

School Improvement Plan 2018-2019 Brewer Elementary School

Revised Instructional Goal

Overarching Need: Teachers need help with how to use formative and summative assessments to monitor, instruct, and differentiate teaching for all students.

I. Root Causes:

1. Lack of training on how to use formative data to meet the needs of all learners.
2. Teacher buy in and accountability: the guided release model is not consistent in the building
3. Low math scores: it is occurring due to varying levels of instruction.
4. Separate reading/ELA to increase lexiles and comprehension levels. Reading needs to have a focus in order to increase comprehension levels.

Goal: By May 2019, 100% of teachers will participate in training, 85% of the teachers will participate in personalized learning training and will implement formative data strategies to plan for effective instruction in Reading/ELA or content specific curriculum as measured by SGM, GMAS and other summative data.

II. Action Steps:

1. Attend trainings: Personalized learning conferences, faculty meetings, (3) professional development days, embedded professional development in grade level/data team meetings and school visits.
2. Create and utilize data notebooks with rubrics and routine monitoring
3. Monitor lesson plans through focus walks, and formative assessment
4. Peer observations in model classrooms and co-teaching with Academic Coach
5. Use rubrics created by Academic coach and teachers to monitor effectiveness of instruction
6. Teachers will collect data and learn how to analyze data in PLC

Revised Climate Goal

Overarching Need: There is a lack of consistency with rituals and routines for students and practices with teacher. Brewer teachers would benefit from additional training on how to effectively track struggling students through the RTI/MTSS process.

I. Root Causes:

1. 20 new personnel changes to the Brewer staff some of which have no training with the PBIS model.
2. Faculty/staff need to be trained how to identify student needs using data from across the curriculum.
3. Our minor office referrals (ODR) this year were 612.

Goal: By May 2019, all ten (10) Tier 1 critical elements of School-Wide Positive Behavioral Interventions and Supports (PBIS) will be at least partially implemented with five (5) of the ten (10) elements developed to at least 80% fidelity based on the Tiered Fidelity Inventory (TFI) score (or Self Assessment (SAS) Survey score).

II. Action Steps:

1. Implement and train staff on the major and minor flow chart for discipline and display expectations throughout the school.
2. Provide de-escalation/Tier I Critical elements training for teachers
3. Recognize behaviors that reflect a respectful climate each month (perfect attendance, Top Dojo award etc.)
4. Teach office referral protocols and an acknowledgment system to all staff.

Professional Development Goals, 2018-2019 Instructional Goal:

- I. 8/3/18 **-PD Goal 1:** Define personalized learning (data-driven instruction), come up with our “why” of personalized learning. Define the literacy block to incorporate blended learning and formative data strategies into instruction through the gradual release model. Set expectations for workshop model. Two observation times will be scheduled as one of the two tickets out the door.
- II. 10/8/18 **PD Goal 1:** Teachers will bring data notebooks and self-reflect with a rubric on their data-driven instruction. T3 teachers and Academic Coach will provide PD adding more options of personalized learning for content areas through modeling and work samples. Introduce additional playlist/choices into workshop model. Two observation times will be scheduled as one of the two tickets out the door.

- III. 1/7/19 **PD Goal 1:** T3 teacher check in, of new learning they incorporated into their classroom. Teachers will reflect on their current instruction in data notebook with rubric. Instruction on setting student goals and giving students more ownership of their progress. Teachers will complete next steps and set up an observation time as the ticket out the door.

Climate Goal:

- I. 8/3/18 **PD Goal 2:** Teachers will be given a PBIS packet and PBIS coach will go over school wide expectations. Review the office referral flow chart and begin an acknowledgement system using the packet of resources as a guide. Teachers will sign up for their first PBIS lesson observation time.
- II. 10/8/18 **Goal 2:** During PD day 2 the staff will bring their PBIS packet to the meeting. In this meeting they will begin to look at problem behaviors in the classroom and begin to look at the (MTSS) process to develop a plan to address severe behaviors. They will be given their current office referrals to track their students and plan for next steps.
- III. 1/7/19 **PD Goal 2:** Review PBIS packets as well as their MTSS data for students with needs. Work in teams to come up with strategies to help support teachers with problem behaviors. Continue PD on the MTSS process being rolled out by the district to address problem behaviors.

School Improvement Progress Monitoring

Instructional Goal:

1. Provide PD during 3 PD days as well as follow up in grade level meetings, data team meetings, PBIS meetings, focus walks and conferences utilizing materials from the “Teaching with Poverty in Mind” framework using conference notes, rubrics, meeting agendas, sign in sheets (weekly, monthly).

Climate Goal:

1. Meeting agendas, sign in sheets, commentary and feedback (monthly, surveys).
2. Team Implementation Checklist, School Walk-Throughs, Self-Assessment Surveys (monthly).