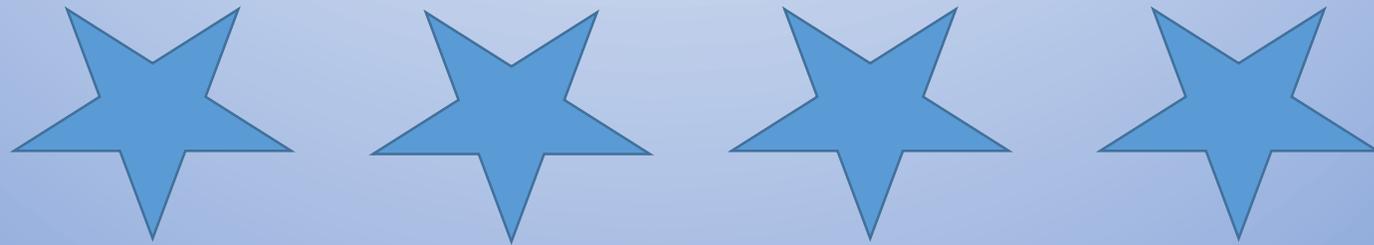


Downtown Elementary Magnet Academy



School Improvement Plan Review

June 7, 2018

***School Improvement Team Members
June 2018***

**Dr. Tujuana Wiggins
Mrs. Courtney Thornton
Mrs. Jill Steinhauser
Mrs. Kimberly Wiggins
Mrs. Telsa Jones
Mrs. Allison Sanders
Mrs. Lacie Haynes
Mrs. Cherree Quinn
Ms. Candies Jackson
Ms. Susan Sibary**

**Principal
Academic Dean
Instructional Coach
Intervention Teacher
General Education Teacher
General Education Teacher
Special Education Teacher
Paraprofessional
Parent
Parent**

School Improvement Goal #1

2017-2018

- **By May 2018, 100% of the teachers will be trained on the use and implementation of de-escalating strategies, with 85% of the teachers effectively and properly utilizing de-escalation strategies.**
- **Goal was determined as “not met” due to limited training on de-escalating strategies and lack of monitoring using focus walk data. Although discipline referrals were decreased due to other aspects of the SIP strategies being implemented and monitored, the specific goal of “implementation of de-escalation strategies” was not fully implemented or monitored at a high level. The SIP team has agreed to retain this goal for the upcoming year.**
- **This goal should have been strategically monitored through focus walks, walk-throughs, and TKES evaluations with timely feedback.**

School Improvement Goal #2

2017 - 2018



- **By May 2018, 100% of the teachers will be trained on the use and implementation of lessons involving strategies for rigor, with 85% of the teachers effectively implementing rigor within their lessons.**
- **Goal was determined as “met” based on focus walk data results.**
- **Although growth was evident, using focus walk and TKES data, 85% of the teachers were not documented as effectively implementing rigor within their lessons. The SIP Team agreed to retain this goal and provide professional learning in the area of differentiation. In addition a monitoring tool that clearly assists to track data for differentiation in writing and classroom instruction is needed.**
- **This goal was monitored through the use of focus walks, walk-throughs and TKES evaluations.**

Professional Learning Day #1 2017-2018

- The topic in August was Rigor and Relevance: Understanding Rigor and PBIS
- Implementation was effective (based on targeted focus walk data). Teachers began to utilize The Rigor and Relevance Frameworks quadrants to plan for rigor. This created baseline data.
- Based on focus walk data the majority of teachers were observed teaching within “quad A” of the Rigor and Relevance Quadrants. Continued professional learning on the quadrants along with strategies aligned to differentiating instruction to scaffold up to quad C and above is needed.
- Based on the SWIS ODR data report office referrals are decreasing. Specific focus walk data is needed as it relates to “de-escalation training” for the teachers.
- Implementation of both goals should be consistently monitored through focus walks, walk-throughs, and TKES evaluations with timely feedback.



Professional Learning Day #2

2017-2018



- The topic in October was Applying Rigor and PBIS De-escalation
- There was no change made to the original professional learning plan.
- Based on focus walk data implementation was determine as effective. The majority of teachers were observed teaching within “quad C” of the Rigor and Relevance Framework Quadrants. They demonstrated a better understanding of rigor within the language of the standard. Discipline referrals did increase in the months of November and December. The following de-escalation strategies were implemented: break cards, check in check out system, de-escalation room, cool down area, etc... Although the ODR report is used to track data a specific focus walk aligned to “de-escalation strategies” is needed. This would provide more meaningful feedback in terms of 85% of teachers’ progress.
- Implementation should be consistently monitored using focus walks, walk-throughs, and TKES evaluations with timely feedback.

Professional Learning Day #3

2017-2018

- In January the topic was Increasing Rigor through Effective Writing Strategies.**
- Yes, there was a change to the original plan. Based on feedback from teachers and the Leadership Team we choose to focus on increasing rigor through the use of effective writing strategies.**
- Implementation was effective for the instructional goal. Based on focus walk data, more teachers were teaching within quadrants A, B and C of the rigor and relevance quadrants. There was an increase in writing time (Increased Learning Time – ILT) and the use of feedback teacher-to-teacher, teacher-to-student and student-to-student. Continued professional learning and monitoring in this area will be impactful to building capacity and sustaining this approach. In addition, there is evidence of improvement in the area of narrative writing on the Georgia Milestone Preliminary results. The climate goal was not strategically monitored through a focus walk aligned to “de-escalation strategies”. However, it is noted that discipline referrals continue to decrease.**
- Implementation should be consistently monitored through focus walks, walk-throughs, and TKES evaluations with timely feedback.**

Prioritized Needs

10 Needs from Comprehensive Needs Assessment (page 75)

- Horizontal/ Vertical Alignment within the school
- Tasks meeting the rigor of the standards
- Use of data
- Use of time
- Use of feedback
- Differentiated Instruction
- Understanding the standards
- Higher order of thinking/ questions
- Use of technology to enhance learning
- Use of rubrics for students to monitor their own work.

Overarching Needs

Top 4 Needs from Comprehensive Needs Assessment (pages 77-78)

Differentiation

Vertical and Horizontal Planning for Rigor

Decrease the Number of Office Referrals

**Additional Support for Classroom Management
and De-escalation Strategies**

School Improvement Goal #1

Revised

- By May **2019**, 100% of the teachers will be trained on the planning and implementation of **differentiated instruction** as it relates to rigor in the classroom, with 85% of the teachers effectively planning and implementing differentiated instruction in their lessons.

Instructional Goal Action Steps

Revised

- Implement the Gradual Release Instructional Framework
- Differentiated Professional Learning Communities (PLC) for the K-5 Teachers
- Enhance critical thinking with a written open response in which students demonstrate mastery of the content through the high levels of Bloom's Taxonomy (application, analysis, synthesis, and evaluation)
- Review curriculum resources to ensure teachers understand the rigor of standards **and know how to differentiate instruction** through the use of research based instructional strategies

- **Differentiated** strategies that relate to effective teaching content continually discussed during collaborative planning and noted in teacher's lesson plans
- Implement student data notebooks in grades K-5 (student ownership of data) and student led parent conferences
- Implement writing rubrics and graphic organizers to support **and differentiate** writing instruction across the curriculum



- Teach and access lesson plans aligned to national and state standards (constructive response)
- Utilize Achieve 3000 in grades 3-5 to analyze, scaffold, monitor, increase Lexile levels and strengthen students' responses to open response assessment questions.
- Utilize SMARTY Ants in grades K-2 to **analyze, scaffold, monitor** and build fundamental reading skills.



School Improvement Goal #2

Revised

- By May **2019**, 100% of the teachers will be trained on the use and implementation of de-escalating strategies, with 85% of the teachers effectively and properly utilizing de-escalation strategies.

Climate Goal: Action Steps

Revised

- Monthly PBIS team meetings will be held to review and analyze data to inform PBIS action plans
- Provide meaningful training **and monitoring on de-escalation and classroom management** to the faculty as it relates to PBIS.
- Obtain and follow through with faculty feedback throughout the year
- Review PBIS data with faculty and staff at least monthly to highlight top behaviors, locations and positive outcomes due to school wide system change and efforts

- Implement a schedule for rewards and incentives throughout the year
- Provide orientation to new staff and students throughout the year
- Implement **monthly** PBIS lessons on the Morning Broadcast **to clearly define school wide behavior expectations in the classroom, hallway, cafeteria and school bus.**
- Provide targeted counseling **and monitoring** to “repeat offenders” aligned to research based strategies for improvement

Professional Learning Day Focus 2018-2019

August 3, 2018

Goal #1: Understanding Rigor Through Differentiated Instruction

Goal #2: De-escalation Strategies

October 8, 2018

Goal #1: Increasing an Understanding of Rigor Through Differentiated Instruction

Goal #2: De-escalation Strategies

January 7, 2019

Goal #1: Strengthening our Understanding of Rigor Through Differentiated Instruction

Goal #2: De-escalation Strategies