# School Improvement Plan FY19 Review

SHAW HIGH SCHOOL

ADAM HERRING - PRINCIPAL

# SIP Goal #1 – FY18

## To improve student performance on all standardized assessments, by May of 2018, 100% of our subjects will have quality unit assessments utilizing rigorous and effective assessment practices.

Although the goal was met, the faculty indicated in a survey that the school was in the initial phases in reference to rigor in the classrooms. **90%** of the faculty stated that we needed to go deeper into rigor and assessing rigor in student work and assessments.

## Focused Areas:

**(Establishing Background Knowledge)**

1. Developing Clear Learning Targets

2. Understanding/Analyzing DOK Levels

3. Teacher Created Assessments vs. EOC

4. The Use of Formative Assessments in the Classroom – How are We Using Them?

### GMAS DATA-EOC Subjects

| Subject | 2016 | +/- | 2017 | +/- | 2018 | State 2017 | 2017 +/- | 2018 +/- |
|---------|------|-----|------|-----|------|-----------|----------|----------|
| 9th Lit | 57.285 | 9 | 66.23 | 1.3 | 67.5 | 72.23 | -6 | 10 |
| American Lit | 60.618 | 2 | 62.62 | -2.1 | 60.5 | 70.31 | -8 | -10 |
| Alg I | 39.560 | 3 | 42.14 | 1.4 | 43.5 | 56.74 | -15 | -13 |
| Geometry | 48.366 | -5 | 43.71 | .3 | 44.0 | 65.17 | -22 | 21 |
| Phy. Sci | 50.000 | -2 | 47.51 | .5 | 48 | 54.03 | -7 | -6 |
| Biology | 47.500 | -3 | 44.04 | 8.5 | 52.5 | 64.09 | -20 | -8 |
| US Hist | 54.286 | --- | 54.72 | 3.3 | 58 | 66.21 | -11 | -8 |
| Econ | 38.104 | 21 | 58.96 | 11.6 | 70.5 | 66.17 | -7 | 4 |
| | | 24 | | 24.8 | | Total +/- | -95 | -71 |

# Shaw High School (GMAS)

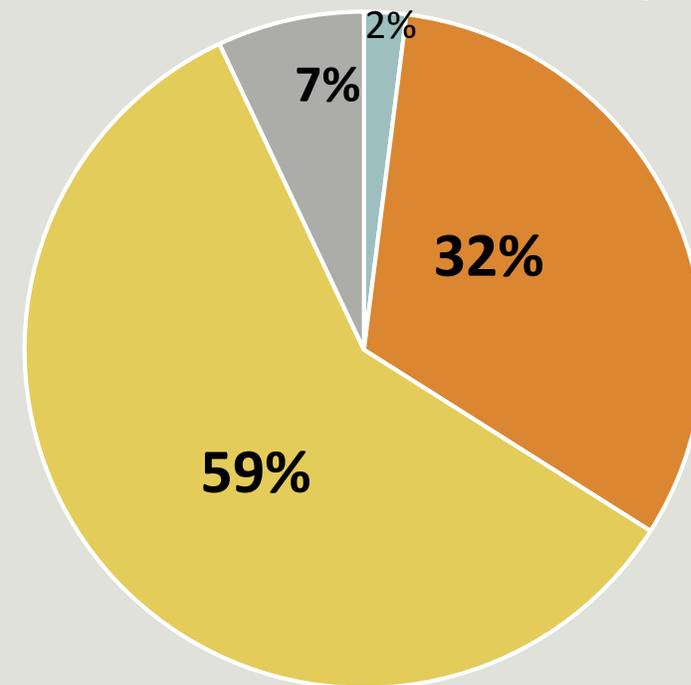| | 2018 Preliminary Numbers | | | | | Proficient + Distinguished | | |
|---|---|---|---|---|---|---|---|---|
| Subject | Beginning | Developing | Proficient | Distinguished | Prof + Dist | 2016 AVG | 2017 AVG | 2018 AVG |
| 9th Lit | 17% | 18.5% | 43% | 4% | 47% | | | |
| American Lit | 19% | 44% | 31% | 5% | 36% | | | |
| Alg I | 36% | 44% | 20% | 1% | 21% | | | |
| Geometry | 37% | 41% | 19% | 3% | 22% | 27.4 | 30.1 | 34.9 |
| Phy. Sci | 34% | 38% | 26% | 2% | 28% | | | |
| Biology | 36% | 25% | 34% | 4% | 38% | | | |
| US Hist | 25% | 39% | 31% | 5% | 36.1% | | | |
| Econ | 18.% | 31% | 43% | 8% | 51% | | | |

# SIP Goal #2 – FY18

As measured by data synthesized from focus walks and other artifacts gathered from August 2017 to May 2018, 100% of the faculty will engage in professional learning communities to improve instructional practices.

The goal was met; however, the faculty has indicated that the PLC development is still in the initiation/developing stage (according to DuFour's rubric)

## Focused Areas:

**(Establishing Background Knowledge)**

1. The Critical Questions that Drive a PLC

2. The Team Cycle (Focus, Teach, Assess, Respond)

3. Expectations (Agendas & Minutes)

The Professional Learning Community Continuum Survey

**SHS Overall PLC Development**



2%
7%
32%
59%

■ Pre-Initiation Stage  ■ Initiation Stage  ■ Developing Stage  ■ Sustaining Stage

# PL Day #1 – FY18
# Unpacking the Standards to Create Learning Targets

## Areas of Focus:

1. Unpacking Standards

2. Successfully Planning for Establishing, Communicating and Monitoring Learning Targets to Increase Student Engagement and Student Achievement

According to survey data, teachers expressed that the 2 sessions were very effective due to the simplicity of the presentation.

### Survey Data

1. Weeks after the first PL session: (Teacher Survey)



**2%**
**7%**
**20%**
**71%**
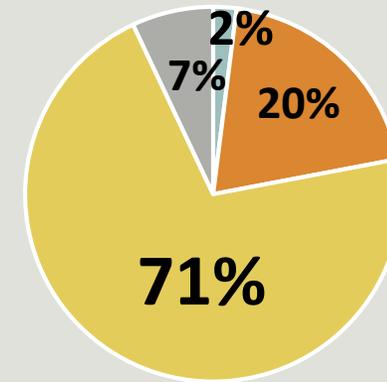
■ No Clear Learning Target   ■ Not Evident in Teaching Practice
■ Clear Learning Target   ■ Learning Outcome Clear/Monitored

2. **100%** of faculty identified learning outcomes in lesson plans and/or in instruction during walk-throughs. **(Walkthrough – 2nd quarter)**

# PL Day #2 – FY18
# Academic Rigor and Academically Challenging Environment

## Areas of Focus: (No Change)

1. Rigorous Standards (DOK; Mastery Learning)

2. Rigorous Assessments (Alignment of Standards/GMAS)

3. Rigorous Instruction (Expectations and Strategies)

Teacher response on the effectiveness of the session revealed that Dr. Evans showed them how to identify the DOK levels of standards, assessment questions, and class activities.  Many expressed that they had no prior knowledge of determining levels of rigor until Dr. Evans presented.

**Effectiveness of Professional Development Training**



16%

84%

■ Yes  ■ No
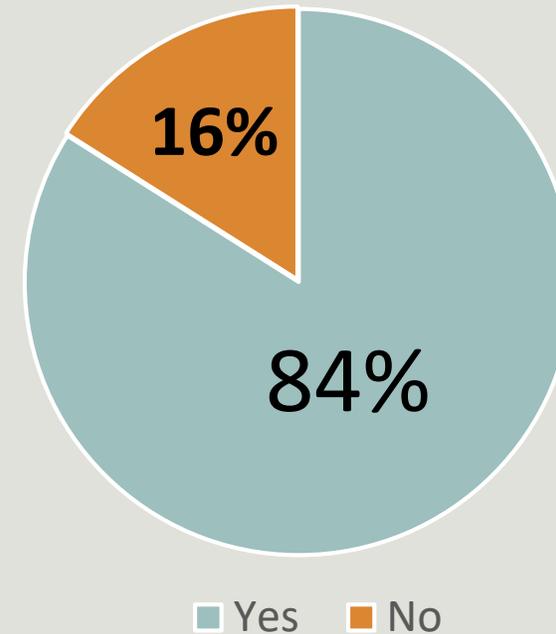
# PL Day #3 – FY18
# Review & Revising Rigorous Assessments

**Areas of Focus: (Adjustments Were Made)**

1. Revised Assessments to Determine Rigor

2. Teacher Created Assessments vs. EOC Assessments

3. Formative Assessments – How are We Using Them?

During the summative conference, teachers brought assessments and discussed the revisions and the changes made to produce their rigorous assessments, the strengths of their new assessments, and the suggested next steps. (Conference Agenda)

Shaw High School
Summative Conference
2017-18

Teacher Name: _____  Date: _____

### I. Teacher Grows & Glows

|  | Personal Growth & Progression | School Growth & Progression |
|---|---|---|
| Performance (Strengths) | TKES Standards: |  |
| Performance (Weaknesses) | TKES Standards: |  |

### II. Focus Areas of Conference:

1. **Assessment Strategies (SIP Goal 1) –**
   - Formative assessments created by your professional learning community during your common planning time **(Please bring your first two exams and your last exam)**
   - Have the rigor of your exams changed from the first exam created after PL training to your last exam?
2. **Communication (Please bring the following items)**
   - Calling Logs
   - Emails/Any other correspondence
3. **Professionalism**
   - Absences/Tardies (School Data)
   - PL Transcript (Please go on employee net and print out your PL transcript. If you do not have a transcript, please print out any documentation indicating that you attended PL sessions this year)

### III. Continuous Improvement Plan

**Effectiveness of Professional Development Training**

16%

84%

■ Yes ■ No ■ ■
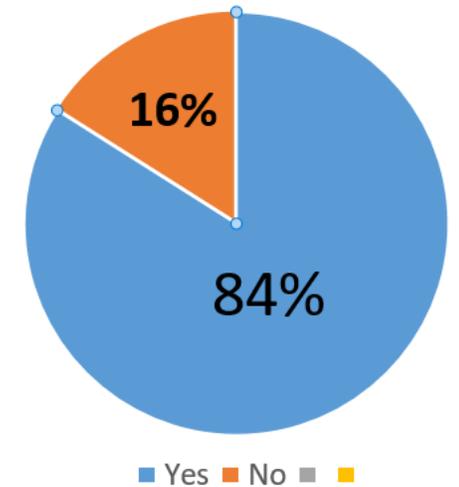
# Prioritized Needs

| Priority | Identified Needs |
|:---:|:---|
| 1 | EOC GMAS scores are below district/state averages |
| 2 | Students scoring proficient/distinguished are below 30% |
| 3 | Teachers are not maximizing the common planning time |
| 4 | Teachers neither understand the purpose of professional learning communities nor participate in professional learning communities |
| 5 | Formative Assessments are not utilized effectively; rigor of standards are not correlated to the rigor of classroom instruction or classroom formative assessments |
| 6 | Lack of knowledge in reference to collecting and interpreting school/student data |
| 7 | Lack of consistency of teachers in reference to following discipline pan |
| 8 | The percentage of students needing remediation after high school is very high (CCPRI) |
| 9 | Recognition of academic growth/achievement on a consistent basis is extremely needed |
|  |  |

# Top 4 Overarching Needs

| Priority | Overarching Needs |
|:---:|---|
| 1 | Rigorous assessments/instruction do not correlate with the rigor of the state standards |
| 2 | Common planning time and effective professional learning communities are not maximized |
| 3 | Students scoring proficient/distinguished is below 30% |
| 4 | Create a climate of consistency in which teachers and students are recognized and celebrated |

# Revised Instructional Goal

The data from previous CCRPI scores, and teacher surveys denote a downward trend.  Although professional learning communities (PLC's) are utilized, they are not operating at full capacity.  The root causes determined were a lack of professional knowledge about the purpose and function of PLC's and implementing rigorous assessments and instruction.  Our goal is to fully implement functional and productive professional learning teams to build instructional capacity to increase the use of best practices.

_As measured by data synthesized from focus walks, surveys, and other artifacts gathered from August 2018 to May 2019, 100% of the faculty will engage in professional learning communities to improve rigorous instructional and assessment practices to increase student achievement._

# Instructional Goal: Revised Action Steps

| Action Strategies | Evaluation of Implementation (Artifacts) | Evaluation of Implementation (Evidence) | Monitoring Actions of Implementation |
|---|---|---|---|
| **Utilize Effective Strategies of Assessment for Learning**: *Clear vision of learning target; Examples and models of strong and weak work; Descriptive feedback; Self-Assessment and Goal Setting Lesson Design; Student focused revision; Self-reflection/tracking* <br><br> **Fully implement the PLC team cycle to build instructional capacity to increase the use of best practices. (Study, Select, Plan, Implement, Analyze, Adjust)** <br> • *Examine critically and discuss standards-based learning expectations* <br> • *Select evidence-based instructional strategies* <br> • *Develop a common lesson plan incorporating the selected strategies and design a common formative assessment* <br> • *Implement the planned lesson and review student work* <br> • *Reflect on the implications of the analysis of student work and discuss potential modifications* | *Student work samples* <br><br> *-Lessons plans and assessments denoting the assessment strategies and PLC characteristics* <br><br> *Common Instructional planning agenda and minutes* <br><br> *-Analyzed, disaggregated student data* | **School Leaders Demonstrate:** <br> -provide the rationale and purpose behind the structures put in place to increase student achievement <br> - provide feedback and share data findings from instructional walkthroughs, surveys/quarterly reflections <br><br> **Teachers Demonstrate:** <br> -describe and demonstrate the various effective strategies during each phase of instruction <br> -articulate and demonstrate the strategies and when they are to be used during planning/instruction | -Classroom Observations/ Focus Walks/Peer Walks (Summative Report) <br> -Student and teacher surveys <br> -Monthly focus meetings <br> -Student work <br> -Teacher interviews/reflection with quarterly pulse check with administration <br> -PLC agendas and minutes |

# Revised Climate Goal

The data from previous CCRPI scores denotes students scoring proficient/distinguished are below 35%.  The root causes determined a lack of student motivation, rigorous instructional engagement, and a consistent and supportive management plan.  Our goal is to create a culture that motivates students to become proficient and distinguished learners.

As measured by student data synthesized by classroom achievement, attendance, and behavior gathered from quarterly artifacts from August 2018 to May 2019, the data teams' process will be used to establish a management support system in which processes, rituals and ceremonies are established to ensure a culture in which teachers and students are motivated and celebrated to achieve at or above their potential.

# Climate Goal: Revised Action Steps

| Action Strategies | Evaluation of Implementation (Artifacts) | Evaluation of Implementation (Evidence) | Monitoring Actions of Implementation |
|---|---|---|---|
| Utilize the data teams' process to establish a management support system in which processes, rituals and ceremonies are established to ensure a culture in which teachers and students are motivated and celebrated to achieve at or above their potential.<br>• *Establishment/Purpose of the Raider Academic Excellence (Management Team)*<br>• *Collecting /Analyzing Data (Behavior, Assessment, Attendance)*<br>• *Prioritizing*<br>• *Goal Setting*<br>• *Results Indicators*<br>• *Monitoring/Evaluating*<br>• *Celebrations* | *Leading student assessment data; analyzed/disaggregated*<br><br>*Student/Teacher Celebration Data*<br><br>*Committee planning agenda, minutes, celebration events*<br><br>*Quarterly Reports* | **School Leaders Demonstrate:**<br>-Provide the rationale and purpose behind the Raider Academic Excellence team and the expectations.<br>-Facilitate professional learning sessions when necessary.<br>-Provide feedback and commentary to teachers/staff.<br><br>**Teachers Demonstrate:**<br>-Describe how they use collaborative time to analyze student data to plan for instruction and for student success<br>-Articulate criteria for course success and school recognitions and celebrations. | -Administer and monitor professional learning/survey data (Implementation/ Effectiveness of celebrations)<br><br>Monitor implementation of PD through<br>-Focus walks<br>-Observations<br>-Agenda<br>-Quarterly Reports<br>-Student Success Data |

# FY19 PL Day Focus

| PL Date | Areas of Focus | Timeline |
|---------|----------------|----------|
| **August 3, 2018** | *PLC Team Cycle/Strategies of Assessment for Learning*<br>1. ***Examine critically*** *and* ***discuss*** *standards-based learning expectations*<br>2. ***Select evidence-based instructional strategies***<br>3. ***Develop a common instructional plan incorporating the selected strategies and design a common formative assessment***<br>(Review the purpose and process of PLC's; Building rigorous lessons/ activities assessments; Critically examining strong/weak work with established criteria) | **Aug. 3 – Oct. 7 (PD1)** |
| **October 8, 2018** | *PLC Team Cycle/Strategies of Assessment for Learning*<br>1. ***Implement the planned lesson***<br>2. ***Review student work - Descriptive Feedback (examples of strong/weak work)***<br>(Review student work samples; Providing descriptive feedback; Review assessment data to determine next steps) | **Oct. 8 – Dec. 20 (PD2)** |
| **January 7, 2019** | *PLC Team Cycle/Strategies of Assessment for Learning*<br>1. ***Reflect on the implications of the analysis of student work***<br>2. ***Discuss potential modifications (Student focused revision/Self-reflection/tracking)***<br>(Data to build differentiation plan; What is working/not working?; Review of strong/weak student work; Student data analysis; Student celebrations) | **Jan. 7 – May 15 (PD3)** |

# Questions or Concerns

"IT'S GREAT TO BE A SHAW RAIDER!"