

School Improvement Plan FY19 Review

Eddy Middle School

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SIP Goal #1 – FY18

- **Culture & Climate Goal-** *By May 2018 100% of teachers will be training in Social Emotional Learning Curriculum and 80% of the teachers will effectively implement as measured by observation data and SEL evaluation tools.*
- The goal was ***partially met***. Teachers were trained and at least 80% provided evidence of completing the modules with students. We also added 20 Essential Life Skills of a General to increase SEL impact.
- **Why/why not?** a) SEL - 100% of teachers were trained but there was no observation tool in place to prove 80% of teachers ***effectively implemented*** the strategies. Teachers did submit student signature lists on the days they conducted the training. b) House System- A schedule was created to implement the House System but because of the lack of buy in of staff and students we are not moving forward with it for 2018-19.
- **Supporting Data**
 - PBIS Second Step Social Emotional Curriculum signature sheets for each lesson
 - Infinite Campus Office Discipline Referrals / PBIS SWIS DATA
 - House Implementation

SIP Goal #2 – FY18

★ Instructional Goal- *By May 2018, 100% of teachers will be trained in processing content strategies and 80% will implement these strategies effectively as measured by observational data.*

★ Implementation Effective? This goal was *not met*

★ Why/why not? Student Achievement increased in classes that content strategies were implemented with fidelity. this was evident in 7 of the 13 (54%) core content area teachers (regular and general ed pullout classes)

★ EOG GMAS Data 2014-2018

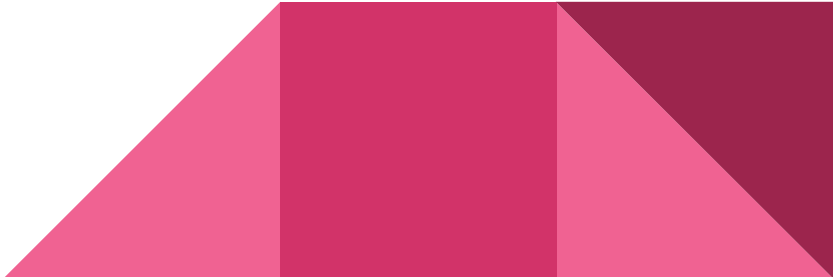
★ Supporting Data

- Teacher lesson plans reflecting use of strategies
- Professional Learning opportunities - Ron Clark Academy visits, GADOE TRL training, PLC meetings 2x a week
- Rigor/ Relevancy peer observations conducted 1st & 2nd quarter
- Assessment of/ for Learning- Data analysis of diagnostic, formative, weekly, summative assessments, QBA, iXL, USA TestPrep, Achieve 3000

PL Day #1 – FY18

- **Foci:** Rigor and Relevance Framework Pt. 1 and Formative Assessments
- **Implementation effective?** No this was not effective
- **Why/why not?**
 - A majority (60%) of teachers were not implementing the Rigor and Relevance Strategies as determined by weekly lesson plans and Rigor/Relevancy peer observations.
 - Formative assessments were not rigorous enough to meet the standards so performance was skewed when assessments were less difficult than needed.
- **Supporting Data:** QBAs, SGM Assessments, 201718 Preliminary EOG and EOC GMAS, and Weekly Assessment Data

PL Day #2 – FY18

- **Focus:** Engagement Strategies
 - **Was a change made from the original plan?** No revision was made from the original plan.
 - **Implementation effective?** No this implementation was not effective because 60% of teachers did not implement engaging strategies.
 - **Why/why not?** Teacher did not follow through with lesson plans and skill level of teachers.
 - **Supporting Data:** Peer Observations, TKES observations, and Focus Walks
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PL Day #3 – FY18

- **Foci:** Formative Assessments, Constructive Responses, and Classroom Management
- **Was a change made from the original plan?** Yes a change was made because the classroom management segment was added to the agenda.
- **Implementation effective?** Strategies were effective but
- **Why/why not?** 60% of the teachers did not implement the strategies with fidelity.
- **Supporting Data:** GMAS Data and Discipline Data



Prioritized Needs

3 Needs from CNA p. 75

- Culture & Climate / Student Expectations
- Academic Rigor
- Student Engagement



Overarching Needs

Top 3 Needs from CNA pp. 77-78

- Culture & Climate/ Student Expectations
- Academic Rigor
- Student Engagement



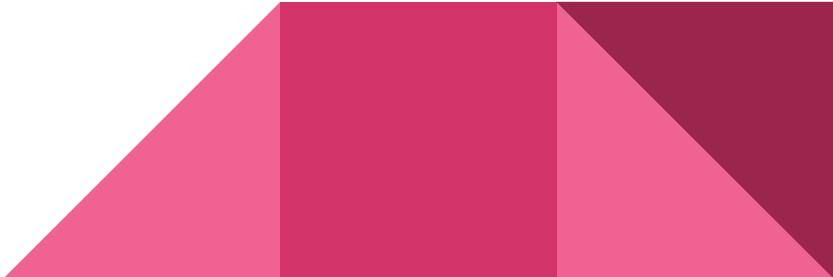
Revised Climate Goal

- **Culture & Climate Goal**- *By May 2019, 100% of teachers will be trained in Restorative Practices and 80% of the teachers will effectively implement as measured by PBIS Rewards usage, Minor Incident Referral Log, and Office Discipline Data.*



Climate Goal:

Revised Action Steps

1. Training on Restorative Practices in the classroom, school campus, and community with MCSD PBIS team.
 2. Identify specific strategies that will be used to address student behavior.
 - a. 3 positive Interactions
 - b. Conflict Resolution
 3. Student- Adult Mentoring Relationships
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Revised Instructional Goal

- ***Instructional Goal-** By May 2019, 100% of teachers will be trained in student engagement strategies and 80% will implement these strategies effectively as measured by peer observation data and Engagement Checklist walkthrough instrument.*



Instructional Goal: Revised Action Steps

Student Engagement Strategies:

- Training in instructional strategies to improve level of student engagement (retreatism to authentic engagement) with appropriate rigor and relevancy to the content area subject matter.
- Engagement Checklist during Focus Walks and TKES visits
- Peer Observations



FY19 PL Day Focus

- 8/3/18 - All in Learning Software Platform (Instruction) and Restorative Practices (Climate)
 - 10/8/18 - Restorative Practices (Climate) and Student Engagement (Instruction)
 - 1/7/19 - Constructed Response, Rigor in Assessments and Student Tasks (Instruction)
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