

Fishers Elementary School Improvement Plan and Strategies 2019-2020 School Year

Goal #1: Closing the Achievement Gap

Problem Statement with Baseline Data:

There is a need to improve the overall performance in **Mathematics** at Fishers Elementary School as reflected on statewide standardized tests. Last spring, the overall percentage of students passing ILEARN Math at FES in grades 3 and 4 was 62%.

Expected SMART Outcome 1A:

Math scores will increase by 13% over three years as measured for all students using the 2022 ILEARN assessment.

Year 1 Expected Outcome 66%

Year 2 Expected Outcome 70%

Year 3 Expected Outcome 75%

Expected SMART Outcome 1B:

The students with the highest performing percentage were our white students for a combined pass rate in grades 3 and 4 of 65.2%. The following subgroups and their percent passing for grades 3 and 4 are as follows: Black students (30%), Hispanic students (44.4%), ENL students (47%), and our Exceptional Learners (21%). The achievement gap for these sub populations will close by 29% when compared to our highest performing student population without compromising the achievement gains of the highest performing group.

Strategy	Resources Needed	Progress Monitoring Including Data	Timeline	Person Responsible
<p>1) Intentional PD focus on improving Tier 1 Core Instruction in order to raise the level of math instruction across FES.</p> <p>Math Workshop</p> <p>Establish beliefs about student dispositions</p> <p>Professional learning communities focused on improving core instruction</p>	<p>Daily formative assessments, Data-Driven professional development, Everyday Math Math in Practice</p>	<p>Teacher observations, Classroom Walkthroughs, NWEA, Aimsweb and ILEARN results</p>	<p>2019-2022</p>	<p>Administration, TDS and teaching staff</p>
<p>2) Professional Development focusing on the Workshop Model and Depth of Knowledge (DOK)</p> <p>Provide teachers with coaching cycles of professional development</p>	<p>TDS and support from the Department of Teaching and Learning</p> <p>Math Workshop model</p>	<p>Classroom Walkthrough Data</p> <p>Evaluation notes</p> <p>PLC notes</p> <p>Exit tickets</p>	<p>2019-2022</p>	<p>FES staff/administration, TDS</p>

<p>3) Make closing gaps a school-wide responsibility</p> <p>Teacher goal setting with primary goal(s) focused on improving core instruction and equity</p> <p>Further develop an equity lens and understanding that students' cultures, abilities and efforts and considering students diversity to be an asset</p>	<p>Provide additional support and training for teachers teaching English Learners and exceptional learners</p> <p><u>We Got This</u> by Cornelius Minor</p>	<p>Teacher observations, teacher goal setting and follow up in relation to progress towards specific goals, Classroom Walkthroughs, NWEA, Aimsweb and ILEARN results</p>	<p>2019-2022</p>	<p>FES staff/administration, TDS</p>
<p>4) Consistent meetings of the building level equity team to discuss and implement support for all students</p> <p>Engage and reach out to families, provide additional resources and support for students of color</p>	<p>Establish schedule of meetings, test and/or research related to equity work for K-4 students, materials from district level Equity PD to support/guide conversation</p>	<p>Meeting attendance noting increase in participation, academic achievement for all learners as measured by NWEA, IREAD, ILEARN and F and P Running Records</p>	<p>2019-2022</p>	<p>Classroom teacher, ENL teacher, Resource, FAP staff, and Administration</p>

experiencing the achievement gap				
5) Offer before and after school programming for those receiving Tier III and Tier II support	Age and academically appropriate teaching materials (Do the Math	Data collection specific to the intervention	2019-2022	Classroom teachers

Problem Statement with Baseline Data:

There is a need to improve the overall performance in **Language Arts** at Fishers Elementary School as reflected on statewide standardized tests. Last spring, the overall percentage of students passing ILEARN Language Arts at FES in grades 3 and 4 was 51%.

Expected SMART Outcome 2A:

Language Arts scores will increase by 19% over three years as measured for all students using the 2022 ILEARN assessment.

Year 1 Expected Outcome 57%

Year 2 Expected Outcome 63%

Year 3 Expected Outcome 70%

Expected SMART Outcome 2B:

The students with the highest performing percentage were our white students for a combined pass rate in grades 3 and 4 of 54.8%. The following subgroups and their percent passing for grades 3 and 4 are as follows: Black students (30%), Hispanic students (44.4%), ENL students (27%), Exceptional Learners (11%). The achievement gap for these sub populations will close by 27% when compared to our highest performing student population without compromising the achievement gains of the highest performing group.

Strategy	Resources Needed	Progress Monitoring Including Data	Timeline	Person Responsible
<p>1) Intentional PD focus on improving Tier 1 Core Instruction in order to raise the level of literacy instruction across FES.</p> <p>Establish beliefs about student dispositions</p> <p>Professional learning communities focused on improving core instruction</p> <p>Fontis and Pinell miscue analysis</p>	<p>Daily formative assessments, Data-Driven professional development</p> <p>Units of Study for Teaching Writing</p> <p>Units of Study for Teaching Reading</p> <p>Units of Study for Teaching Phonics</p>	<p>NWEA</p> <p>PLC notes</p> <p>Aimsweb</p> <p>Reading and Writing Pathways, progressions, rubrics</p> <p>F&P assessments</p> <p>Units of Study for Teaching Phonics assessments (k-2)</p>	<p>2019-2022</p>	<p>Administration, TDS and teaching staff</p>
<p>2) Professional Development focusing on the Workshop Model and Depth of Knowledge (DOK)</p> <p>Provide teachers with coaching cycles of professional development</p>	<p>TDS and support from the Department of Teaching and Learning</p> <p>Workshop model</p>	<p>Classroom Walkthrough Data</p> <p>Evaluation notes</p> <p>PLC notes</p> <p>Exit tickets</p>	<p>2019-2022</p>	<p>FES staff/administration, TDS</p>

<p>3) Make closing gaps for all subgroups a school-wide responsibility</p> <p>Teacher goal setting with at least one goal focused on improving core instruction and equity</p> <p>Further develop an equity lens and understanding that students' cultures, abilities and efforts and considering students diversity to be an asset</p> <p>Building reading relationships with students in our identified sub- groups to help them select books in their zone of interest (via genre or topic)</p> <p>Supporting and promoting the literacy lives of FES students</p>	<p>Provide additional support for teachers teaching English Learners and exceptional learners.</p> <p><u>We Got This</u> by Cornelius Minor</p> <p>School library/public library books</p> <p>“One School, One Book” focused on equity, “Empower”</p>	<p>Teacher observations, teacher goal setting and follow up in relation to progress towards specific goals, Classroom Walkthroughs, NWEA, Aimsweb and ILEARN results</p>	<p>2019-2022</p>	<p>FES staff/administration, TDS</p> <p>Classroom Teacher, Media Specialist</p> <p>Classroom teachers Building staff LA committee</p>
---	---	--	------------------	---

	book study (Turn kids into life-long researchers through passion projects)			
<p>4) Consistent meetings of the building level equity team to discuss and implement support for all students</p> <p>Engage and reach out to families (i.e. positive phone calls, school events for families)</p>	<p>Establish schedule of meetings, test and/or research related to equity work for K-4 students, materials from district level Equity PD to support/guide conversation</p>	<p>Meeting attendance noting increase in participation, academic achievement for all learners as measured by NWEA, IREAD, ILEARN and F and P Running Records</p>	2019-2022	Classroom teacher, ENL teacher, Resource, FAP staff, and Administration
<p>5) Offer before and after school programming for those receiving Tier III and Tier II support</p>	<p>Age and academically appropriate teaching materials</p>	<p>Data collection specific to the intervention, Aimsweb</p>	2019-2022	Classroom teachers

Goal #2: Improving the Emotional Regulation of FES Students

Problem Statement with Baseline Data:

The results from the Panorama survey shows that only 51% of our students in grades 3 & 4 responded favorably to regulating their emotions. Although this was above the district favorability, compared to schools across the country, this score is near the 70th percentile on this topic.

The results from the Panorama survey show survey show an 85% favorability rating on the same topic for grades K-2, however, this is 3% below the district favorability rating.

Expected SMART Outcome 1:

There will be a 19% increase in our 3rd and 4th grade students' ability to regulate their emotions as measured on the Panorama survey. There will be a 5% increase in our K-2 students' ability to regulate their emotions as measured by the Panorama survey.

Grades K-2

Year 1 Expected Outcome 87%

Year 2 Expected Outcome 90%

Grades 3 and 4

Year 1 Expected Outcome 60%

Year 2 Expected Outcome 70%

Strategy	Resources Needed	Progress Monitoring Including Data	Timeline	Person Responsible
1) SEL programs	Second Steps Mind Up	Summative Knowledge Assessment (administered three times) Teacher created "exit" ticket Panorama Survey Data, Spring 2020	2019-2021	K-4 Teachers, Counselor Teachers piloting Mind Up from each grade level

2) Community Circles, Morning Meetings	PD for staff	Teacher daily observation	2019-2021	K-4 Teachers
3) Individualized self-regulation strategies	Panorama Playbook	Feelings journal (writing prompt given once each quarter)	2019-2021	K-4 Teachers
4) Restorative Practices, MANDT training (Day 1 and Day 2)	Staff training for Level 1, Peace Learning Center MANDT two-day training	Panorama Survey Data, Spring 2020 SEL survey questions to students	2019-2021	Teachers and support staff
5) Quarterly all-school convocations	Second Step Awards	PBIS Data	2019-2021	All staff

Goal #3: Improving School Climate at FES

Problem Statement with Baseline Data:

Based on the results from the Spring 2019 Panorama survey, 41% of Fishers Elementary Staff responded favorably to the perceptions of the overall social and learning climate of the school. The average for Hamilton Southeastern Schools was 57%, and, compared to schools nationally, was in the 10th percentile. *This area of focus also aligns with a specific goal the HSE School Board identified as an overall need for growth in the district.

Expected SMART Outcome 1:

Within a three-year period 75% of our staff will feel their working environment is positive as well as hold a positive view of the attitude of their colleagues as measured by the responses to the eight questions on the Panorama survey. Two of the eight questions stood out as currently, 22% of the staff indicated an overall positive working environment and 26% rating of their colleagues having a positive attitude.

Year 1 Expected Outcome 55%

Year 2 Expected Outcome 65%

Year 3 Expected Outcome 75%

Strategy	Resources Needed	Progress Monitoring Including Data	Timeline	Person Responsible
1) Team building opportunities throughout the year embedded in staff meetings, PD, multiple organized activities each quarter	Restorative Practices, Panorama survey data	Monthly check-ins with individuals, Panorama Survey Data, Spring 2020	2019-2021	All FES staff
2) Opportunities for staff to express and share out concerns impacting their impression of their working environment	Continuous and on-going meetings and collaboration with key teachers, adult restorative chats amongst staff	Panorama Survey Data, Spring 2020	2019-2021	All FES staff
3) Participate in monthly review of academic/discipline data during grade level meetings	Assessment data, NWEA, PBIS data	Tracking of Reminders, Discipline referral data, patterns and trends	2019-2021	All FES staff
4) Monthly team facilitator meeting with principal to receive feedback on team needs, identify any areas administration and teachers can do better to improve the	Time, PD, Panorama Data from Spring 2019 to breakdown specific shortfalls identified	Panorama Survey Data, Spring 2020, meeting agendas, formal and informal monitoring of progress throughout the year	2019-2021	Administration and teachers/staff

climate followed by larger staff engagement.

Increase the positivity and support of staff towards one another when new initiatives are introduced.

--	--	--	--	--

