

G  
O  
N  
N  
A  
  
F  
L  
Y  
  
N  
O  
W



<https://www.youtube.com/watch?v=AuULcVaMTf0>

# SCHOOL IMPROVEMENT PLAN FY19 REVIEW

Blanchard  
Dawn Grantham

# CLIMATE GOAL- FY18

By May 2018, five (5) out of ten (10) Tier 1 critical elements of PBIS will be fully developed and implemented as measured by the Tiered Fidelity Inventory (TFI).

\*Critical Elements Met

1. An active and committed PBIS Team and Principal  
\*Met –will monitor parent input at meetings in FY19
3. Three to five clear/concise school-wide expectations and rules that are positively stated, posted in targeted locations throughout the school and apply to adults as well as students \*Met -posted in target locations for FY19
5. An acknowledgement system to provide feedback to those following the taught and expected behaviors  
\*Met – For FY 19, change to WHOO Bucks and a school wide Bazaar for redemption of bucks
7. At least 80% of faculty and staff are committed to the framework and follow the systems and practices  
\*Met-
8. An action plan to implement and sustain the PBIS framework. This plan should be reviewed regularly.  
\*Met – action plan is set and needs consistent review.
10. Ongoing improvement through fidelity checks, self-assessment measures and walkthroughs  
\*Met- required TFI and SAS completed this past year

# CLIMATE GOAL- FY18

By May 2018, five (5) out of ten (10) Tier 1 critical elements of PBIS will be fully developed and implemented as measured by the Tiered Fidelity Inventory (TFI).

\*Critical Elements In Progress

2. Monitoring of monthly school-wide behavior data and data-based decision-making \*Inconsistent in data review EVERY month and sending the data to all staff

4. Formal and informal teaching of the school-wide behavior expectations and rules throughout the year \*Part of SIP goal: use “First 7-10 Days”; require a shorter “refresh” after Christmas Break; document in Parliament B plans

6. An effective discipline process that is written in narrative or flow chart form and is followed by all faculty and staff \*Part of SIP goal: determine majors/minors; create a behavior checklist

9. Classroom systems are aligned with school-wide expectations and the school-wide acknowledgement system \*This does not currently apply to us.

# ACADEMIC GOAL- FY18

By May 2018, 90% of all teachers will embed the RACE strategy and advanced organizers in their instruction.

Goal was met as evidenced by results of post-test data on two school-wide assessments.

Data indicated that the **WHAT-HOW-WHY** strategy was more challenging for students.

Students with IEPs did not perform as well as students without IEPs on both assessments.

Note: This will not be a FY19 Goal but an ongoing focus.

Writing Strategies Gains		
RACE	WHAT HOW WHY	Grade
89%	83%	K
82%	82%	1
94%	91%	2
64%	86%	3
96%	92%	4
94%	89%	5

	GMAS Writing & Language categories: Monitored and Accelerated		
2015-2016	3 <sup>rd</sup> grade - 37%	4 <sup>th</sup> grade - 38%	5 <sup>th</sup> grade - 37%
2016-2017	3 <sup>rd</sup> grade - 49%	4 <sup>th</sup> grade - 40%	5 <sup>th</sup> grade - 42%
2017-2018	3 <sup>rd</sup> grade - 33%	4 <sup>th</sup> grade - 30%	5 <sup>th</sup> grade - 50%



# PL DAY #1 – AUGUST 3 & 4

Prescribed First 10 Day lessons for **Parliament B**  
using Second Step LESSON PLANS, TKES walk-thrus

Set up a **PBIS Bulletin Board**

Began scheduling PBIS Team and Crisis Team  
members to attend **Youth Mental Health First Aid  
Training** ATTENDANCE SIGN-IN SHEETS

**Positive postcards** sent to all students by August 25  
TEACHER SIGN-OFF

**Administered SAS**

Focus: PBIS and  
Self-Assessment  
Survey (SAS)



# PL DAY #1 – AUGUST 3 & 4

Focus: RACER  
strategy for pre-test  
administration  
August 22-  
September 1

Prescribed lessons **Parliament A** to practice thinking maps and **RACER strategy** LESSON PLANS, TKES walk-thrus, POST TEST RESULTS, Young GA AUTHORS RESULTS

Set up a **Writing Bulletin Board** with student work displayed GRADE LEVEL CALENDAR

**SLDS and Lexile training** by RESA trainer, Tammy Silvers



# PL DAY #2 – OCTOBER 9

Presented PBIS platform based on **training October 3-5, 2017**

Introduced **Blanchard Bucks** for teachers and **Outstanding Owl** monthly recognition for students **PUBLISHED IN THE TALON, YARD SIGNS, BASEBALL CAPS**

Presented **school-wide dismissal procedures** **STUDENT BODY MOCK DISMISSAL DRILLS**

Began presentations of **SWIS data** to staff at faculty meetings **SWIS DATA**



# PL DAY #2 – OCTOBER 9

Focus: WHAT-WHY-HOW  
strategy for pre-test  
administration October 10-  
20

Prescribed lessons **Parliament A** to practice thinking maps and **WHAT-WHY-HOW strategy** LESSON PLANS, TKES walk-thrus, POST TEST RESULTS, Young GA AUTHORS RESULTS

Continued scheduling PL training on Thursdays with Jennifer Aguirre and Sheryl Green SIGN IN SHEETS, TEACHER FEEDBACK, LESSON PLANS Scheduled

**SLDS Growth Model training** with Patrick Knopf

**Write Score** pre-test for 3<sup>rd</sup> and 5<sup>th</sup> grades RESULTS



# PL DAY #3 – JANUARY 3

FOCUS:

PBIS Kick-off

Presented **PBIS Kick-off Video** for students and reviewed the requirements for whole staff participation **SCHEDULED PBIS KICK-OFF FOR JANUARY 30, VIDEO, STUDENT FEEDBACK**

Presented **SWIS data** to staff at faculty meetings **SWIS DATA**

We are RESPECTFUL.

We are RESPONSIBLE.

We are SAFE.



# PL DAY #3 – JANUARY 3

Focus: Post-test for  
RACER strategy  
administration January  
22-February 2

Reviewed **Post RACER assessment** - same reading passage, questions, and graphic organizer used in the post test **SCORE SHEETS THAT SHOW PRE/POST RESULTS**

**Young Authors Competition** – each grade selects a piece to submit **3 OF THE 6 FINALISTS FOR DISTRICT ARE BLN STUDENTS, THE SAME 3 WIN REGION, 5<sup>TH</sup> GRADER WINS STATE**

# PRIORITIZED NEEDS

## LOW LEXILE LEVELS

1

### FY16: Baseline data

**FY17:** Despite efforts to improve writing scores on 2017 GMAS via pre-post assessments, students did not perform at the level expected. However, almost every 3rd, 4th, and 5th grader improved their Lexile score.

**FY18:** GMAS trend data shows that the number of students scoring **above the band in Lexile distribution more than doubled in three years: 25% to 54%.**

Lexile Distribution				
Year	% Below band	% Within band	% Above band	
2016	21	55	<b>25</b>	3 <sup>rd</sup>
	45	30	25	4 <sup>th</sup>
	30	36	34	5 <sup>th</sup>
2017	13	54	33	3 <sup>rd</sup>
	41	31	<b>28</b>	4 <sup>th</sup>
	25	34	41	5 <sup>th</sup>
2018	33	54	23	3 <sup>rd</sup>
	36	41	23	4 <sup>th</sup>
	16	30	<b>54</b>	5 <sup>th</sup>

# PRIORITIZED NEEDS

## EMOTIONAL/SOCIAL BEHAVIORS

2

**FY16: Baseline data pre-PBIS**

**FY17: Although office referrals reduced, there was not a consistent process developed in reporting office referrals.**

**FY18: The rise in office referrals may indicate that teachers were under reporting incidents that required administrative review. \*In keeping with the fidelity of implementation, there was an increase in office referrals.**

Office Referrals	
May 2016	132 incidents involving 44 students
May 2017	72 incidents involving 37 students
May 2018	*149 incidents involving 65 students

**52% of total parents completed the 2016-2017 School Climate Parent Survey.**

**Of those who participated, 12.7% do not feel that Blanchard communicates well with parents.**

**94.2% indeed feel welcomed at our school and 72.6% say that they feel involved in the decision-making process at our school.**

**81.8% say that they are actively involved in activities.**

**93.5% say that they attend parent conferences.**

**70.7% say that they frequently volunteer.**

**FY17 School Climate Parent Survey**  
**FY18 School Climate Parent Survey**

**Results: NA**

**Observation:  
May 2018**

**Invitation list to  
Volunteer  
Luncheon  
increased from  
May 2017.**

**PRIORITIZED NEEDS**  
PARENT ENGAGEMENT

**3**

The writing initiative assessment for the RACE strategy becomes an indicator of student achievement.

The standard assessments used to identify strengths and weaknesses for students in grades K-2 were: Gkids, SGMs, SmartyAnts, F&P, and Star.

FY17  
FY18

The Assessment Committee, which was charged with creating an assessment database to house scores for K-5 assessments: **Star, F&P, Envision, pre/post writing tests, Gkids, SGM, SmartyAnts, F&P, Star, Achieve3000, GMA, WriteScore (3rd & 5th grade), and pre/post phonemic tests (K-2)**, did not accomplish this task. Without an Academic Coach, this is a huge undertaking.

# PRIORITIZED NEEDS

K-2 ASSESSMENT

4

# **OVERARCHING NEED**

**CONSISTENT SCHOOL WIDE INSTRUCTION  
THAT ADDRESSES STUDENT BEHAVIORS**

**PBIS was introduced to our school second semester FY18. Consistent procedures and instruction of appropriate behaviors in common areas have not yet been executed.**

**There exists a need for supports and structures to help students who have emotional, social, and academic issues be successful.**



# REVISED CLIMATE GOAL – FY19

**To strengthen the critical elements, Teaching Behavior and Effective Discipline Process, 8 lesson plans, that address current behaviors identified in SWIS data, will be taught by May 2019 by 100% of teachers.** \*as measured by a developed observation/walk-thru instrument

# CLIMATE GOAL: REVISED ACTION STEPS

**FY19: Community support has been secured via (1) The Springer Opera House's PAIR Program that trains teachers on innovative, arts-based processes; (2) The RiverCenter's Artist in Residence/RiverCenter on the Road Program that will focus on math, writing, and positive behaviors in 4 visits to Blanchard; and (3) Columbus State University's Math Collaborative to help with math instruction and the E<sup>3</sup> Project, a brain-based strategies/Gradual Release curriculum delivery. - Welcome Back 1<sup>st</sup> Day of Planning will encompass a visit to these supporters' home sites in Uptown Columbus.**

Classroom teachers, as part of their professional learning community, will participate in a quarterly book read of youth literature that addresses physical, emotional, and/or intellectual disabilities that affect learning as a way to provide strategies in improving student achievement. Canvas will be the blog medium.

# CLIMATE GOAL: REVISED ACTION STEPS

**PBIS Team will create a rubric and walk-thru instrument for evaluation purposes: (a) train teachers on the evaluation process; (b) throughout the year, present 8 lessons based on SWIS data; (c) as teachers teach these lessons to their students during Parliament B; (d) PBIS Team members observe and score the walk-thru instrument.**

**We have applied to be a School Based Health Center site as a way to address physical and emotional health of students.**

**A token economy using the “Whoo Buck” to reward specific behaviors will replace “Houses”. Students will redeem bucks at school-wide store.**

**The counselor’s daily schedule will be altered to allow for individual or small group counseling sessions every day to better meet student needs.**

**A Kindness Assembly will take place in September 2018.**

**CLIMATE GOAL:**  
**REVISED ACTION STEPS**

**PBIS Team will lead staff in discussion and decision-making of definitions of major and minor behaviors, a behavior intervention flowchart, and behavior-monitor checklist.**

**“We are Responsible. We are Respectful. We are Safe.” updated rubrics for common areas will be posted.**

**Training on MTSS strategies for members of the Assessment Committee and PBIS Team will be conducted and redelivered to Blanchard staff as required/needed.**

# OVERARCHING NEED

**LITERACY (ELA) AND REASONING PROCESSING (MATH) SKILLS ARE LOW AS MEASURED ON THE GEORGIA MILESTONES**

**As indicated by a gradual rise in GMAS scores, students have benefitted from a 30 minute block designated for writing/literacy that encompasses both writing and reading across the curriculum.**

**2016, 2017 and 2018 scores on the math section of the 4th and 5th grade Georgia Milestones administration have dropped causing concern for students to have appropriate readiness skills for middle school. Knowledge of basic math facts and numerical reasoning are concerns.**

# REVISED INSTRUCTIONAL GOAL – FY19



By May 2019, 100% of all teachers who teach math will embed the Number Talk strategies and conceptual math games in their instruction.

\*as measured by a developed observation/walk-thru instrument (Parliament E<sup>3</sup>)

---

# INSTRUCTIONAL

## GOAL: REVISED ACTION STEPS

**FY19: Community support has been secured via (1) The Springer Opera House's PAIR Program that trains teachers on innovative, arts-based processes; (2) The RiverCenter's Artist in Residence/RiverCenter on the Road Program that will focus on math, writing, and positive behaviors in 4 visits to Blanchard; and (3) Columbus State University's Math Collaborative to help with math instruction and the E<sup>3</sup> Project, a brain-based strategies/Gradual Release curriculum delivery. - Welcome Back 1<sup>st</sup> Day of Planning will encompass a visit to these supporters' home sites in Uptown Columbus.**

**Classroom teachers, as part of their professional learning community, will participate in a quarterly book read of youth literature that addresses physical, emotional, and/or intellectual disabilities that affect learning as a way to provide strategies in improving student achievement. Canvas will be the blog medium.**

# INSTRUCTIONAL

## GOAL: REVISED ACTION STEPS

Although writing is no longer a goal because of noted academic gains, it is still a focus; thus, Parliament A will remain as a staple in the ELA block and will have a combined focus of writing and reading; thus, we'll refer to this instructional time as our "Literacy" block.

FY18: To address Lexile scores, Grades K-2 imbedded a 20 minute phonics lesson into the ELA Block; this will now be addressed through the District's newly adopted Lexia Reading Core5.

**January 17, 2019: GMAS information parent meetings for students in grades 3, 4 and 5**

**Add Parliament E3, a 30-minute, designated instructional block designed to enrich regular math instruction through mental and calculation processing.**

# INSTRUCTIONAL

## GOAL: REVISED ACTION STEPS

**A Math Committee, to establish an instructional plan, has been created and met May 14, May 25, June 1 and June 5:**

**The Number Talks strategy will be taught in Parliament E3.**

**Number Talk Training will be delivered during pre-planning and at all staff meetings.**

**All teachers will receive a guide book, reference materials, number talks book, and access to number talks resources in canvas in order to begin implementing them in their classrooms.**

**Monthly visits from either Laura Stokes (CSU) or Sue Teat (MCSD) for designated support strictly in mathematics strategies.**

---

# INSTRUCTIONAL

## GOAL: REVISED ACTION STEPS

**Within the first semester, two pre/post assessments have been scheduled.**

**Rubric provided to set expectation for assessments, all of which are tailored to each individual grade level.**

**October 8- Staff meeting on teacher work day to discuss progress with number talks, talk positives and negatives, problem solve through any issues, receive support from math committee, take/make suggestions for improvement on both ends.**

**March 14, 2019: Math Night at Publix**

**Development of Robotics and Math Teams for the purpose of math/science exposure, practice and application.**

# FUNDING FOR PROFESSIONAL LEARNING

Outside of MCSD, the Blanchard After-school Program (BASEP) generates funds to help support and off-set costs for instructional materials, technology support, field trips, equipment, and student incentives/rewards.

Event	SIP Goal	Cost/Funding Source
E3 Initiative/CSU	Academic and Climate	No charge
PAIR w/Springer	Academic and Climate	\$15,000/grant monies and BLN BASEP
Math Collaborative consultant	Academic	4 visits for ???/MCSD
Columbus Historic Foundation tour of Uptown and Historic District (August)	Academic	No charge
MCSD Transportation to and from BLN for professional learning of teachers	Academic and Climate	???
Integrated teaching techniques tied to Charlotte's Web/RiverCenter (August)	Academic	No charge
Steam Museum/RiverCenter (August)	Academic	\$1250/???
Young Authors' Day/RiverCenter (October)	Academic	\$2000/BLN BASEP
Charlotte's Web play for grades K-2/RiverCenter (November)	Academic	\$3600/BLN BASEP
Artist in Residency Week as follow up to Charlotte's Web/RiverCenter (November)	Academic and Climate	\$3500/???

Math PL support: August 14 and 16, October 9, November 1, December 6, January 17, February 7, March 14



# FY19 PL DAY FOCUS

**8/3/18 – Kick-off 2018-2019: CSU Math Collaborative Resources & Presentation of Numbers Talks, Columbus Historic Tour with math focus, RiverCenter Artists in Residence, Springer PAIR overview (academics/climate)**

**8/5/18- PBIS review of major/minor behaviors, flowchart, and checklist**

**8/14 & 16/18 – Number Talks modeled by Laura Stokes, CSU**

**8/20/18 – Literacy Committee discusses pre-test #1**

**1/7/19- Welcome Back: Ft. Benning 14<sup>th</sup> Combat Support Hospital, Book Read assignment #3 in PLCs, Math Committee presents new focus for Parliament E3, PBIS Team presents next steps for lesson plans**

**9/17/18- Book Read assignment #1 in PLCs**

**10/8/18 – Staff feedback on pre/post assessment & progress with Number Talks in PLCs, Book Read, PBIS rubric and walk-thru training**

**10/9/18 – next steps Sue Teat, MCSD**

**11/5/18 – Book Read assignment #2 in PLCs**