

# School Improvement Plan FY19 Review

Fox Elementary School

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# SIP Goal #1 – FY18

**100% of Fox Elementary teachers will participate in training for and implement PBIS Classroom Systems by May of 2018.**

- \* The goal was met for all teachers at Fox Elementary teachers.
- \* The school met the goal because the following actions took place throughout the school year:
  - \* Implement PBIS Classroom Systems school-wide
  - \* Support and resources provided via Elementary Dean
  - \* Problem-solving protocols
  - \* Parent involvement
  - \* Community partnerships
  - \* Celebration of successes
  - \* 2<sup>nd</sup> Step Curriculum lessons daily
  - \* Response to Intervention (RTI) interventions training and collection of data
  
- \* Supporting data- The following was used to support the goal:  
Weekly review of lesson plans to see PBIS expectations, 2<sup>nd</sup> Step Curriculum, and PAIR in lessons by academic coaches and administrators, Bi-weekly leadership team meetings, Monitoring out of school suspensions and office referrals monthly, Monitoring all parent engagement events, SEA and LEA monitoring three times a year, On-going monitoring of classroom instruction by SEA, LEA, administrators, and/or academic coaches

# SIP Goal #2 – FY18

- 100% of Fox Elementary teachers will implement ways to help students organize, interact, and process content in all areas by May of 2018.

- \* The goal was met.
- \* The school met the goal based on the following actions (As many students are below grade level in writing, we will continue our implementation and focus on writing for the 2018-2019 school year).
  - \* Comprehensive lesson plan structure that includes data, RTI and district resources
  - \* Tier 1 instruction that is rigorous, relevant, and differentiated for student success
  - \* Writing every day across all content areas
  - \* Using graphic organizers and rubrics to plan and evaluate writing
  - \* Use collaborative processing strategies
  - \* Use PAIR strategies to increase student engagement in all content areas
  - \* Increased Learning Time (ILT)
  - \* Extended day and extended year academic and/or enrichment programs
  - \* Support and resources provided via school based content coaches
  - \* BBY Math Program to support number sense and writing in math (consultant to train new teachers and support previous implementation; subs needed for training; materials already purchased)
  - \* Effective use of technology and writing instructional strategies through lessons in the computer lab (Title I Intervention Teacher)
- \* Supporting data- The following was used to support the goal:

Weekly review of lesson plans to see graphic organizers, rubrics, and student engagement strategies used in lessons by academic coaches and administrators, Bi-weekly leadership team meetings, Monitoring of professional development implementation through focused walks and student work samples, SEA and LEA monitoring three times a year, On-going monitoring of classroom instruction by SEA, LEA, administrators, and/or academic coaches

# PL Day #1 – FY18

- \* The focus was:
  - \* Engagement and Writing Strategies across the content areas: Graphic Organizers (KWL, Circle Map, Bubble Map) and Rubrics (What kind and how to use them for grading)
  - \* Classroom Management strategies (De-escalation strategies, rituals, routines, procedures)
- \* Based on the evidence the PL Day #1 was effective.
- \* It was effective because of classroom walkthroughs, formal observations, lesson plan reviews, collaborative planning, data team sessions, and student work samples that were turned into administration weekly for review.
- \* Supporting Data- The following was used:
  - \* Lesson plans
  - \* Collaborative planning minutes
  - \* Data team minutes
  - \* Student writing work samples
  - \* Weekly assessment results

# PL Day #2 – FY18

- \* The focus was:
  - \* Engagement and Writing Strategies across the content areas: Graphic Organizers (Flow Map, Brace Map, Tree Map) and Rubrics (student use of rubrics for self evaluation)
  - \* Classroom Management strategies (individual behavior plans and self monitoring)
- \* There was no change made from the original plan.
- \* Based on the evidence the PL Day #2 was effective.
- \* It was effective because of classroom walkthroughs, formal observations, lesson plan reviews, collaborative planning, data team sessions, and student work samples that were turned into administration weekly for review.
- \* Supporting Data- The following was used:
  - \* Lesson plans
  - \* Collaborative planning minutes
  - \* Data team minutes
  - \* Student writing work samples
  - \* Weekly assessment results

# PL Day #3 – FY18

- \* The focus was:
  - \* Engagement and Writing Strategies across the content areas: Graphic Organizers (Double Bubble Map, Multi-flow Map, Bridge Map and Rubrics (how to develop rubrics for other projects)
  - \* Classroom Management strategies (collaborative groups and student choice during centers)
- \* There was no change made to the original plan.
- \* It was effective because of classroom walkthroughs, formal observations, lesson plan reviews, collaborative planning, data team sessions, and student work samples that were turned into administration weekly for review.
- \* Supporting Data- The following was used:
  - \* Lesson plans
  - \* Collaborative planning minutes
  - \* Data team minutes
  - \* Student writing work samples
  - \* Weekly assessment results

# Prioritized Needs

- \* Writing to respond to learning
- \* Writing to respond in all content areas
- \* Discipline procedures/plans
- \* Positive behavior supports
- \* Classroom management strategies
- \* School wide procedures
- \* Ways to engage students during lessons
- \* Strategies to motivate learners
- \* Use of higher order questioning
- \* Approaches to small group instruction

# Overarching Needs

- \* Students are not able to write at a grade level expectation to explain learning in all subject areas.
- \* Classroom routines, procedures, and management is not consistent with PBIS expectations.
- \* Teachers need more strategies to engage students in lessons.
- \* Teachers need strategies on how to use data to drive instruction during small group instruction.



# Revised Instructional Goal

**100% of Fox Elementary teachers will implement ways to help students organize, interrelate, and process content in all areas by May, 2019.**

# Instructional Goal: Revised Action Steps

- \* Comprehensive lesson plan structure that includes data, MTSS and district resources
- \* Tier 1 instruction that is rigorous, relevant, and differentiated for student success
- \* Writing every day across all content areas
- \* Using graphic organizers and rubrics to plan and evaluate writing
- \* Use collaborative processing strategies
- \* Use PAIR strategies to increase student engagement in all content areas
- \* Increased Learning Time (ILT)
- \* Support and resources provided via school based content coach
- \* BBY Math Program to support number sense and writing in math
- \* Effective use of technology and writing instructional strategies through lessons in the computer lab

# Revised Climate Goal

**100% of Fox Elementary teachers will participate in training for and implement PBIS Classroom Systems by May, 2019.**

# Climate Goal: Revised Action Steps

- \* Implement PBIS Classroom Systems school-wide
- \* Support and resources provided
- \* Problem-solving protocols
- \* Parent involvement through use of classroom visits, emails, phone calls
- \* Community partnerships
- \* Celebration of successes
- \* 2<sup>nd</sup> Step Curriculum lessons daily
- \* Multi-Tiered Systems of Support (MTSS) interventions training and collection of data

# FY19 PL Day Focus

- \* 8/3/18: PBIS in the Classroom (Behavior Toolkit; Rituals & Routines, Social Emotional Learning); Student Engagement Strategies; & Writing in Math (BBY journals, creating word problems, explaining thinking)
- \* 10/8/18: Writing in Science & Social Studies (scoring writing); Student Engagement Strategies; & PBIS in the Classroom (Problem solving protocols and MTSS for behavior)
- \* 1/7/19: Using Graphic Organizers Effectively; Student Engagement Strategies; & PBIS in the Classroom (2<sup>nd</sup> Step Curriculum- getting the most out of the time)