

School Improvement Plan FY19 Review



School: J. D. Davis Elementary
Principal: Aetavia Williams

SIP Goal #1 – FY18

- ▶ **Goal: By April 2018, 100% of K-5 teachers will be trained on Social Emotional Learning (Second Steps) with 85% effective implementation.**
- ▶ **Goal met/not met: Yes**
- ▶ **Why/why not? 100% of Davis’ teachers were trained on and effectively implemented Second Steps.**
 - ▶ Training was completed Friday, August 5th
 - ▶ Project Aware (Rhonda Patchin) 8:00 A.M. - 10:00 A.M.
 - ▶ SEL was implemented K-5 from 8:00 A.M. until 8:30 A.M. daily
- ▶ **Supporting data: Lesson plans, classroom artifacts, Second Steps progress monitoring, sign-in sheets, daily walk-throughs, parent contact logs, and informal observations**

Top 4 Referrals by Location (SWIS Suite)

Café	29
Hallway	71
Bus	100
Classroom	221

Top 4 Referrals by Problem Behavior (SWIS Suite)

Fighting	64
Disruption	116
Defiance	133
Physical Aggression	140

K–5 Second Step Lesson Observation Form

Teacher Name: _____ Date: _____ Grade Level: _____
Lesson Number: _____ Lesson Name: _____

Category	Effective Teaching Exemplars	Clearly Evident	Partially Evident	Not Evident
Preparation	Has materials ready beforehand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Seems familiar with lesson activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Fidelity	Teaches all lesson parts completely and sequentially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follows the script or covers the same ideas in own words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Engagement Strategies	Tailors examples/scenarios to students' context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Relates concepts to students' experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Checks for comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Strategies	Uses think-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calls on students at random	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Uses nonjudgmental responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2018 # of Discipline Referrals

School Year	Totals
2016-2017	429
2017-2018	498

2018 Out of School Suspension

1-2 OSS	82 students
3 – 4 OSS	16 students
5 – 9 OSS	7 students
>9 OSS	1 student (Tribunal Referral)

SIP Goal #2 –FY18

- ▶ Goal: By April 2018, 100% of teachers at J.D. Davis will implement guided instructional lessons through the gradual release framework.
- ▶ Goal met/not met: Yes
- ▶ Why/why not? 100% of teachers implemented Guided Reading Instruction through the Gradual Release Framework.
- ▶ Supporting data: TKES, Lesson Plans, Walk-throughs, Progress monitoring, Observations, Improved Lexile Levels, Improved BAS levels, and Data Team Minutes

2017 - 2018 Class	August Class Average Lexile	May Class Average Lexile	Yearly Class Average Gains
3 rd Grade Boost Class	62L	169L	+217
3 rd Grade Teacher 1	42L	303L	+236
3 rd Grade Teacher 2	124	411L	+268
3 rd Grade Teacher 3	3L	199L	+208
4 th Grade Teacher 1	317L	494L	+187
4 th Grade Teacher 2	361L	486L	+165
5 th Grade Teacher 1	565L	698L	+148
5 th Grade Teacher 2	422L	538L	+127
72% of scholars exceeded expected growth			School Yearly Gains Average= +180

2 Year ELA Achievement Level

	2017	2018	2017	2018
	Beginning	Beginning	Developing/Above	Developing/Above
03	52.2% (36)	63.3% (31)	47.8 % (33)	36.7% (18)
04	45.3% (24)	56.0% (28)	54.7% (29)	44% (22)
05	52.3% (23)	54.8% (23)	47.8% (21)	45.3% (19)

2017 – 2018 Instructional Reading Level	Fall Beginning Level	Fall Developing and Above	EOY May Beginning Level	EOY May Developing and Above	Percentage of Scholars moving up one or more levels each month of the year
Grade Level					
Kindergarten	32% (18)	68% (39)	41% (26)	59% (38)	37%
1 st Grade	100% (53)	0% (0)	85% (46)	15% (8)	73%
2 nd Grade	69% (25)	31% (12)	56% (9)	46% (7)	43%
3 rd Grade	39% (19)	61% (30)	43% (21)	57% (28)	50%
4 th Grade	94% (45)	6% (3)	73% (35)	27% (13)	39%
5 th Grade	100% (18)	0% (0)	73% (25)	27% (9)	71%

PL Day #1 – FY18

Focus: Establishing a Community of Expectations: Effective Evidence-Based Instructional Strategies that will be used to facilitate student learning across all content areas.

- ▶ **Professional Learning Objectives:** Upon the completion of this professional learning experience, participants will be able to apply the theories, practices and principles to:
 - ▶ **Gradual Release Framework:** Effective Evidence-Based Instructional Strategies that will be used to facilitate student learning across all content areas (Consultant)
 - ▶ **-Literacy Rich Environment:** Use rituals and routines to establish a literacy rich environment during core content instruction (Academic Coaches)
 - ▶ **-Devised a 30 Day Action Plan to improve instruction** through evidence based strategies and the use of formative assessments (Academic Coaches)
 - ▶ **-DOK:** Effectively use questioning to keep learners engaged, assess understanding, deepen thinking, and focus attention (Academic Coaches)
 - ▶ **SEL Training** - How to implement Second Steps (Project Aware Consultant -8/4/17)

- ▶ **Implementation effective? Yes**
- ▶ **Why/why not? Teachers consistently established rituals and routines, used evidence based strategies, formative assessments, effective questioning, and implemented Second Steps.**
- ▶ **Supporting Data: Achieve 3000, Instructional Reading Levels, GMAS, Common Assessments, TKES, QBAs, Second Steps Progress Monitoring Tool, Lesson Plans, Focus Walks**

PL Day #2 – FY18

- ▶ Focus: Going Deeper: Understanding Literacy as a Complex Process
- ▶ Professional Learning Objectives: Upon the completion of this professional learning experience, participants will be able to apply the theories, practices and principles of Fountas & Pinnell to:
 - (Continuation of August PD): Utilize the Gradual Release Framework and guided Instruction in all content areas (Consultant)
- ▶ Was a change made from the original plan? No
- ▶ Implementation effective? Yes
- ▶ Why/why not? Teachers consistently implemented the Gradual Release Framework in all content areas
- ▶ Supporting Data: Achieve 3000, Instructional Reading Levels, GMAS, Common Assessments, TKES, QBAs, Second Steps Progress Monitoring Tool, Lesson Plans, Focus Walks

PL Day #3 – FY18

- ▶ **Focus: Writing, Reading, Math, and Data**
 - ▶ Different Models of Writing: Students will use Power Writing, Writing Frames, Constructed Responses, the Toolbox of Strategies for Writing, Writing in Math strategies and be able to motivate students to increase scholars writing skills (Academic Coaches).
 - ▶ Identified Struggling Readers/The Cause/Strategies Needed: Teachers will be able to identify struggling readers and use decoding prompts, comprehension prompts, and vocabulary building activities to increase reading levels (Academic Coaches).
 - ▶ Collaborative Math Groups: K-2 teachers will implement collaborative groups in math instruction (Math Content Specialist).
 - ▶ GMAS Domains and Fluency: 3-5 teachers will implement hands-on measurement/fractions strategies in math instruction (Math Collaborative Consultant).
- ▶ Was a change made from the original plan? Yes. Data guided us to provide support in math, reading, and writing. Teachers will receive Poverty Training 2018-2019.
- ▶ Implementation effective? Yes
- ▶ Why/why not? Teachers effectively implemented the identified writing models, clearly identified and supported struggling readers, implemented math strategies, and began collaborative groups.
- ▶ Supporting Data: Achieve 3000, Instructional Reading Levels, GMAS, Common Assessments, TKES, QBAs, Second Steps Progress Monitoring Tool, Lesson Plans, Focus Walks

Prioritized Needs

FY 2017

- ▶ 1. Move more students to Proficiency in all areas
- ▶ 2. Increase Lexile Levels
- ▶ 3. Increase rigor and DOK questioning level
- ▶ 4. Continued Feedback and PD from administration
- ▶ 5. More in-depth training on resources & best practices
- ▶ 6. More involvement from families and community
- ▶ 7. Need additional Partners in Education
- ▶ 8. Foster & build teacher- student relationships
- ▶ 9. Improve student behavior through a school-wide classroom management system
- ▶ 10. More data analysis & progress monitoring

FY 2018

- ▶ 1. Move more students to Proficiency in all areas
- ▶ 2. Increase Lexile Levels
- ▶ 3. Increase rigor and DOK questioning level
- ▶ 4. Continued Feedback and PD from administration
- ▶ 5. **Develop and Implement Writer's Workshop**
- ▶ 6. More involvement from families and community
- ▶ 7. **Implement a Systematic K-2 Phonics Program**
- ▶ 8. Foster & build teacher- student relationships
- ▶ 9. Improve student behavior through a school-wide classroom management system
- ▶ 10. **Improve School Climate**

Overarching Needs

Top 4 Overarching Needs:

1. Improve student behavior through a school-wide classroom management system
2. Develop and Implement Writer's Workshop
3. Implement a Systematic K-2 Phonics Program
4. Increase rigor and DOK questioning level through a DI approach

Revised Climate Goal

► Climate Goal:

By April 2019, 100% of PreK-5 teachers will be trained in PBIS classroom modules with 100% effective implementation.

School-wide Weaknesses (Vertical/Horizontal Data Team Meetings, SWIS Data)

progressive classroom management (code of conduct) system, minor infractions submitted as ODRs, teaching of expected behaviors and emotions, SST/FBA/BIP for repeat offenders

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Climate Goal:

Revised Action Steps

1. We will implement at least one PBIS Classroom Module in the first semester. We will begin with module #1: Classroom Rituals and Routines.
2. We will continue to implement the Second Steps Social Emotional Learning Curriculum daily through Morning Meetings.

Revised Instructional Goal

► Instructional Goal:

By April 2019, 100% of teachers will implement Writer's Workshop through the Gradual Release Framework.

School-wide Weaknesses (Vertical/Horizontal Data Team Meetings and GMAS)

Writing stamina, sentence structure, conventions, organization, background knowledge, lack of reading impacts writing/ideas, unable to elaborate on an idea, closure, limited vocabulary, phonics, decoding skills, word attack strategies, sight-words

2 Year ELA Achievement Level

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Instructional Goal:

Revised Action Steps

1. All teachers will develop and implement a daily Writer's Workshop that includes:

- ▶ Teacher Modeling/Mini Lessons
- ▶ Student Guided Small Groups/Independent Writing
- ▶ Teacher/Student Conferencing
- ▶ Student and Teacher Rubrics
- ▶ Reflection/Sharing
- ▶ Grade Level, Standards-Based Genres across the Curriculum

2. K-2 teachers will implement a systematic daily phonics program that includes:

- Letter/Sound Recognition
- Decoding Strategies
- Embedded Phonics in Text
- High Frequency words
- Collaborative, Interactive Phonics Stations
- Technology Support through Smarty Ants, Adaptive Learning, and Online Resources

FY19 PL Day Focus

- ▶ 8/3/18 - Writer's Workshop and Phonics (Consultant and District Literacy Content Specialist)
8/3/18 - PBIS Classroom Module #1 (Academic Coaches and PBIS Representative)
- ▶ 10/8/18-Second Steps and PBIS Classroom Modules (PBIS Team and Project Aware)
- ▶ 1/7/19 - Writers' Workshop and Phonics (Academic Coaches and Literacy Content Specialist)