

2018-2019

Rockefeller Elementary School

(SIP)Current Reality

The PLC at Rockefeller Elementary utilized data and developed instructional strategies to improve strategies in the following focus areas in 90% of classrooms.

Student Achievement- *There is a need for teachers to model and provide instruction on metacognitive processes and strategies in order to assist students with problem solving and perseverance. Professional development will be needed for teachers to learn to be effective when assisting students using this process during times of student academic and/or emotional difficulties.*

Effective Instruction- *There are needs for continued professional development including but not limited to the areas of data analysis, grouping, small group instruction, differentiation and tiered instruction in order to meet the needs of all students working at above or below grade level.*

Leadership- *Changes are needed at this time in teacher leader practices to keep the focus on improvement in instruction and student achievement. A collaborative culture that shares both strengths and weaknesses must be established in order to meet the common goal of student growth.*

Discipline and Culture- *At this time, staff needs to improve on interacting with students managerially and socially as well as instructionally in a way that the child perceives is consistent and fair.*

Parental Involvement- *At this time, parental involvement is low. Both students and parents have concern that staff does share an understanding of the families or community beyond the school ground.*

Focus Area 1: Student Achievement

<p>Goal: <i>Improve yearly student achievement through teaching/modeling metacognition processes/strategies and promoting social emotional competency in Reading, Math, Science and Writing by showing a year’s growth(50%).</i></p>	<p>Implementation:</p> <ul style="list-style-type: none"> • lesson planning will reflect teaching/modeling of metacognition <ul style="list-style-type: none"> ▪ essential questions ▪ think-alouds ▪ modeling ▪ problem solving ▪ rotation/centers • student grouping will demonstrate teacher’s knowledge of students based on data/needs • collaboration logs will reflect discussion focused on student needs and effective strategies • RTI process will allow for referral/small group intervention (academic, social/emotional/behavioral support) • peer walk-throughs checklist with feedback • model classroom lessons with literacy and math facilitators 	<p>Professional Development:</p> <ul style="list-style-type: none"> • CREATE (culturally responsive teaching) • Write Steps • R.I.S.E. training(K-5) 18-19 • Book Study <ul style="list-style-type: none"> ▪ <i>Students- The Energy Bus for Kids</i> by Jon Gordon ▪ <i>Staff- Cornerstone: Classroom Management That Makes Teaching More Effective, Efficient, and Enjoyable</i> by Angela Powell ▪ <i>The Energy Bus</i> ▪ Other PD as determined by needs assessment may include but not limited to: <ul style="list-style-type: none"> ▪ classroom management strategies ▪ metacognition ▪ think-alouds ▪ imagery ▪ shared reading/writing ▪ effective questioning ▪ self-monitoring strategies 	<p>Evaluation:</p> <ul style="list-style-type: none"> ▪ walk-through/observational checklists ▪ lesson plans ▪ classroom artifacts ▪ student work /conferences ▪ RTI logs/referral data ▪ feedback from outside agencies ▪ ACT Aspire Growth results
<p>SE01- The school promotes social/emotional competency in school rituals routines, such as morning announcements, awards assemblies, hallway and classroom wall displays and student competitions.</p> <p>SE02- All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.</p> <p>MET01- All teachers teach and model the metacognitive process and specific learning strategies and techniques.</p> <p>MET05- All teachers build students’ metacognitive skills by providing students with processes for determining their own mastery of learning tasks.</p> <p>SE03- All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.</p> <p>SE04- All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</p>			
<p>Timeline:</p> <p><i>By end of first quarter, rituals and routines will be established/observable in order for teachers and students to focus on effective instructional practices to include metacognition.</i></p>			
<p>Other Needs/Resources (Barriers):</p> <p>Professional development on Metacognition PD on data analysis (review)/grouping PD on Learning Centers/Small Group Instruct. Funds to bring in outside presenter Establish Model Classrooms- staffing/coverage</p>			

Focus Area 2: Effective Instruction

Goal: RE will use PLC's to *implement a tiered instructional system that aligns instructional methods with student needs across all tiers.*

IIID02- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

IIIA07-All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.

IIID01-School implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.

IIID03 The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.

IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

Timeline:

By the second quarter, teachers will deliver evidence-based instruction that aligns with student needs across all tiers which will be reflected in both classroom artifacts and student work.

Implementation:

- Lesson planning will reflect
 - evidence-based instruction
 - differentiated assignments
 - time for reteach/small group instruction
- Student grouping will demonstrate teacher's knowledge of students based on data/needs
- Collaboration logs will reflect discussion focused on student needs and effective strategies
- Individual data conferences and wall will reflect student growth
- Clear RTI process that allows for referral/small group intervention (academic, social/emotional/behavioral support)
- Peer walk-through checklist will provide feedback
- Model classroom lessons

Professional Development:

- CREATE (culturally responsive teaching)
- Write Steps
- R.I.S.E. training (K-5) 18-19
- Orton-Gillingham Dyslexia PD
- DIBELS
- Other PD as determined by needs assessment may include but not limited to:
 - anchor charts (graphic summary)- graphic organizers, mind maps, etc.
 - conferencing and feedback
 - teaching reading and writing strategies vs. content

*Principal's Roundtable(SLT) Book Study-
7 Habits of Highly Effective People*

Evaluation:

- walk-through/observational checklists
- lesson plans
- classroom artifacts
- student work /conferences
- RTI logs/referral data
- Diagnostic Data
- Interim MAP and ACT Aspire
- Formative and Summative Data

Other Needs/Resources (Barriers):

PD on identifying available resources for differentiating/tiered instruction

Consistent time to meet both horizontally and vertically to analyze data both small group/school-wide

PD on effective writing instruction

- with literacy and math facilitators will focus on differentiation/tiered assignments
- Clearly defined RTI Tiers (Core curriculum, Small Group, Intensive Interventions)

Focus Area 3: Leadership

Goal: RE Principal with help from PLC's will build the building leadership capacity in order to keep the focus on improvement in instruction and student achievement by attending and collaborating in 70% of grade level and PLC meetings during the school year.

IE01- The principal makes sure everyone understands the school's mission, clear goals, (short term and long term), and their roles in meeting the goals.

IE04-Principal ensures teachers maximize the time available for instruction.

IE02- Principal develops the leadership capacity of others in the school.

IE03-Principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.

IE06- Principal keeps a focus on instructional improvement and student learning outcomes.

Timeline:

By end of the first quarter, teachers will work collaboratively sharing instructional strengths and draw on the strengths/skills of colleagues to achieve long and short term goals as outlined by the school's vision and mission statements.

Other Needs/Resources (Barriers):

Consistent time to meet both horizontally and vertically to analyze data both small group/school-wide PD on effective instructional practices.

Implementation:

- Classroom schedules will reflect bell to bell teaching
- Classroom displays will include mission/vision
- Teachers will lead/
- participate in school committees/Leadership
- Staff mtg. agendas will reflect teacher sharing/leading/input
- Lesson planning will reflect
 - evidence-based instruction
- Student grouping will demonstrate teacher's knowledge of students based on data/needs
- Collaboration logs will reflect discussion that supports the school's improvement focus
- Peer walk-throughs checklist with feedback
- Model classroom lessons with literacy and math facilitators

Professional Development:

- CREATE (culturally responsive teaching)
- Write Steps
- R.I.S.E. training (K-5) 18-19
- Achieve Team Training
- SPDG/RTI Support and training for small group instruction and effective classroom centers

Evaluation:

- schedules
- walk-through/observational checklists
- lesson plans
- classroom artifacts
- committee agendas
- **collaboration logs (turned in)**
- Principal participation in meetings
- observations

Focus Area 4: Discipline and Culture

Goal: Rockefeller Elementary will interact instructionally, managerially and socially in a manner daily, 90% of the time that is encouraging and supports the school community of students with feedback and praise.

IIIA31- All teachers interact instructionally with students (explaining, checking, giving feedback).

IIIA32- All teachers interact managerially with students (reinforcing rules and procedures).

IIIA33- All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

IIIA30-All teachers encourage students to help each other with their work.

IIIA34-All teachers verbally praise students.

Timeline:

After the first 10 days of school and throughout the year, teachers will establish, reinforce rules/procedures, provide feedback/checks for understanding as well as interact socially to understand, reach, and teach the whole child.

Other Needs/Resources (Barriers):

Implementation:

- School will provide a shared calendar that outlines opportunities and events for staff, students, and parents
- Teachers will use the Little Wrangler Camp to establish rituals and routines that will be practiced and enforced with fidelity
- Staff will use PBIS measures and practices to create a culture of positive behavior support
- Rituals and routines will be evident by staff, students, parents, and visitors
- Students will feel their teachers know about their lives both in and out of school and that they care.

Professional Development:

- CREATE (culturally responsive teaching)
- Achieve Team Training
- PBIS Training and Implementation
- Responsible Thinking Class Training
- Wrangler Camp- 6 weeks
(Expectations, rituals, routines)

Evaluation:

- Walk through/observational/checklists
- Calendar of Events
- Student survey feedback
- Parent Survey
- Discipline Referrals
- Parent Contacts
- Staff Survey
- Responsible Thinking Contracts

Focus Area 5: Parental Involvement

Goal: The school will provide guidance for teachers and parents (families) that focus on high expectations of students for both academic achievement and behavior to decrease time loss on instruction daily.

FE08- Professional Development programs for teachers include assistance in working effectively with families.

FE09-The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.

FE12- The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.

FE11-The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.

Timeline:

By end of first quarter, school will develop a plan that includes professional development opportunities for teachers and opportunities for parental involvement that will allow for school guidance on family support to meet academic and behavior goals.

Other Needs/Resources (Barriers):

Funds for incentives to encourage parental involvement
 PD for parents and teachers that encourages engagement and collaboration.
 Funds for resources to provide parents.

Implementation:

- School will provide a shared calendar that outlines opportunities and events for staff, students, and parents
- Teachers will lead/ participate in school committees/PTA
- Staff mtg. agendas will reflect parental involvement opportunities
- VIPS will reflect an increase in parent volunteers
- Parental Involvement and Engagement Coordinator will engage parents with workshops/events
- Events/Committees/School processes will be more parent led/developed/run

Professional Development:

- CREATE (culturally responsive teaching)
- Achieve Team Training
- Parental Involvement Workshops
 - STRIVE
 - New Beginnings, etc

Evaluation:

- VIPS sign-in sheets
- Observation
- Committee agendas
- Attendance Calendar of Events
- Parent Surveys
- Comments/Feed Back Box
- Discipline referrals
- Office Referrals
- School Based Mental hours
- Responsible Thinking Class Referrals