

School Improvement Plan FY19 Review

Double Churches Middle School

Mr. Eddie Lindsey

SIP Goal #1 – FY18

- **During the 2017 - 2018 school year 100% of teachers will be trained on the use of PBIS Rewards web-based application and 75% of teachers will use it effectively to establish a positive learning environment.**
- Goal met/not met: Goal Met
- Why? The majority of our faculty and staff are using the application effectively, however, our AU teachers and other support staff have not used the application effectively.
- Supporting data: PBIS Rewards application data

SIP Goal #2 – FY18

- **By May 2018 100% of DCMS teachers will be trained on using differentiated instruction to improve student content area vocabulary and to promote deeper understanding of complex academic content with all students.**
- Goal met/not met: All teachers were trained however we did not see a significant increase in student achievement, however, we will continue to address through professional learning.
- Why/why not? Some teachers continue to address various learning styles through traditional approaches.
- Supporting data: Observation data, peer observations

PL Day #1 – FY18

- **Focus: Gradual Release and PRIDE Team Expectation**
- Implementation effective? Yes/No
- Why/why not? Every teacher was trained, sent lesson plan template. However, implementation was sporadic and not to the level needed. Teachers understanding of Gradual Release is not where it needs to be.
- Supporting Data: Observation data of teacher implementation.

PL Day #2 – FY18

- **Focus: Differentiated Instruction**
- Was a change made from the original plan? No
- Implementation effective? Yes/No
- Why/why not? Teachers were trained but many of teachers continued to use traditional instructional strategies
- Supporting Data: Observations

PL Day #3 – FY18

- **FOCUS: PBIS refresher and Small Group Achieve 3000 Review**
- Was a change made from the original plan? Yes
- Implementation effective? Yes
- Why/why not? Expectations are known regarding discipline and we saw a decrease in referrals but a need to address new students coming to our school through the School Counselor and ISS Technician. Teachers needed guidance on how to make it work best in their classrooms. Our First year.
- Supporting Data: Observations, Infinite Campus, and Achieve data

Prioritized Needs

10 Needs from CNA p. 75

1. Improve school-wide performance on GMAS
2. Higher levels of differentiated instruction
3. Student learning goals set and self-monitored
4. Meeting the needs of impoverished students
5. Purposeful focus walks aligned to PL
6. Improve school-wide attendance
7. Focus on positive behaviors for students and teachers
8. Improve parental and community engagement
9. Protected times for PLCS and Data Teams
10. Minimum % weight for mastery per grade level

Overarching Needs

Top 4 Needs from CNA pp. 77-78

1. Increase the number of students at DCMS that are performing on grade level in all content areas on the Georgia Milestones Assessment.
2. Increase the number of positive student/ teacher interactions and improve the school climate.

Revised Instructional Goal

By May 2019, 100% of teachers will be trained on the use of formative and summative assessment data to differentiate instruction through the use of small groups with 85% of successful teacher implementation as measured by informal and formal walkthroughs.

Instructional Goal: Revised Action Steps

- Identification of Lexile Scores and Math Scaled Scores for each student from current GMAS and Achieve 3000, set personal literacy and math goals for each student, and begin score tracking.
- Teachers will design lessons that allow for both guided and independent practice to promote a deeper understanding of complex academic content and that provides for student reflection on their learning for both regular education students and students with disabilities.
- Implement school-wide Writing Program utilizing DCMS writing guide. Students in all grade levels and subjects will continue to focus on the RACE strategy and will also focus on 1 type of required writing per 9 weeks.

Instructional Goal: Revised Action Steps

- Implement a math intervention program using Go Math Personalized Trainer and/or IXL Math for students not performing on grade level.
- Special Needs Case Managers will meet with caseload students once per nine weeks to set and track Lexile goals and Math goals.
- Students in all CTAE, Fine Arts, ELA and Science classes will complete 1 CISM per 9 weeks/Social Studies will complete 1 DBQ.

Revised Climate Goal

By May 2019, 100% of faculty and staff will be trained in ten (10) Tier 1 critical elements of PBIS with an 90% implementation rate as measured by the Tiered Fidelity Inventory.

Climate Goal: Revised Action Steps

- Students are explicitly taught the expectations and rules throughout the year in order to improve social-emotional health and academic preparedness.
- Use referrals, walkthroughs, TIC, BoQ and SAS data to make recommendations to improve implementation and action planning.
- Continue positive incentive program to reward and celebrate student and teacher success and monitor teacher implementation throughout the year

Climate Goal:

Revised Action Steps

- Show faculty and staff school-wide data at least monthly to highlight top behaviors, locations, and positive outcomes due to school-wide systems change and efforts.
- Continuously use the data (SWIS, Infinite Campus, PBISRewards app) to track student progress and to guide the problem solving process in order to improve the overall school climate.
- Provide meaningful training on PBIS to the faculty and teachers will establish clear classroom rituals, routines, and rules with students.

FY19 PL Day Focus

- 8/3/18
 - Differentiated Instruction
 - Use of Formative Assessments
 - Gradual Release
 - PRIDE Overview (PBIS)
- 10/8/18
 - Differentiated Instruction
 - Using formative assessment data
 - Review of Gradual Release and PRIDE
- 1/7/19
 - Reviewing Student Performance Data