



SCHOOL IMPROVEMENT PLAN FY19 REVIEW

Wynnton Arts Academy
Carolyn G. Mull, Principal

SIP Goal #1 – FY18

- Goal
 - By May 2018, four evidence-based classroom systems modules will have been delivered to all teachers and the practices will be evident in 100% of the classrooms.

- SIP Goal #1 was met.

Teachers attended professional development on implementation of PBIS classroom modules during the 2017-2018 school year. Modules were implemented in 100% of the classrooms.

Module 1: Overview of Classroom Systems

Module 2: Define, Teach, Acknowledge Rules and Expectations

Module 3: Define, Teach Classroom Routines

Module 4: Arrange Physical Environment

- Why/why not?

Teachers completed the four classroom modules and strategies were implemented in all classrooms.

- Supporting Data

Classroom Matrix

Professional Development Sign-in Sheets

Focus Walk Data

TKES Evaluation Documentation

SIP Goal #2 – FY18

- Goal
 - By May 2018, 100% of classroom teachers will have trained students to use graphic organizers to cite text evidence and answer text dependent questions and will have embedded the practice into literacy instruction.
- SIP Goal #2 was met.
 - 100% of the teachers were trained to use graphic organizers, and it is embedded in the classroom learning environments. However, students are not consistently using them independently.
- Why/why not?
 - The students are not consistently using graphic organizers independently.
- Supporting data
 - GMAS Scores
 - Achieve 3000 Reports
 - Student Work Samples
 - Benchmark Assessments
 - SGM/BAS Data
 - Student Data Notebooks

PL Day #1 – FY18

- Focus

Teachers attended professional development focused on four PBIS classroom modules during the 2017-2018 school year.

Module 1: Overview of Classroom Systems

Module 2: Define, Teach, Acknowledge Rules and Expectations

Module 3: Define, Teach Classroom Routines

Module 4: Arrange Physical Environment

- Implementation effective?

Yes, the implementation of the modules was effective.

- Why/why not?

The implementation of strategies from the modules gave teachers and administrators coherent school expectations and guidelines.

- Supporting Data

Classroom Matrix

Professional Development Sign-in Sheets

Focus Walk Data

TKES Evaluation Documentation

PL Day #2 – FY18

- Focus
 - Teaching Students to Write Like Reporters Part 1
 - Graphic Organizers
 - Fine Arts Integration
- Was a change made from the original plan?
 - There were no changes made to the original plan.
- Implementation effective?
 - The implementation of PL/day #2 was effective.
- Why/why not?
 - The implementation of the professional development modeled what writing should look like in the classroom. Teachers learned effective strategies for utilization of graphic organizers and arts integration techniques. After the professional development, teachers worked with the academic coach to plan and implement writing lessons which included graphic organizers and arts integration.
- Supporting Data
 - Professional Development Presentation
 - Professional Development Sign-in
 - Focus Walks
 - Lesson Plans

PL Day #3 – FY18

- Focus
 - Teaching Students to Write Like Reporters Part 2
 - Graphic Organizers
- Was a change made from the original plan?
 - There were no changes made to the original plan.
- Implementation effective?
 - The implementation of PL/day #2 was effective.
- Why/why not?
 - The implementation of the professional development modeled what writing should look like in the classroom. Teachers learned effective strategies for utilization of graphic organizers in the writing process. After the professional development, teachers worked with the academic coach to plan and implement writing lessons which included graphic organizers.
- Supporting Data
 - Classroom Matrix
 - Professional Development Sign-in Sheets
 - Focus Walk Data
 - TKES Evaluation Documentation

Prioritized Needs

- Improve literacy/writing instruction
- Provide continuing arts integration training
- Increase differentiation of instruction
- Provide professional development for literacy and writing instruction
- Monitor student progress by analyzing student learning data during collaborative planning and data team meetings
- Target remediation and intervention for K-2
- Acceleration to move from proficient to distinguished
- Increase consistency of implementation of PBIS across all classrooms
- Develop additional interventions for tier 2 students for PBIS
- Social-emotional learning opportunities and parent workshops

Overarching Needs

- Increase number of students reading on/above grade level as defined by Lexile scores.
- Provide professional learning for effective, rigorous instruction to provide differentiated instruction for literacy and writing.
- Provide professional learning opportunities for arts integration.
- Implement remaining two PBIS classroom modules, 3 & 4, and supplement PBIS incentive program.

Revised Instructional Goal – FY19

By May 2019, students in 100% of classrooms will use graphic organizers to cite text evidence when answering text dependent questions and comparing and contrasting texts with 80% efficiency.

Instructional Goal: By May 2019, 100% of classroom teachers will have trained students to use graphic organizers to cite text evidence and answer text dependent questions and will have embedded the practice into literacy instruction.

Revised Action Steps:

Conduct Data Team/collaborative planning meetings to analyze formative and summative assessments to plan differentiated instruction.

Continue utilization of student data notebooks to monitor academic progress and encourage student accountability for learning.

Provide professional development targeting effective, research-based strategies for literacy, especially writing, instruction.

Increase fine arts integration collaboration and professional learning opportunities.

Continue utilization of Achieve 3000 and SmartyAnts.

Hire part-time reading and math intervention teachers for K-2.

Incorporate daily writing experiences during a school-wide writing block utilizing writing across the curriculum activities along with the RACE strategy.

Continue 21st century library model to promote collaboration and project-based literacy learning.

Revised Climate Goal – FY19

By May 2019, two evidence-based classroom systems modules, 3 & 4, will have been delivered to all teachers and the practices will be effectively implemented in 80% of the classrooms.

Climate Goal: By May 2019, four evidence-based classroom systems modules will have been delivered to all teachers and the practices will be evident in 100% of the classrooms.

Revised Action Steps:

Implement two (2) PBIS Classroom Modules, 3 & 4.

Continue monthly PBIS data analysis and staff redelivery.

Continue monthly PBIS student celebrations.

Initiate weekly “traveling” PBIS school store.

Schedule R&R, reflect and redirect, time for PBIS and secondSTEP lesson delivery and link to WAKB morning announcements.

Expand multi-tiered system to support diverse student needs and to keep students in class.

Implement orientation/kickoff program for students and teachers new to the school.

FY19 PL Day Focus

- 8/3/18
 - School Climate – Classroom Modules
 - PBIS Orientation/Kickoff
- 10/8/18
 - Literacy/Writing
 - Arts Integration
- 1/7/19
 - Writing Using Paired Texts

In a world of choices . . . BE SOMEBODY!

