



School Improvement Plan FY19 Review

Dimon Magnet Academy

Janet Sellers, Principal

SIP Goal #1 – FY18



- Goal - All teachers will participate in the training for PBIS classroom modules 2 (acknowledgement system) and 5 (discouraging problem behavior).
- Goal met
- Why? 100% of our staff was trained in acknowledgement systems which was monitored by the PBIS team. De-escalating training also took place during the PD days as well as a one day training with Dan St. Romain in January on how to deal with problem behaviors. We had 4 staff members trained in Mindset this year. As a result of training and setting explicit expectations, tools were provided to support successful implementation and classroom observations were performed by the PBIS committee and the administrators.

SIP Goal #2 – FY18



- **Goal:** By May 2018, 100% of our teachers will be trained and 80% of our teachers will use collaborative processing strategies.

During 2017-2018, teachers will organize and group collaborative learning teams in order to support student's higher level thinking and long term memory skills through the use of challenging assumptions and evaluating others' ideas.

- Dimon met SIP Goal # 2: 100% of the teacher were trained and 100% of the teachers used the strategies with their students to promote collaborative conversations; four teachers out of 24 teachers excelled and moved to the next level; 20 teachers used the strategies on a consistent basis; and four teachers used the strategies rarely.
- Why the SIP Goal #2 was met: Dimon met their SIP Goal as a result of training; explicit expectations; tools provided to support successful implementation, classroom observations (all teachers had a minimum of two and most had three) with a rubric; feedback to teachers; teachers participating in collaborative conversations.
- Supporting Data: Teacher artifacts (posters/PD; classroom anchor charts; teacher created rubrics for collaborative conversations; teacher created learning continuum; teacher created PowerPoints, each grade level presented in the January PD) rubrics used in the observation of collaborative groups in the classroom and notes from observations.

PL Day #1 – FY18



Focus: Collaborative Learning

PD Goal: To develop an understanding of collaborative learning and strategies that support the process.

- Connect SIP goal to PD goal
- Definition
- Why Implement Collaborative Conversations?
- Standards
- Key Elements
- Routines & Protocols for Collaborative Conversations
- Instructional Strategies that Support Collaborative Conversations
- Plan a Lesson
- Present Your Lesson
- Assignment – create collaborative conversations anchor charts and introduce collaborative conversations / due by September’s data team meeting

Implementation Effective / Why or Why Not:

Implementation was effective because teachers were supported in developing an understanding of collaborative conversations; teachers had hands on practice with the strategies that were introduced facilitated by the academic coach; teachers practiced collaborative conversations at their tables as they worked on their project; each group was able to share their thinking with the whole group and teachers again had an opportunity to have collaborative conversations within a large group; teachers had an opportunity to role play with their grade level on how they would introduce collaborative conversations to the entire group.

Supporting Data:

Lesson plans and anchor charts created during the PL.; each grade level role played how they would introduce collaborative conversations to their classes; the assignment given on the PL day was completed by September; focus walks revealed that teachers had anchor charts on collaborative conversations posted in their rooms.

PL Day #2 – FY18



Focus: Collaborative Conversations

PD Goal: To increase understanding (filling in the gaps) of how to set-up and support collaborative conversations within small groups.

- Why Should I Have Students Engage in Collaborative Conversations?
- How Do I Scaffold the Journey for Collaborative Conversations? Six Ideas Presented
- What Are Ideas That Can Support Structured Student Conversations? Four Ideas
- What are the strategies for the 'First 20 Days' of setting up collaborative conversations in my classroom?
- Create tools for you to use with your class. Each grade level will choose a strategy that supports collaborative conversations. Collaboratively you will create recipe cards for the following: Norms, Listening, Negotiating, Roles & Responsibilities. These can be used to support your students when you create anchor charts.
- Share Recipe Cards With the Group
- Sign –up for a time to be observed implementing the strategy you picked.

Implementation Effective / Why or Why Not:

Implementation was effective because teachers were supported in creating a scaffold of the journey their students would take in developing an understanding of collaborative conversations – developing their understanding of the steps and how gradual release would support the process; teachers worked in collaborative groups and the academic coach supported their conversations using the gradual release model; teachers had the opportunity to create recipe cards to support them when they create anchor charts with their class, and this thinking was shared with the entire group – teachers discussed collaboratively how to make the ideas stronger or possible ideas to remove; teachers were immersed in collaborative conversations throughout the PL.

Supporting Data:

Teachers selected a date when the academic coach, principal, and/or assistant principal would observe students working collaboratively and use a rubric for the groups interactions. The scored rubric was shared with the teachers, ideas exchanged, and next steps planned.

PL Day #3 – FY18



Focus: Collaborative Learning

PD Goal: To analyze and apply knowledge to create collaborative conversation tools which will empower the teachers' understanding of what the 'next steps' for students will be in their development of collaborative conversations.

- Create a Developmental Continuum for Collaborative Conversations.
- Create a Collaborative Conversations Rubric for Your Grade Level
- Write a Description for What Collaborative Conversations Sound Like at Your Grade Level
 - Reflection
 - Create Continuum
 - Present
 - Create Rubric
 - Present
 - Changes or Additions to Rubric
 - Describe What Conversations Sound Like
 - Present
 - TWO Tickets Out the Door

Implementation Effective / Why or Why Not:

Implementation was effective as a result of teachers working collaboratively within small groups to create tools to support collaborative conversations. The academic coach would model and prompt collaborative language from team members as she moved around the room listening in on the conversations. The teachers were experiencing what they would facilitate in their classrooms. To further support their experience, teachers presented the tools they created to the whole group. Each teacher participated in the conversations that were generated from the tools presented. Teachers experienced both small and whole group collaborative conversations and left with a learning continuum for collaborative conversations.

Supporting Data:

Collaborative conversation tools (collaborative conversations continuum, rubric, description of what collaborative conversations sound like, and PowerPoint presentation) created during the PL.; the written response that answered one of the essential questions for the PL; sign up sheet for classroom observation of collaborative conversations; focus walks; rubrics used during observations with notes used for coaching.

Prioritized Needs

10 Needs from CNA p. 75



- To organize and group students to interact with the content using a variety of collaborative strategies.
- To expand higher order thinking in math to include more rigorous activities.
- Improve spelling and writing.
- Separate reading/ELA to increase lexiles and comprehension levels.

Overarching Needs

Top 4 Needs from CNA pp. 77-78



- 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.
- To expand higher order thinking in math to include more rigorous activities due to a lack of rigor in math lessons.
- Improve spelling and writing skills because students do not have a grasp of spelling and writing techniques.
- Separate reading/ELA to increase lexiles and comprehension levels. Reading needs to have a focus in order to increase comprehension levels.

Revised Instructional Goal



- **Goal:** By May 2019, 100% of our teachers will be trained and 75% of our 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.

Instructional Goal: Revised Action Steps



- 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.

Revised Climate Goal



- 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%.

Climate Goal: Revised Action Steps



- Provide PD during 3 set aside PD days as well as during PBIS meetings.
- Provide feedback from administrators during TKES conferences.

FY19 PL Day Focus



- **Goal:** By May 2019, 100% of our teachers will be trained and 80% of our 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.

Focus: Collaborative Learning and Writers' Workshop

- 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.
- 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.
- 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.