

Fulbright Elementary School

2018-2019 School Improvement Plan

Focus Area 1: Leadership Goal: Fulbright Leadership Team and PLC's will focus 75% of our meetings on improving teacher instruction and student achievement.

School Data:

Fulbright Elementary School practices distributive or shared-decision making to improve adult practices that support student achievement. We will continue to implement a "team" structure to reflect distributive leadership in our school community. Currently, our master schedule reflects adequate time for various building level teams to meet regularly to improve instructional practices as well as engage with our parents and community stakeholders. We assessed multiple indicators of effective practice to develop, implement, and support our team structure. Currently, our teachers are organized into grade-level teams that meet regularly.

Other Supporting Data:

Fulbright Elementary Leadership Team consists of principal, teacher leaders, specialists, and parents. This team meets bi-monthly to discuss the needs of the overall school. Our focus areas include student needs, curriculum and instruction, and professional development. Fulbright master schedule reflects multiple opportunities for building and grade-level team meetings. Based on our analysis of student achievement data, along with assessing selected school improvement indicators, the leadership team members will focus on the following to positively impact school improvement processes and procedures.

- Improving Curriculum and Instruction in literacy and mathematics
- Utilizing an effective school-wide data management system
- Providing professional development to all staff to improve school climate and culture

For our leadership practices to evolve and deepen, we have utilized the Shared Leadership Assessment Tool

(<http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssessment.pdf>) to assess the current status of key elements of a shared decision-making system. As an instructional leadership team, we have identified

areas that need improvement. Each area is aligned to appropriate indicators of effectiveness. We will use a continuous improvement cycle to Plan----Do----Check to implement those additional practices that are intended build greater leadership capacity in our school community. Our timeline for implementing and monitoring our practices will be developed in Indistar.

Professional Development:

Our school level data will determine the professional learning needs for our staff based on:

- Wise Ways & Video on Building Strong Instructional Teams (<http://www.indistar.org/app/video.aspx?v=123>)
- Google Drive Professional Development
- Agenda and minutes uploaded to Google Classroom

Other Support: Possible collaboration with other leadership teams and leaders.

Evaluation: We will monitor our implementation regularly (SMART) and evaluate our practices using the Shared Leadership Assessment Tool in Indistar (<http://www.indistar.org/app/DashboardDocs/LeadershipTeamSelf-AssessmentRubric.pdf>)

We will also monitor our implementation by collecting agendas, minutes, and sign-in forms and attending PLC's meetings.

Focus Area 2: Effective Instructional Practice Goal: To increase the number of students meeting or exceeding proficiency by 10% in reading, science, and mathematics by improving teacher instruction.

Data:

Fulbright Elementary School will continue to use the team structure to ensure sound instructional practices that supports student achievement. During grade level instructional team planning, content discipline/department, or professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidence based strategies that have previously proven effective in our core content areas. For example, implementation of Step Up to Writing strategies, R.I.S.E. research in literacy, and CGI/ECM to support math

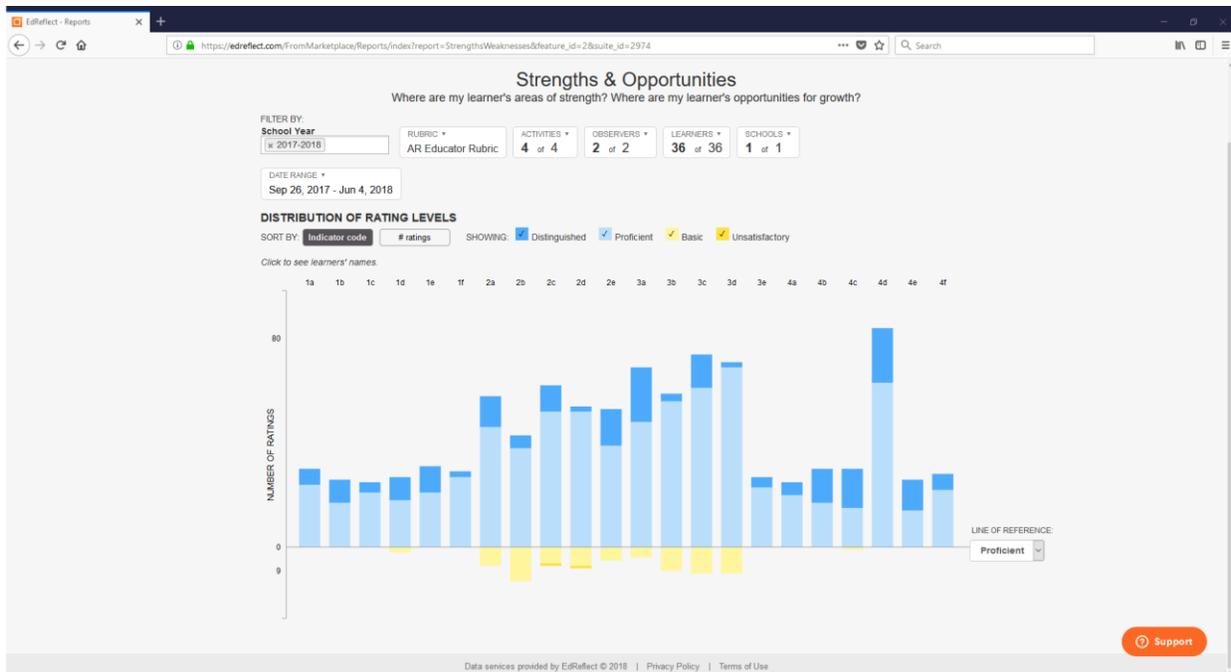
instruction. Our expectation is that 100% of our core content teachers will use these selected strategies daily with fidelity.

Our instructional teams also focused on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units helped us deliver instruction more uniformly by content or by grade level. The "common" unit pre/post-tests made it possible to address deficit areas to remediate in a timely manner. Additionally, this strategy assisted us in identifying gaps in our curriculum. Our goal is to continue this practice. Perhaps the most difficult aspect of aligning our curriculum, assessment and instructional planning was not having a better intermittent assessment tool to progress monitor all students adequately. The district is currently in the process of selecting an intermittent assessment tool that is aligned with state standards. The District's Instructional Leadership Team will take the lead with assisting us with the implementation of the new assessment system.

Other Supporting Data:

Based on our analysis of student achievement data along with assessing selected improvement indicators, we believe the areas below will strengthen teacher practices.

- Incorporate systems for reviewing "real time" classroom performance data for the purpose of making decisions regarding the direction and focus of classroom instruction
- Execute plans to meet in PLC's weekly and as an entire faculty monthly
- Continue intentional data management procedures that reflect ongoing student performance
- Increase the use of increased student engagement practices (Kagan Structures)



As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

Professional Development:

- On-going training to use the district selected assessment instrument for progress monitoring
- School-based PD/Book Study -The Energy Bus by Jon Gordon
- R.I.S.E. will provide PD that supports Effective Instructional Practices in grades 3-5 related to the science and research behind reading instruction. K-2nd grade teachers will continue PD as needed.

- School-based PD on using student data to drive instruction after school (\$25 stipend for teachers)
- In order to provide staff with supplemental resources to support small group instruction and intervention/enrichment, we will use Title 1 funds to purchase school subscriptions to Levelized Readers (approximately \$ 10,000), MyLexia (approximately \$5,000), Reflex Math (approximately \$5,000), Moby Max (approximately \$8,000), Keyboarding without Tears (approximately \$2600)

Other Support:

- LRSD Testing department to provide school-based PD on NWEA Data, appropriate reports, and website navigation
- ESOL department to provide school-based or district PD on Proficiency Descriptors Document, appropriate modification for ELL students, differentiation of instruction.
- Academic Intervention Specialist will provide support to teachers through professional development, team meetings, classroom instruction

Evaluation: We will monitor our implementation regularly (SMART) and evaluate our practices using the Shared Leadership Assessment Tool in Indistar (<http://www.indistar.org/app/DashboardDocs/LeadershipTeamSelf-AssessmentRubric.pdf>).

We will also monitor our implementation by reviewing lesson plans, grade-level PLC's, agendas/sign-in sheets/minutes, classroom observations, Focus Walks, and sharing evidence of implementation in classroom (i.e. student work samples, etc.)

Focus Area 3: Student Achievement Goal: To increase the number of students meeting or exceeding their growth goal of 50% or one grade level in all tested areas.

Data:

Fulbright School will continue to use the team structure to ensure *sound instructional practices to support student achievement and growth*. During our instructional team planning time by grade level, content discipline/department or in our professional learning communities (PLCs), our instructional staff will continue

to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas such as guided reading groups and using data to drive instruction and school-wide decisions. We hope that by implementing interest based enrichment clubs and before school recess, our students will attend school daily and on time. Our expectation is that 100% of our core content teachers will use these selected strategies daily with fidelity.

Other Supporting Data:

Fulbright Elementary Leadership Team analyzed the following student performance data tools:

- 2018 3rd-5th grades ACT Aspire
- NWEA Scores
- DRA/WRAP
- Parent surveys
- Professional development needs survey
- Discipline and attendance reports

The school leadership team analyzed assessments results for both the combined and each subpopulation. Additionally, the team reviewed reports that may be used to document students' main areas of weakness, which helped to enable systems for monitoring student progress and planning appropriate school responses that centered on student achievement. In order to dig deeper for the root cause for our students not achieving to their full potential, we examined our routines, customs, norms, and expectations. We also examined our 2018 state assessments and school report card.

ACT Aspire 2018 Data:

Combined Population (Exceeding and Ready)

English-75% Reading-47% Science-40% Math-50%

2017-2018 Growth Percentile by Grade and Subject

Science:

FULBRIGHT	3rd to 4th	45	AVERAGE
FULBRIGHT	4th to 5th	37	AVERAGE

Reading:

FULBRIGHT	3rd to 4th	54	AVERAGE
FULBRIGHT	4th to 5th	56	AVERAGE

Math:

FULBRIGHT	3rd to 4th	44	AVERAGE
FULBRIGHT	4th to 5th	46	AVERAGE

English:

FULBRIGHT	3rd to 4th	54	AVERAGE
FULBRIGHT	4th to 5th	51	AVERAGE

- We made average growth in every subject area. However, we did not make one-year growth or 50% in Math and Science.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices that will enhance student achievement and growth. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Some of the indicators and evidenced based strategies overlap from Focus Area 2: Effective Instructional Practice. The indicators of student achievement that we have identified are the following:

Professional Development:

Our school level data will determine the professional learning needs for our staff based on:

- School-based PD on data driven instruction

- School-based PD on guided reading instruction
- School-based PD on student engagement (Kagan Structures)
- Super Saturdays (Monthly planning sessions for teachers /stipends paid through Title 1 funds)

Other Support:

- Internal colleague visits and debriefing sessions

Evaluation: We will monitor our implementation regularly (SMART) and will evaluate our practices using the Shared Leadership Assessment Tool in Indistar (<http://www.indistar.org/app/DashboardDocs/LeadershipTeamSelf-AssessmentRubric.pdf>)

We will also monitor our implementation by peer observations feedback form, lesson plans, classroom observations, Focus Walks, formative and summative assessment data, surveys, & PLC's. We will also continue to utilize our Academic Intervention Specialist and Reading Teacher to provide Tier II and Tier III interventions for identified students. The Academic Intervention Specialist's position is provided by Title I funds at an approximate cost of \$60,000. The Reading teacher is funded through the district.