Disrespect | 25 |

SIP Goal #2 – FY18

▶ Goal - By May 2018, 100% of teachers will have implemented effective research based strategies associated with revising student knowledge.

▶ Goal Met

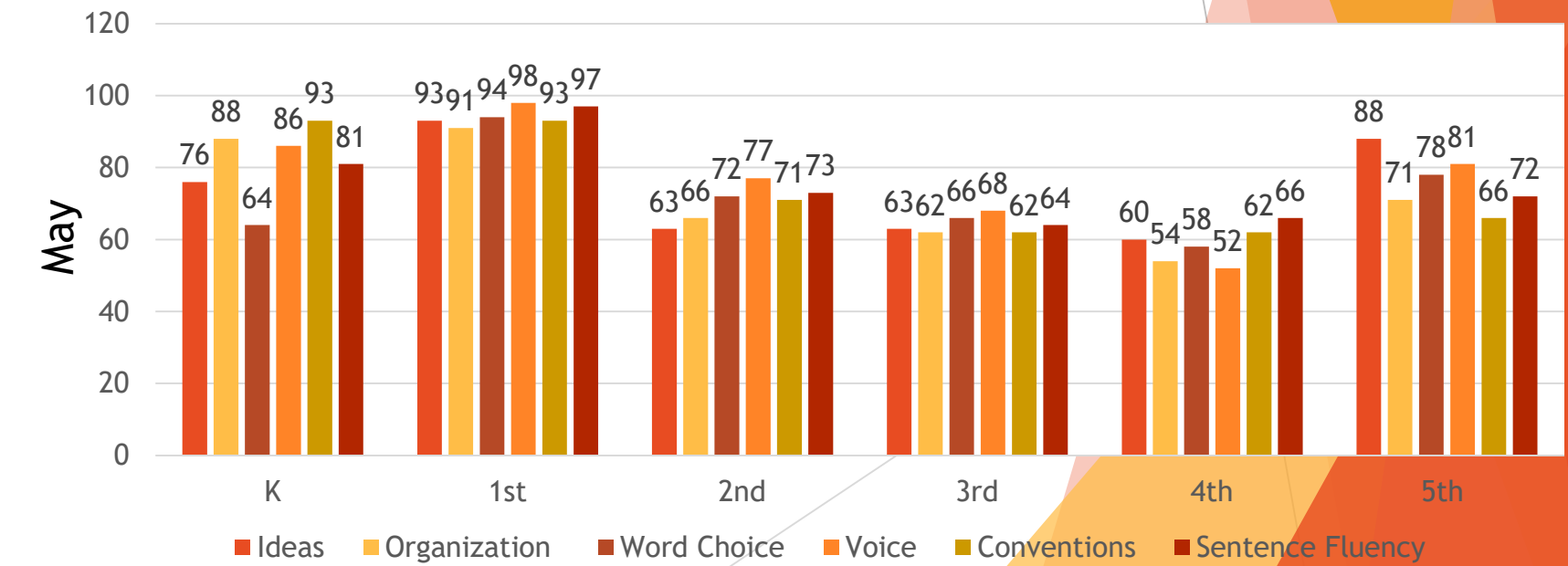
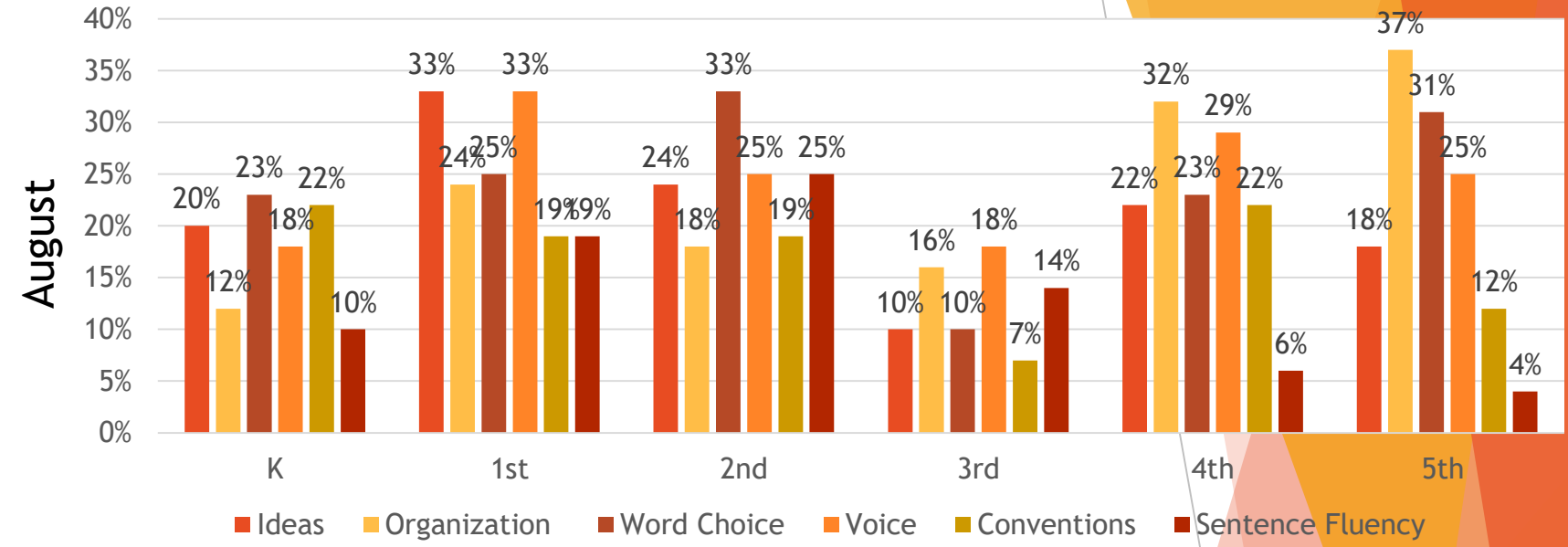
▶ Our goal was met due to the following:

▶ 100% of our teachers implemented 6+1 Writing Traits

▶ Supporting data

▶ TKES, Lesson Plans, Focus Walks, Progress Monitoring, Data Team Minutes

6 +1 Writing Traits Data % of Students with Content Mastery



PL Day #1 – FY18

Focus - Establishing a community of expectations, developing a unified behavior system, and rolling out the 6+1 Writing Traits.

- ▶ Professional Learning Objectives: Upon completion of this professional learning experiences, participants will be able to apply the theories, practices and principles to:
 - ▶ PBIS Training - How to implement PBIS, 1st Year. (10 Critical Elements)
 - ▶ Devise an action plan to improve behavior through PBIS, resulting in creating a school and classroom behavior matrix.
 - ▶ Effective Evidence Based Instructional Strategies that will be used to facilitate writing across all content areas.
- ▶ Implementation Effective - Yes
- ▶ Why/why not? Teachers established rituals and routines, taught SOAR lessons, referred back to their classroom matrix, and completed a monthly writing trait with their students.
- ▶ Supporting Data - SWISS, 6+1 Writing Trait Lessons, Student Work Samples, Data Team Minutes

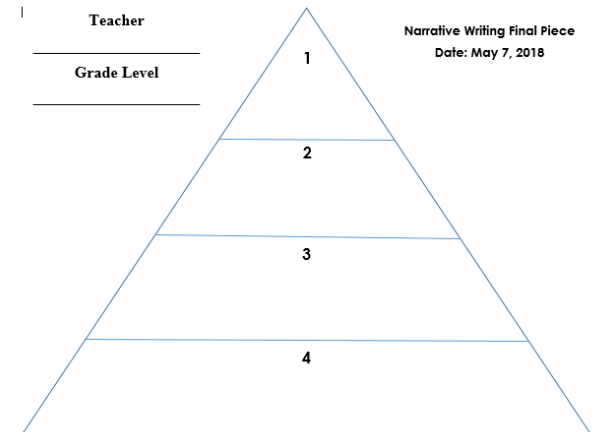
| LOCATION I am... | Safe | Organized | Accountable | Respectful |
|---|---|--|---|--|
|  Hallway | <ul style="list-style-type: none"> • Single file line • Walk on the colored squares | <ul style="list-style-type: none"> • Stay with your class • Keep backpack closed | <ul style="list-style-type: none"> • Maintain your personal space. • Walk directly to class • Remain silent (volume 0) | <ul style="list-style-type: none"> • Keep hands and feet to yourself • Hands off walls and hallway displays • Follow directions the first time. |
|  Bathroom | <ul style="list-style-type: none"> • Feet on the floor, close the door | <ul style="list-style-type: none"> • Flush the toilet • Wash your hands | <ul style="list-style-type: none"> • Get in, Get out. | <ul style="list-style-type: none"> • Keep it clean • Remain Silent (Volume 0) |
|  Cafeteria | <ul style="list-style-type: none"> • Single file line • Wait your turn • Keep hands and feet to yourself | <ul style="list-style-type: none"> • Get milk, napkins, and utensils before sitting down | <ul style="list-style-type: none"> • Clean your area when you're finished with your meal | <ul style="list-style-type: none"> • Soft voice (Volume 2) • Use good manners. |
|  Arrival/Dismissal | <ul style="list-style-type: none"> • Walk directly to area • Keep hands and feet to yourself | <ul style="list-style-type: none"> • Keep materials in your backpack | <ul style="list-style-type: none"> • Enter the building (Volume 0) • Exit the building (Volume 0) | <ul style="list-style-type: none"> • Listen and follow adult directions |

PL Day #2 – FY18

- ▶ Focus: Going Deeper: Understanding Revising Student Work
- ▶ Professional Learning Objectives: Upon the completion of this professional learning experience, participants will be able to apply the theories, practices and principles of The Writing Strategies.
- ▶ Implementation effective? Yes
- ▶ Why/why not? Teachers consistently implemented Writing Strategies, along with the 6+1 Writing Traits in all content areas.
- ▶ Supporting Data: Focus Walks, TKES, Lesson Plans, Achieve 3000, BAS, GMAS, QBAs, Narrative Writing Data, 6+1 Writing Traits, Student Work Samples.

Standards-Based Assessment Rubric
Mode and Grade of Writing: Kindergarten Narrative

| | Exceeds Expectations: 4 | Meets Expectations: 3 | Approaching Expectations: 2 | Expectations Not Met: 1 |
|---------------|---|--|---|--|
| Ideas: | • Student begins to develop two or more sentences related to one topic with a clear message. | • Student dictates or writes one complete thought that expresses an event or experience related to a chosen topic. | • Student draws a picture and orally expresses related words for a self-selected topic. | • Student's oral story is unrelated to a picture drawn. • No topic developed. |
| Organization: | • Student has a beginning, middle, and ending that flows smoothly from sentence to sentence. | • Student dictates or writes a beginning and an ending that connect ideas. | • Student writes or dictates a beginning but no ending. | • Student's thoughts are random with no order. |
| Style: | • Student uses a variety of word choices and sentence patterns including declarative and interrogative sentences. | • Student uses simple word choices and basic sentence patterns. | • Student copies words from other sources and uses them in simple sentences. | • Student shows no awareness of audience. • Words used do not make sense. |
| Conventions: | • Contains correct sentence, usage, grammar, and inventive spelling that make the writer's ideas understandable. | • Some errors are present, but they do not interfere with meaning. • Spacing is evident between words. | • Errors interrupt the flow of communication and may interfere with meaning. • Uses inventive spelling that reflects letter-sound relationships. | • Errors prevent the reader from understanding the writer's message. • Words do not reflect letter-sound relationships. |



| 6 + 1 Writing Data | | | | | | | | |
|--------------------|----------------------|-----|--------------------|-----|--------------------------|-----|----------------------|-----|
| | Level 4 | | Level 3 | | Level 2 | | Level 1 | |
| | Exceeds Expectations | | Meets Expectations | | Approaching Expectations | | Expectations Not Met | |
| K | 0% | 35% | 0% | 10% | 88% | 47% | 12% | 8% |
| 01 | 0% | 47% | 0% | 27% | 40% | 20% | 60% | 7% |
| 02 | 16% | 42% | 16% | 21% | 37% | 11% | 32% | 11% |
| 03 | 23% | 25% | 18% | 30% | 18% | 15% | 23% | 30% |
| 04 | 0% | 6% | 4% | 33% | 36% | 39% | 60% | 22% |
| 05 | 0% | 27% | 10% | 32% | 15% | 23% | 75% | 18% |

PL Day #3 – FY18

- ▶ Focus: Gradual Release within Writing
 - ▶ Professional Learning Objective: Upon completion of this professional learning experience, participants will be able to apply theories, practices and principles of the Gradual Release Model within writing.
- ▶ Implementation effective? No
- ▶ Why/why not? Teachers were not consistently implementing the Gradual Release Framework in writing.
- ▶ Supporting Data: Focus Walks, TKES, Lesson Plans, Achieve 3000, BAS, GMAS, QBAs, 6+1 Writing Traits

| Class Configuration Focus Walk | | | |
|--------------------------------|-------------|-------------|------------|
| | Whole Group | Small Group | Conferring |
| | 90% | 5% | 5% |

Prioritized Needs

- ▶ Move more students to proficiency in all areas.
- ▶ Increase Lexile Levels
- ▶ Increase rigor and DOK question level
- ▶ Continued feedback and PD from administration
- ▶ Develop and Implement Writer's Workshop
- ▶ Improve School Climate.
- ▶ Foster & Build Teacher Relationships
- ▶ Improve student behavior through a school wide classroom management system
- ▶ More data analysis and progress monitoring.

Overarching Needs

- ▶ Top 4 Overarching Needs:
 - ▶ Improve student behavior by effectively implementing PBIS 10 Critical Elements with a focus on implementation, data entry and analysis, faculty commitment.
 - ▶ Develop an implementing Writing Across the Curriculum
 - ▶ Creating a rigors and rich learning environment.
 - ▶ Foster and building student and teacher relationships.

Revised Instructional Goal

- ▶ By May 2019, all teachers K-5 will implement a balanced literacy framework to include the writing process to enhance students' writing skills in all content areas.
- ▶ School Wide Weakness
 - ▶ Writing Stamina
 - ▶ Sentence Structure
 - ▶ Conventions / Organization
 - ▶ Background Knowledge
 - ▶ Lack of Reading Impacts Writing / Ideas
 - ▶ Unable to Elaborate on Ideas
 - ▶ Closure
 - ▶ Limited Vocabulary
 - ▶ Phonics
 - ▶ Decoding Skills
 - ▶ Word Attack Strategies
 - ▶ Sight Words

Instructional Goal: Revised Action Steps

- ▶ All teachers will develop and implement balanced literacy daily within Writer's Workshop that includes:
 - ▶ Teacher Modeling / Mini Lessons
 - ▶ Student Guided Small Groups / Independent Writing
 - ▶ Teacher / Student Conferencing
 - ▶ Reflection / Sharing
 - ▶ Grade Level / Standards-Based Genres across the Curriculum

Revised Climate Goal

- ▶ By May 2019, 100% of all K-5 teachers will implement a school wide discipline plan that includes a school wide system of supports for defining, teaching, and supporting appropriate student behaviors.
- ▶ School-Wide Weaknesses
 - ▶ Progressive Classroom Management System
 - ▶ Minor Infractions Submitted as ODRS
 - ▶ Teaching Of Behaviors
 - ▶ Minors Vs. Majors
 - ▶ SST / FBA / BIP for repeat offenders

Climate Goal: Revised Action Steps

- ▶ We will implement our second year of PBIS with focus on the following:s.
 - ▶ Progressive Classroom Management System
 - ▶ Clear Expectations & Rules/Classroom Matrixes
 - ▶ Teaching Of Behaviors
 - ▶ Data Entry and Analysis
 - ▶ Faculty Commitment
 - ▶ Tier 2 strategies for repeat offenders

FY19 PL Day Focus

- ▶ 8/3/18
 - ▶ SIP Overview (Principal & Academic Coach)
 - ▶ Balanced Literacy & Writers Workshop (Academic Coach)
 - ▶ PBIS Year 2 (SOAR Team)
- ▶ 10/8/18
 - ▶ Next Steps with Balanced Literacy & Writers Workshop
 - ▶ Next Steps PBIS
- ▶ 1/7/19
 - ▶ Continued Balanced Literacy & Writers Workshop
 - ▶ Continued PBIS Year 2