

# School Improvement Plan FY19 Review

Martin Luther King, Jr. Elementary

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# SIP Goal #1 – FY18

- By May 2018, 100% of the teachers will participate in training and implement PBIS Classroom Systems. By May 2018, 90% of the teachers will effectively develop and implement a classroom rules and routines matrix, an acknowledgement system, and a consequence system for academic engagement.
- The goal was not met due to the incompleteness of the PBIS classroom systems modules and inconsistency of an effective acknowledgement system.
- Supporting data: SWIS data for 16-17/17-18 for classroom shows an increase in classroom ODRs:
  - ❖ 2016-17=192 ODRs
  - ❖ 2017-18=224 ODRs (+32 ODRs)



# SIP Goal #2 – FY18



- By May 2018, 100% of teachers will be trained on the implementation of learning targets and success criteria with 90% of teachers implementing these strategies effectively.
- Based on focus walks, collaborative discussions and student work samples, it is evident that 68% of the teachers effectively implemented learning targets and success criteria with a goal of 90%.

Communicating With Clarity (Learning Target Focused)						
Teacher Actions	Baseline (Sept)	FW #2 (Oct)	FW # 3 (Nov/Dec)	FW #4 (Jan)	FW #5 (Mar)	FW #6 (April)
Teacher Clarifies the Learning Goal/Target for the Lesson	13%	41%	81%	81%	44%	61%
Teacher Clarifies the Criteria for Mastery	0%	5%	44%	44%	38%	61%
Teacher Communicates Directions and Procedures Clearly	75%	86%	75%	75%	75%	83%
Teacher Provides Opportunities for Students to Set learning Goals and Monitor their Growth toward Mastery	0%	5%	0%	0%	13%	39%

# PL- Professional Learning

## Day #1 – FY18

- **Implementation of High Impact Teaching Practices for Writing Across the Curriculum Strategies: Communicate Learning Targets and Success Criteria**
- The data from focus walks and observations shows that the Professional Learning on implementation of learning targets and success criteria was effective.



Communicating With Clarity (Learning Target Focused)							
Teacher Actions	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	% of Total
Teacher Clarifies the Learning Goal/Target for the Lesson	1/4	3/4	2/4	3/3	3/3	3/4	68%
Teacher Clarifies the Criteria for Mastery	1/4	3/4	2/4	3/3	3/3	3/4	68%
Teacher Communicates Directions and Procedures Clearly	1/4	2/4	2/4	2/3	3/3	3/4	59%
Teacher Provides Opportunities for Students to Set learning Goals and Monitor their Growth toward Mastery	1/4	1/4	0/4	2/3	1/3	1/4	27%

# PL Day #2 – FY18



- **Implementation of High Impact Teaching Practices for Writing Across the Curriculum, Literacy, and Math Strategies:** Communicate Learning Targets and Success Criteria-Collaborative Discussions
- There were no changes made from the original plan.
- The results of observations, focus walks, and QBA data shows that this Professional Learning was effective for 100% of our teaching staff.

Teachers	Progressing	Differentiation	Academically Challenging	Positive Learning Environment
Kindergarten	100%	50% (2/4 Teachers)	50% (2/4 Teachers)	100% (4/4 Teachers)
1 <sup>st</sup> Grade	100%	25% (1/4 Teachers)	25% (1/4 Teachers)	100% (4/4 Teachers)
2 <sup>nd</sup> Grade	100%	0% (0/3 Teachers)	100% (3/3 Teachers)	100% (3/3 Teachers)
3 <sup>rd</sup> Grade	100%	50% (2/4 Teachers)	50% (2/4 Teachers)	50% (2/4 Teachers)
4 <sup>th</sup> Grade	100%	33.3% (1/3 Teachers)	66.6% (2/3 Teachers)	100% (3/3 Teachers)
5 <sup>th</sup> Grade	100%	25% (1/4 Teachers)	25% (1/4 Teachers)	50% (2/4 Teachers)
K-5 <sup>th</sup> Teachers		32% (7/22 Teachers)	50% (11/22 Teachers)	82% (18/22 Teachers)

# PL Day #3 – FY18



- **Implementation of High Impact Teaching Practices for Writing Across the Curriculum, Literacy, and Math Strategies:** Communicate Learning Targets and Success Criteria-Collaborative Discussions
- Based on our observations there was some miscommunication about how to implement ILT/Differentiation---so we tailored our Professional Learning to focus on using the success criteria and learning targets to personalize student learning.
- Based on focus walks, observations, lesson plan checks and collaborative discussions, we see progress in teacher implementation.

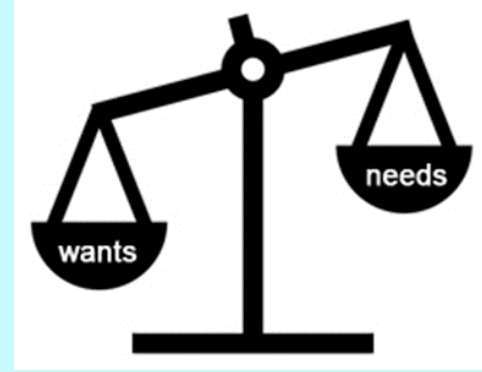
# Prioritized Needs

10 Needs from CNA p. 75

- Consistent implementation of high impact practices
- Students ability to construct written responses
- Students lack of foundational skills
- Increase student Lexile scores
- Consistently model and provide effective feedback to students
- Consistently implement close and guided reading practices using complex text
- Consistent use of academic vocabulary
- Consistently implement the effective use of researched-based RTI strategies and interventions
- Consistent implementation of Classroom Systems
- Consistently teach, reteach, and model PBIS expectation

# Overarching Needs

Top 4 Needs from CNA pp. 77-78



- There is a need for teachers to consistently implement high impact instructional practices and differentiation/personalization with an emphasis on teacher to student and student to student feedback.
- There is a need for students to consistently be able to construct written responses and write within genres.
- There is a continual need for students to be exposed to complex text and the use of academic vocabulary.
- There is a need to consistently implement PBIS Classroom Systems.



# Revised Instructional Goal

By May 2019, 100% of teachers will be trained on the implementation of learning targets and success criteria with 90% of teachers implementing these strategies effectively.



# Instructional Goal: Revised Action Steps



1. Teacher practices will focus on consistently communicating learning targets and success criteria, as well implementing productive collaborative discussions within the classroom.

- Persons Responsible: Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
- Method of Monitoring Implementation and Effectiveness: Focus Walk Observations, Lesson Plans, Student Work Samples

2. Teachers will consistently model how to construct written responses, provide students with feedback on their progress, and provide students rubrics to self-assess.

- Persons Responsible: Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
- Method of Monitoring Implementation and Effectiveness: Focus Walk Observations, Lesson Plans, Student Work Samples

3. Teachers will consistently implement guided reading and close reading practices and strategies to ensure that students are exposed to complex grade-level text. Teachers will differentiate and personalize learning activities to meet the needs of the students.

- Persons Responsible: Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
- Method of Monitoring Implementation and Effectiveness: Focus Walk Observations, Lesson Plans, Student Work Samples

# Revised Climate Goal

By May 2019, 100% of the teachers will participate in training for and implement PBIS Classroom Systems. By May 2019, 90% of the teachers will effectively develop and implement a classroom rules and routines matrix, an acknowledgement system, and a consequence system for academic engagement.



# Climate Goal: Revised Action Steps

4. The teachers will effectively develop and implement a classroom rules and routines matrix, an acknowledgement system, and a consequence system for academic engagement.

- Persons Responsible: PBIS Coach, PBIS Leader, Teachers, Administrators, Academic Coach
- Method of Monitoring Implementation and Effectiveness: PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations



# FY19 PL Day Focus



**8/3/18**

**Implementation of High Impact Teaching Practices for Writing Across the Curriculum**

**Strategies:** Communicate Learning Targets and Success Criteria with an emphasis on personalized learning/differentiation

**PBIS Classroom Systems Module(s)**

**10/8/18**

**Pedagogical Shifts:** Implementation of High Impact Teaching Practices for Writing Across the Curriculum, Literacy, and Math Strategies: Communicate Learning Targets and Success Criteria Collaborative Discussions and teacher/student feedback

**PBIS Classroom Systems Module(s)**

**1/7/19**

**Pedagogical Shifts:** Implementation of High Impact Teaching Practices for Writing Across the Curriculum, Literacy, and Math Strategies: Communicate Learning Targets and Success Criteria Collaborative Discussions and teacher/student feedback

**PBIS Classroom Systems Module(s)**