

DUTCHTOWN ELEMENTARY SCHOOL

Continuous Improvement Planning Process

2018-2019

| Dates | Level I – 100 - 80 | Level II – 79 - 70 | Level III – 69 -60 | Level IV – below 60 |
|-------------------|--------------------|--------------------|--------------------|---------------------|
| August 31,2018 | MPR | MPR | MPR | MPR |
| September 28,2018 | | | | MPR |
| October 26,2018 | | | MPR | MPR |
| November 30,2018 | | MPR | | MPR |
| December 13,2018 | MPR | | | |
| January 25,2019 | | | MPR | MPR |
| February 22,2019 | | MPR | | MPR |
| March 29,2019 | | | MPR | MPR |
| April 26,2019 | | | | MPR |
| May 31,2019 | MPR | MPR | MPR | MPR |

Section A: Where are we now as a school?

What Perceptions data did you use? What did the data tell you?

We used climate-rating data to determine general perceptions of the school. There were areas of concern. (1) Student Georgia Health Survey was low, earning a score of only 72.872, (2) In the area of Safe and Substance-Free Learning Environment, "Violent Incidents (data) received a score of 75.658 and (3) Student Attendance scored only 79.188. This told the team that we will need to put effort into identifying factors that will make our students feel safe and take pride in the school. We believe that our new PBIS efforts will play a major part in this work. This will also address the need to decrease the number of discipline referrals. Student attendance has been something that we have worked to increase for some time. Again, we hope that our PBIS efforts will help motivate students to attend school every day.

What demographics data did you use? What did the data tell you?

Using the performance data from the GADOE portal (CCRPI), we observed the following:

Black students met the subgroup performance target but failed to meet the state performance target (all subjects).

Hispanic students only met the participation rate (failed to meet subgroup and state performance target) (ELA and Math).

Multi-Racial students only met the participation rate (failed to meet subgroup and state performance target) (ELA and Math).

White students met participation and state performance target but failed to meet the subgroup performance target (ELA).

Economically Disadvantaged students met the subgroup performance target (Math) but failed to meet standards in other areas.

Students with Disabilities failed to meet any performance targets across all subjects (participation rate was met).

The foci below have been determined from this data.

- Examine current practices.
- Strengthen tier I instruction.
- Streamline and maximize instructional resources.
- Provide professional development.

What student learning data did you use? What did the data tell you?

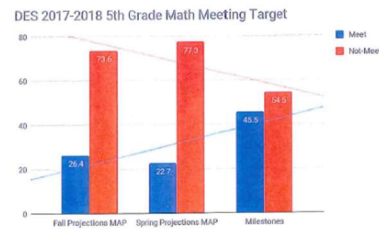
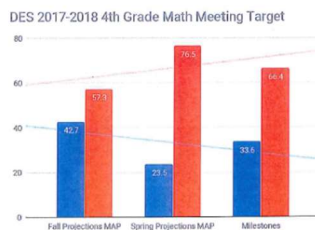
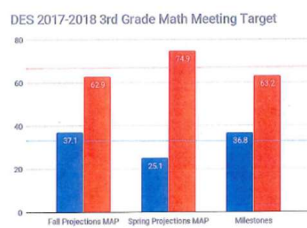
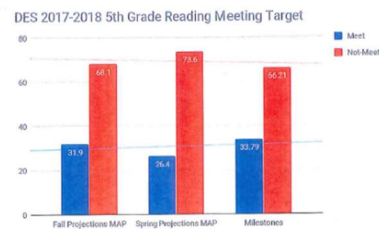
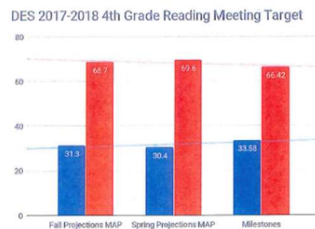
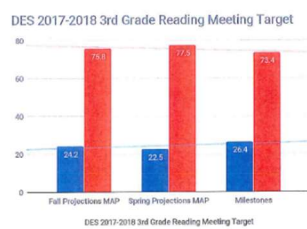
K-2 MAP data; 3-5 GMAS data (Students meeting and exceeding standards)

- All grade levels scored at or below 61%
- 46% of fifth grade scored meeting and exceeding
- 33% of fourth grade scored meeting and exceeding
- 37% of third grade scored meeting and exceeding
- 45% of second grade scored meeting and exceeding
- 61% of first grade scored meeting and exceeding
- 60% of kindergarten scored meeting and exceeding

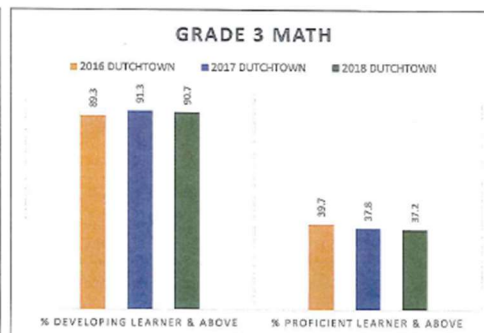
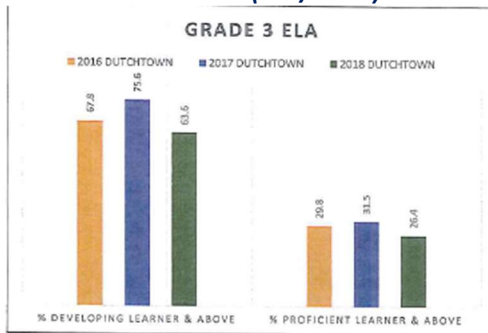
MAP projection data vs. GMAS performance data (reading and math)

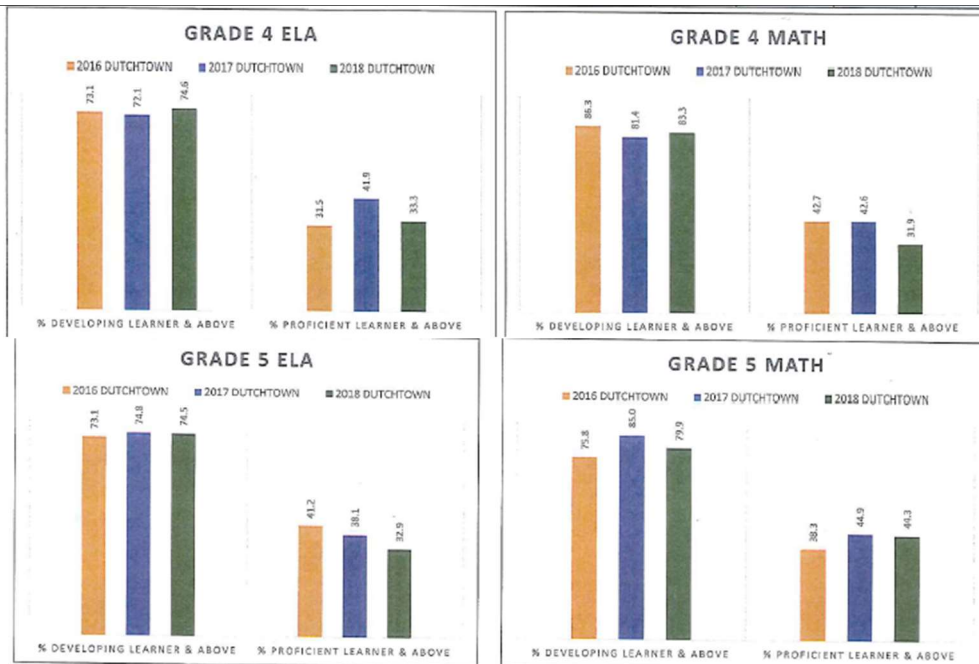
- It was determined that MAP projections were good predictors of performance levels on GMAS.
- Sample (5th grade)

MAP Projections to Milestone Results



Three-Year Trend data (ELA/Math)





Lexile Score data (grades 3-5)

COMPARISON LEXILE DATA



What internal processes & programs did you evaluate? What did this evaluation tell you?

*Our team discussed our **MTSS** process. The data indicated that many of our concerns stemmed from tier 1 shortfalls, therefore one focus for the 18-19 year is effective tier 1 instruction. We believe that the number of students in MTSS (tier 2 and tier 3) will reduce significantly when we can support our teachers with standards-based instruction and intense literacy workshop strategies.*

Section B: Where do we want to be?

Purpose: "We are PURPOSE Driven"

Vision: Dutchtown Elementary will be a high performing school where high expectations are the standard, students take ownership of their learning, parents are involved and supportive, teachers work collaboratively to implement best practices, and stakeholders positively impact our community.

For Cohort 15, 16, 17 & 18 schools, what are the key personalized learning priorities outlined in your approved School Readiness Criteria (SRC) document for this school year? Reference the Rollout Sequence and Implementation Roadmap sections of your SRC.

Our SRC outlined specific core practices for professional development. Practices such as developing formative instruction (FIP), integration of technology, student agency, learner profile surveys, and goal setting were identified as our personalized learning priorities.

Choice Practices (Teacher choice areas of professional development) [Part B. Section 6. Professional Development: Sustainability]

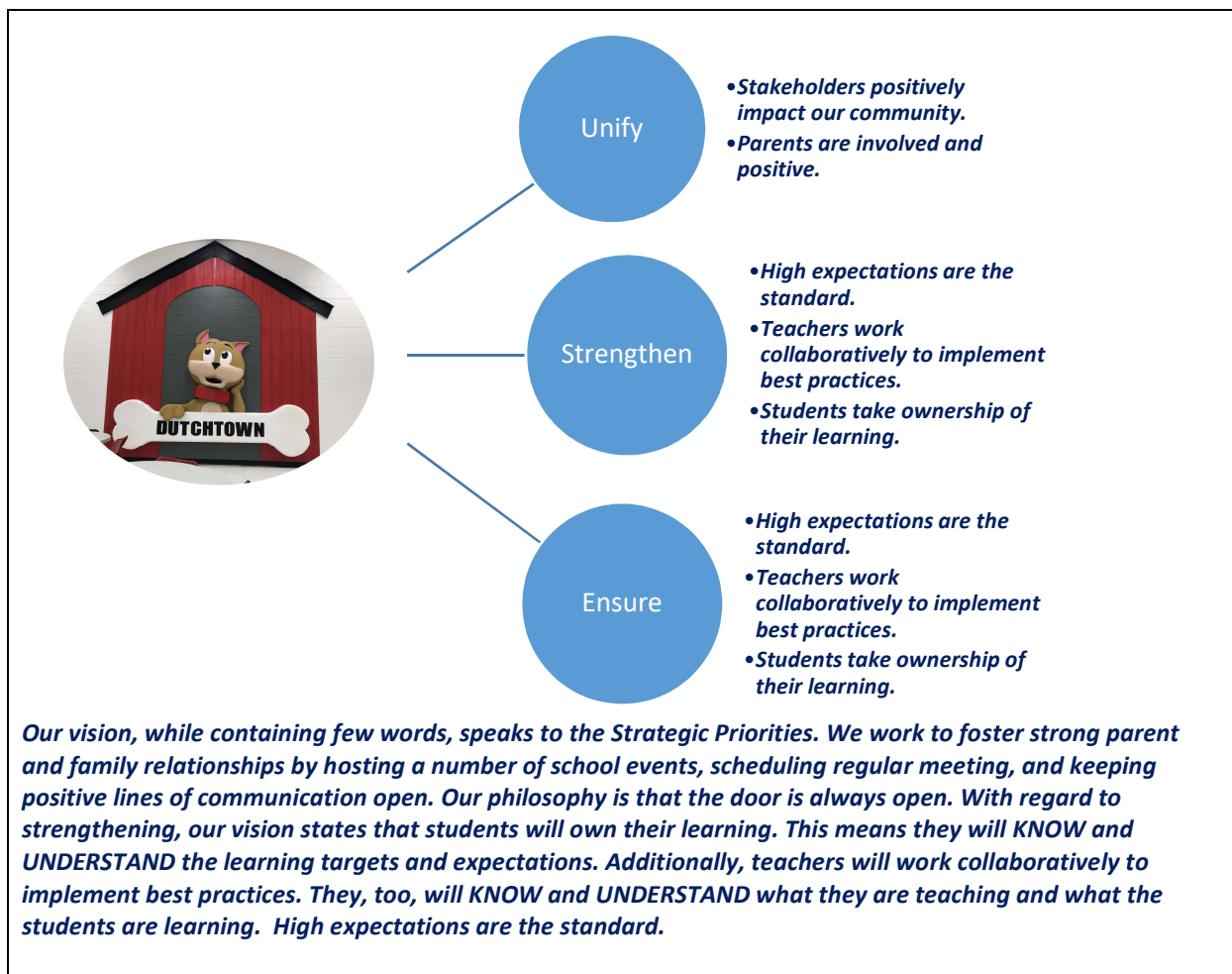
Professional development sessions will be divided into two categories: core practices and choice practices. All teachers will be required to attend professional development sessions on the core (or “tight”) instructional practices. Teachers will evaluate the level of personalization of their classrooms using the Prototype Evaluation Tool and choose an area of focus (Year 1 Choice Practices: Pace, Path, Technology, Data Collection and Analysis, as well as Authentic Learning). Professional development for these areas will be offered as choices during professional development days and at the teacher's own pace using micro-credentials from HCS or Edivate. Teachers will work within a professional learning community of educators that chose to develop the same practice. New teachers will be assigned a peer (preferably from the same grade level if there is a high teacher available) to mentor him or her during the first year. Project manager will also share links to previously attended webinars for new teachers to view on their own time. All teachers will re-evaluate their practices for the level of personalization using the Prototype Evaluation Tool three times a year.

Core Practices (School-wide professional development)

- ***Increase rigorous instruction [Part B. Section 6. Professional Development: Core Practices – Year 1]***
During the (D) design phase teachers and students will review assessment results disaggregated by standard and DOK level. Students will create or co-create action plans with DOK aligned activities. During the (E) engage phase students will complete their learning plans and during the (S) share phase students will present or demonstrate their learning. An increase in rigorous instruction will be measured by rigor audits of Doing DES/DES Way sheets. [Part B. Section 2. Data and Assessment: Rigor Audits]
- ***Goal setting [Part B. Section 6. Professional Development: Core Practices - Year 1]***
Students will use data from assessments and learner profile surveys to set goals for their learning and development.
- ***Increase use of data to inform instruction [Part A. Section 4: Core Strategy #2, Part A. Section 6: Targeted Instruction]***
The frequency of using data to target instruction to small groups or individual students will increase. Teachers and students will use data to identify areas for learning. The daily schedule will include time set aside for students to address their individual needs through Instructional Focus (IF) time.

How does your vision align with the HCS Strategic Priorities? Explain.

Our vision aligns with several aspects of the Strategic Priorities.



Section C: FY19 Comprehensive Needs Assessment

1. Planning and Preparation

1.1 Identification of Team Members

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained.

| Position/Role | Name |
|----------------------------|----------------------------|
| <i>Principal</i> | <i>Dr. Sherri Edwards</i> |
| <i>Assistant Principal</i> | <i>Mrs. Whitney Pasch</i> |
| <i>ESE Chairperson</i> | <i>Mrs. Karen Schmidt</i> |
| <i>Counselor</i> | <i>Ms. Darlene Hackney</i> |

| | |
|--------------------------------------|-----------------------------|
| <i>Instructional Support Teacher</i> | <i>Mrs. Ariene Johnson</i> |
| <i>Personalized Learning Lead</i> | <i>Ms. Sheila Thurmon</i> |
| <i>Kindergarten</i> | <i>Mrs. Heather Kendall</i> |
| <i>First</i> | <i>Ms. Clarissa Thomas</i> |
| <i>Second</i> | <i>Ms. Sandra Booker</i> |
| <i>Third</i> | <i>Mr. Chad Hutsell</i> |
| <i>Fourth</i> | <i>Ms. Cantrell-Laster</i> |
| <i>Fifth</i> | <i>Mr. Curtis Cowells</i> |
| <i>Paraprofessional</i> | <i>Mrs. Lisa Armstrong</i> |

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained.

| Position/Role | Included (Yes/No) |
|--|--|
| Instructional coaches | <i>Yes – Instructional Support Teacher - DES</i> |
| Counselors | <i>Yes</i> |
| Parent liaison | |
| Health care providers | |
| Social workers | |
| Faith-based community leaders | |
| School/District based Technology staff | |
| Librarian | |
| Parents | |
| Students | |
| District Staff | |

| |
|---|
| How did the team ensure that the selection of stakeholders were included in the CSIP? |
| <i>These individuals participated in the creation of the CSIP and instructional goals for our school. These stakeholders were instrumental in our discussions and implications about school data.</i> |

3. Needs Identification and Root Cause Analysis (All Schools must complete)

3.1 Strengths and Challenges based on Trends and Patterns

| | |
|---|--|
| Coherent Instructional System: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. <u>What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What are doing to address the various educational needs of your students?</u> | |
| <i>Patterns associated with clear and concise disaggregation of achievement and perception data will support the identification of student, teacher and leader needs. School strengths include kindergarten and first grade foundations on MAP and 5th grade distinguished levels in the area of ELA. Challenges include the percentage of distinguished learner in social studies and science, access and support from the media center, low achievement in 2nd grade math, and a decline in 3rd grade ELA and math. <u>What are doing to address the various educational needs of your students?</u></i> | |
| <i>What we believe we do...</i> | <i>What we need to do...</i> |
| <i>Analyze data from MAP, Unit Tests, and GMAS</i> | <i>Operate with fidelity and consistency</i> |
| <i>Use data to drive instruction</i> | |
| <i>Conduct data talks</i> | |
| <i>Administer formative assessments</i> | |
| <i>Interventions (MTSS, TAG, ESE)</i> | |

Supportive Learning Environment System: Summarize the supportive learning environment system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What are you doing to decrease the number of discipline referrals and attendance concerns?

The team evaluated and discussed school-wide discipline (including the number of office referral presented by Mrs. Pasch).

| <i>What we believe we do...</i> | <i>What we need to do...</i> |
|---|--|
| <i>Incentives/Praise "Bark Ticket" drawings</i> | <i>Implementation of PBIS</i> |
| <i>Address absenteeism with phone calls and letters</i> | <i>Morning Meetings</i> |
| <i>De-escalation training for teachers</i> | <i>Build relationships</i> |
| <i>Use of school counseling services</i> | <i>Increase professional development</i> |

Demographic: Summarize the demographic trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? What is happening in the following areas (*Subgroup data, mobility, remedial/early intervention/alternative/gifted*)?

Referring back to section A of this plan wherein we identified shortfall in specific demographic categories, our team discussed the notion that all areas are in need of review. While there are subtle differences among the subgroups, our recommendations remain the same in our efforts to close the gaps.

- *Examine current practices.*
- *Strengthen tier I instruction.*
- *Streamline and maximize instructional resources.*
- *Provide professional development.*

| <i>Demographic Areas of Focus</i> | <i>What we know...</i> |
|------------------------------------|--|
| <i>Subgroup data</i> | <i>See subgroup data in Section A</i> |
| <i>Mobility</i> | <i>DES was once a school choice school Our enrollment rose to 785 students in 17-18 Over 200 students were enrolled based on affidavit</i> |
| <i>Remedial/Early Intervention</i> | <i>Early Intervention Program provided to students who fall into the lowest 25%ile, retainees, and those who failed the GMAS.</i> |
| <i>Alternative/Gifted</i> | <i>DES houses 4 ESE units (EBD, AUT, DHH, Pre-k) Our number of TAG qualified students has increased. They receive resource AND have HRs with gifted certified teacher.</i> |

Section E: School Improvement Template

(All Schools Must Complete)

(see pg. 162-163 Data Analysis for Continuous School Improvement by Victoria Bernhardt)

- Note: Goals for the 18-19 SY must focus specifically on improving student learning outcomes. Personalized learning schools' goals and strategies should align with those outlined and previously approved in the SRC document. Title schools' goals should align with the Title I guidance. All schools must align their plan with the HCS Strategic Priorities:
 - Unify Henry County around excellence in public education*
 - Strengthen our core business of student learning*
 - Ensure a high performing environment for all students*

Goal 1:

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Measurement of Strategies How Is It Done? | Measurement of Strategies Timeline | Evaluation How Effective Was It? |
|---|--|--|------------------------------------|--|
| Align instruction and materials with the Henry Teaching & Learning Standards (HLTS). <i>100% of core content teachers will engage in practices designed to increase literacy skill level for all students.</i> https://sites.google.com/henry.k12.ga.us/henryteach/english-language-arts | <i>Administration</i> <i>Instructional Support Teacher</i> <i>Leadership/Grade Chairs/Department Chairs</i> <i>Classroom Teachers</i> | <i>Readers/Writers Workshop</i> <i>Lucy Calkins</i> <i>Phonics program</i> <i>Novel Studies</i> | <i>August 2018-May 2019</i> | <i>Formative Assessments</i> <i>Data collection</i> <i>Walkthroughs/LKES Evaluations</i> <i>5X5s</i> <i>MAP</i> <i>GMAS</i> |
| Professional development and collaboration: <i>Weekly Collaborative (teacher) Planning</i> <i>FIP Training (continued from 2017-2018)</i> <i>Readers/Writers Workshop</i> <i>Phonics program</i> <i>Parent Workshops</i> | <i>Administration</i> <i>Instructional Support Teacher</i> <i>Leadership/Grade Chairs/Department Chairs</i> <i>Classroom Teachers</i> | | | <i>Data talks</i> <i>Conferences</i> <i>Collaborative Meetings</i> |

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 - Strengthen our core business of student learning*
 - Ensure a high performing environment for all students*

Goal 2:

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Measurement of Strategies How Is It Done? | Measurement of Strategies Timeline | Evaluation How Effective Was It? |
|---|---|--|---------------------------------------|---|
| <p>Align instruction and materials with Georgia the Henry Learning & Teaching Standards (HLTS).</p> <p><i>100% of core content teachers will work collaboratively to use and analyze benchmark data to adjust instruction. Teachers will engage in explicit math instruction.</i></p> <p>https://sites.google.com/henry.k12.ga.us/henryteach/mathematics</p> | <p><i>Administration</i></p> <p><i>Instructional Support Teacher</i></p> <p><i>Leadership/Grade Chairs/Department Chairs</i></p> <p><i>Classroom Teachers</i></p> | <p><i>District Benchmarks</i></p> <p><i>Math Frameworks</i></p> <p><i>IKAN/GLoSS</i></p> <p><i>Explicit Instruction</i></p> <p><i>*Approved Math Program from the District</i></p> | <p><i>August 2018-May 2019</i></p> | <p><i>Formative Assessments</i></p> <p><i>Data collection</i></p> <p><i>Walkthroughs/LKES Evaluations</i></p> <p><i>5X5s</i></p> <p><i>MAP</i></p> <p><i>GMAS</i></p> |
| <p>Professional development and collaboration</p> <p><i>Weekly Collaborative (teacher) Planning</i></p> <p><i>FIP Training (continued from 2017-2018)</i></p> <p><i>Parent Workshops</i></p> | <p><i>Administration</i></p> <p><i>Instructional Support Teacher</i></p> <p><i>Leadership/Grade Chairs/Department Chairs</i></p> <p><i>Classroom Teachers</i></p> | | | <p><i>Data talks</i></p> <p><i>Conferences</i></p> <p><i>Collaborative Meetings</i></p> |

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 - Unify Henry County around excellence in public education**
 - Strengthen our core business of student learning**
 - Ensure a high performing environment for all students**

Goal 3:

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Measurement of Strategies How Is It Done? | Measurement of Strategies Timeline | Evaluation How Effective Was It? |
|--|--|--|------------------------------------|---|
| Align instruction and materials with Georgia the Henry Learning & Teaching Standards (HLTS). <i>100% of core content teachers will plan collaboratively using the Henry Learning & Teaching Standards.</i> <i>All students will increase literacy levels (Lexile Scores).</i> | Administration Instructional Support Teacher Leadership/Grade Chairs/Department Chairs Classroom Teachers | Readers/Writers Workshop <i>Lucy Calkins</i> <i>Phonics program</i> <i>Novel Studies</i> <i>Collaborative planning</i> <i>Data reviews</i> | August 2018-May 2019 | Formative Assessments CFAs Data collection Walkthroughs/LKES Evaluations 5X5s MAP GMAS |
| Professional development and collaboration: <i>Weekly Collaborative (teacher) Planning</i> <i>FIP Training (continued from 2017-2018)</i> <i>Readers/Writers Workshop</i> <i>Phonics program</i> <i>Parent Workshops</i> | Administration Instructional Support Teacher Leadership/Grade Chairs/Department Chairs Classroom Teachers | | | Data talks Conferences Collaborative Meetings |