

School Improvement Plan 2018-2019 Dimon Magnet Academy



Revised Instructional Goal

Overarching Need: Dimon would benefit from learning how to organize and group students to interact with the content using a variety of strategies in all content areas to include writing.

I. Root Causes:

1. To organize and group students to interact with the content using a variety of collaborative strategies to try and teach 21st century skills to students.
2. To expand higher order thinking in math to include more rigorous activities due to a lack of rigor in math lessons.
3. Improve spelling and writing skills because students do not have a grasp of spelling and writing techniques.
4. Separate reading/ELA to increase lexiles and comprehension levels. Reading needs to have a focus in order to increase comprehension levels.

Goal: For the 2018-2019 school year, Dimon 75% of teachers will model and facilitate the use of collaborative language in order to support student's higher level thinking and long term memory skills through the use of writing and Stem/Steam activities in all content areas.

II. Action Steps:

1. Professional development for teachers on modeling soft skills and the writing process.
2. To set expectations for students' collaborative conversations, and develop rubrics specifically to monitor student conversations.
3. To develop and refine students' goal setting in collaborative conversations and writing.

Revised Climate Goal

Overarching Need: Dimon would benefit from learning how to provide teachers with support in writing office referrals and creating an effective acknowledgement system as well as being trained to effectively track struggling students through the RTI/MTSS process.

I. Root Causes:

1. 100% of faculty/staff and students have not effectively created a system to acknowledge positive behavior.
2. Faculty/staff need to be trained how to identify student needs using data from across the curriculum.
3. Our office referrals (ODR) increased last year from 97 in 2017 to 254 in 2018, that is a 38% increase. Our staff needs to be retrained on the office referral system and the behavior flow chart.

II. Goal: For the 2018-2019 school year, 100% of teachers will create a behavior matrix and an acknowledgement system in order to reduce office referrals by 40%.

III. Action Steps:

1. Teachers will meet monthly in vertical grade level meetings to collaborate with their colleagues to ensure consistent practices.
2. Grade levels will meet twice a month to review the data and discuss interventions and strategies.
3. On the PD days we will revisit office referral protocols as well as designing and implementing an acknowledgement system.

Professional Development Goals, 2018-2019

Instructional Goal:

- I. 8/3/18 -**PD Goal 1:** To review how to set-up and support collaborative conversations within small groups. **PD Goal 2:** To introduce Writers' Workshop and set expectations. Two observation times will be scheduled as one of the two tickets out the door.

- II. 10/8/18 **PD Goal 1:** To set expectations for students’ collaborative conversations, and develop rubrics specifically to monitor student conversations. **PD Goal 2:** To develop and refine conferencing skills based on students’ writing. Two observation times will be scheduled as one of the two tickets out the door.
- III. 1/7/19 **PD Goal 1:** To explore collaborative conversations in writing, math, science, and social studies; and setting the expectations. **PD Goal 2:** To develop and refine students’ goal setting in collaborative conversations and writing. Two observation times will be scheduled as one of the two tickets out the door.

Climate Goal:

- I. 8/3/18 PD Goal 2: Teachers will be given a PBIS packet to 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. They will create a class flow chart to begin teaching their students during the first two weeks of school.
- 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 RTI(MTSS) process to develop a plan to address severe behaviors. They will be given their current office referrals to track how they have been following the behavior matrix and review how their students are doing. We will look at the classroom matrix’s to get an idea of teachers who need extra support. We will watch a video from PBIS of the importance of the major and minor office referrals and the connection to the RTI process.
- III. 1/7/19 PD Goal 2: During PD day 3 teachers will bring their PBIS packets as well as their RTI data for students with needs. The teacher will work in teams to come up with strategies to help support teachers with problem behaviors. They will begin to look at 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, Stem Café, walk throughs and conferences utilizing materials from the “Teaching with Poverty in Mind” framework using conference notes, rubrics, meeting agendas, sign in sheets (weekly, monthly and bi-monthly).

Climate Goal:

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