

RBCES 2021-2022 School Improvement Plan

Collaborative Culture	Data Driven Decisions	High Impact Instruction
<p>Goal: RBCES will use common strategies to create a safe & connected school family to increase student achievement.</p>	<p>Goal: RBCES will increase the effectiveness of tiered interventions resulting in increased student achievement.</p>	<p>Goal: RBCES will provide rigorous standards-based learning experiences; monitor and adapt for learning to increase student achievement.</p>
<p>Professional Development: Schoolwide expectations and routines Classroom Meetings CDAT/Conscious Discipline (Summer & monthly PD)</p>	<p>Professional Development: MTSS training on systems of support including tier 2 and tier 3 roles and responsibilities of staff</p>	<p>Professional Development: K-5 Instructional practice guide K-5 Thinking Maps K-5 ESOL strategies</p>
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Ensure Tier one system for behavior is implemented with fidelity to establish a sense of safety and belonging. 2. Strengthen tier 2 and 3 systems of supports that teach missing executive functioning skills and social-emotional competencies including mentorship. 3. Establish consistent common communication for parents using class dojo and quarterly parent activities/trainings focused on academics. 	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Teachers will analyze student common formative assessments in ELA/math to determine proficiency and plan intervention. 2. The lowest 35% and subgroups not meeting 41% proficiency will be monitored by teacher teams for progress. 3. Consistently meet with attendance committee and provide interventions for students off track for attendance. 	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Teacher instruction, student task, student output and assessments will be aligned to the grade level standard. 2. Students will do the majority of the work in the lesson. 3. Science?? 4. Teachers will use research-based strategies to improve outcomes for English language learners. See appendix A
<p>Monitoring for Evidence: Parent survey data and sign-in sheets Gallup Survey & Action Plans Simplifying RTI Culture Survey Mid-year Success Plan reflection Discipline data EWS data</p>	<p>Monitoring for Evidence: CFA data (Mid/end module, Comp checks) MAPS assessments FSA data IRLA data Intervention logs EWS data</p>	<p>Monitoring for Evidence: Classroom walkthroughs CFA data MAPS assessments FSA data IRLA data</p>

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Collaborative Culture

Goal: RBCES will create a safe & connected school family to increase student achievement.

Professional Development:

Schoolwide expectations and routines
Classroom Meetings
Conscious Discipline (Summer & monthly PD)

Strategy	Action Step	Timeline	Lead	Monitoring	Grant funds
1. Ensure Tier one system for behavior is implemented with fidelity to establish a sense of safety and belonging.	Provide visual routines for students and staff. Provide visual school-wide expectations for students and staff	Pre-planning	1. Admin 2. CDAT 3. Teachers	Behavior data-EWS Pre-referral Walkthrough- school counselor and social worker	
	Establish a Conscious discipline action team (CDAT) to guide staff in tier one system for behavior.	Summer 2021	1. Admin 2. LDC-Maintenance 3. Tier 1 behavior-data review 4. Teachers 5. School counselor 6. Social worker	Behavior data-EWS Pre-referral Walkthrough- school counselor and social worker	
	Establish, teach and reteach helpful behavior (school-wide expectations) First 2 weeks and maintain throughout the year by doing a reboot each quarter	Throughout the year	1. Admin 2. SEL team- model & support 3. Tier 1 behavior-data review 4. Teachers	Behavior data-EWS Pre-referral Walkthrough- SEL team, Admin Master schedule-Admin review	
	Engage in professional learning on conscious discipline strategies. Train staff on the power of attention and unity. Train staff how to use the skill of assertiveness and encouragement.	Summer PD Throughout the year during early release	1. Admin 2. SEL team 3. Tier 1 behavior-data review	Staff conversations about behaviors Pre-post survey with staff	
	Create a first 2-week plan of teaching students expectations and helpful behavior. Create a reboot teaching plan at the beginning of each quarter.	Preplanning Quarterly	1. Admin 2. SEL team 3. Tier 1 behavior-data review 4. Teachers	Staff conversations about behaviors Pre-post survey with staff	
2. Strengthen tier 2 and 3 systems of supports that teach missing executive functioning skills and social-emotional competencies including mentorship.	Schedule small groups for students needing lessons on social-emotional competencies and executive functioning skills	Beginning in September and continuing throughout the year	1. SEL Team 2. CDAT 3. Tier 1 behavior-data review	Students growth in social-emotional competencies and executive functioning skills evidenced through tier 2 and tier 3 supports no longer being needed.	

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<p>2. Strengthen tier 2 and 3 systems of supports that teach missing executive functioning skills and social-emotional competencies including mentorship.</p>	<p>Develop systematic school-wide jobs and mentoring opportunities for students in need of tiered behavior supports</p>	<p>Beginning in August and continuing throughout the year</p>	<ol style="list-style-type: none"> 1. SEL Team 2. Tier 1 behavior-data review 	<p>Behavior data-EWS Pre-referral</p>	
<p>3. Establish consistent communication for parents and quarterly parent activities/trainings focused on academics.</p>	<p>Utilize a consistent digital application Class Dojo school-wide for teachers and families to communicate efficiently.</p>	<p>Summer PD Pre-planning</p>	<ol style="list-style-type: none"> 1. Teacher leader- train 2. Teachers- implement 	<p>Parent Survey</p>	
	<p>Provide a parent event per quarter that includes food, social and academic elements.</p>	<p>See last page</p>	<ol style="list-style-type: none"> 1. Admin 2. Parent Involvement coordinator 	<p>Sign-in sheets Parent Survey</p>	
	<p>Teachers and behavior support staff will communicate something positive about each student monthly with parents/families. Communication will be documented in the Parent Communication Log</p>	<p>Preplanning August 3rd</p>	<ol style="list-style-type: none"> 1. Teachers 2. SLT 	<p>Parent Communication Log</p>	

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Data Driven Decisions					
Goal: RBCES will increase the effectiveness of tiered interventions resulting in increased student achievement.			Professional Development: MTSS training on systems of support including tier 2 and tier 3 roles and responsibilities of staff		
Strategy	Action Step	Timeline	Lead	Monitoring	Grant funds
1. Teachers will analyze student common formative assessments in ELA/math to determine proficiency and plan intervention cycles.	Calibrate on how to give assessment, establish common expectations and grading	Throughout the year	1. Admin 2. Team leads- implement & lead 3. PLC- data review 4. Content coach	CFA data Tiered assessment data Quarterly assessments IRLA	
	Mapping out CFA's with essential standards	Summer PD Teacher pre-plan	1. Content coach 2. PLC- data review	CFA data Tiered assessment data Quarterly assessments IRLA	
	Train staff on MTSS- systems of support including tier 2 and tier 3 roles and responsibilities of staff	Summer PD	1. Admin 2. SBIT team	Tiered assessment data	
	Intervention tier 2/3 ELA: IRLA and CFA data will be analyzed monthly and intervention groups will be created for a 3 week cycle for tiered instruction. Math: Prior year fluency standard in 4 week cycles in Q1 then shift to grade level standards in Q2	Throughout the year	1. Admin 2. PLC 3. Content coach	CFA data Tiered assessment data Quarterly assessments IRLA	
2. The lowest 35% and subgroups not meeting 41% proficiency will be monitored by teacher teams for progress. TWEAK Tiffany	Data wall will be created in PLC room with students in subgroups to monitor progress. The problem solving process will be used to develop action steps to support the growth of students.	Quarterly During intervention data cycles	1. Admin 2. Team lead 3. Content coach	PLC Notes PLC observations	
3. Consistently meet with attendance committee and provide interventions for students off track for attendance.	Committee will problem solve students off track for attendance and provide supports.	Monthly	1. Admin 2. Attendance committee	EWS data	

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High Impact Instruction

Goal: RBCES will provide rigorous standards-based learning experiences; monitor and adapt for learning to increase student achievement.

Professional Development:
 K-5 Instructional practice guide
 K-5 Thinking Maps
 K-5 ESOL strategies

Strategy	Action Step	Timeline	Lead	Monitoring	Grant funds
1. Teacher instruction, student task, student output and assessments will be aligned to the grade level standard.	Teachers will unpack standards in math and ELA as part of the PLC process aligned to question #1 What do we want all students to learn?	Weekly throughout the year	1. PLC Facilitators-lead 2. Coaches support	PLC Notes	
	Teachers will engage in learning BEST standards K-2 and LAFS 3-5.	Summer PD	1. Admin 2. PLC 3. Content coach	Learning walk data Common formative	
	Thinking maps will be continued to be implemented with a focus on the frame of reference and using the maps to lead to writing. Thinking Maps Thursday-post a Thinking Map on Facebook and highlight in PLC room/office. Have an Admin Map Contest with children.	Summer PD Throughout the year	1. Admin 2. Content coach	Classroom walkthroughs Student work samples	
	Student work protocols will be used to analyze student work for alignment to the standard.	Throughout the year	1. Admin 2. PLC 3. Content coach	Classroom walkthroughs Student work samples	
2. Students will do the majority of the work in the lesson.	Engagement strategies professional development so instruction aligns to core action 2 and 3 of the IPG tool.	Summer PD Throughout the year	1. Admin 2. Content coach		
	Teachers participate in a learning walk led by instructional coaches and administration using the IPG tool.	Sept. Nov. Feb April	1. Admin 2. Coaches schedule	Instructional calendar Learning walk trend data	

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	Learning walk data will be analyzed by the SLT for trends and utilized to determine next steps for professional learning.	Sept. Nov. Feb April	1. Admin will gather data 2. SLT will action plan around trends	SLT meeting agenda after progress reports quarterly	
	Feedback on the alignment of instruction to the IPG tool will be provided to each teacher visited after the learning walk.	Sept. Nov. Feb April	1. Admin will provide feedback to teachers	Copy of IPG tool feedback	
3. Science			1.		
4. Teachers will use research-based strategies to improve outcomes for English language learners See appendix A	ESOL and content coaches will collaborate to identify key strategies for implementation Train monitor	Throughout year	2. District support to admin 3. ESOL Coach	IRLA data Learning walk data Common formative Anchor chart evidence of vocabulary strategy learning	

From COGNIA:

2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.
All educators are engaged in a process to align curriculum to standards and best practice	While PLCs are protected time, not all PLC times are spent aligning standards and best practices with the curriculum.
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.
Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals Results of the continuous improvement process consistently and clearly communicated to all representative internal and external stakeholder groups	While data is collected for large outcomes such as FSA testing and Gallup surveys, we question rather of data is shared with all internal stakeholders.

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<u>Building Capacity of Parents</u>		<u>How will this impact Student Achievement?</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Check all that apply.</u>				<u>How will this support learning at home?</u>	<u>SUP Goal (s) this Strategy supports</u>
<u>Title/Topic of Event</u>				<u>Transportation</u>	<u>Meal</u>	<u>Childcare</u>	<u>Translation</u>		
Curriculum Areas	Reading Night Math/Science Night MOSI night https://www.mosi.org/groups/	IRLA/FSA information Will equip parents to help their children at home and emphasize the importance of doing their best.	September January December		X		X	Parents will understand the expectations of the standards and have ideas of how to help.	Goal: RBCES will provide rigorous standards-based learning experiences; monitor and adapt for learning to increase student achievement.
Achievement Levels, Expectations and Assessments	Back to School Bash Registration/Open House Pastries with parents	Communicating expectations, modes of communication between school and family,	July August May		X		X	Parents will be informed of how their child's instructional day is organized and ways they can partner with the school.	Goal: RBCES will use common strategies to create a safe & connected school family to increase student achievement.
Progress Monitoring	Parent Conference nights	Partnering with parents and empowering them to be informed of their child's progress.	September January		X		x	Parents will be informed of their child's progress and how they can help at home.	Goal: RBCES will increase the effectiveness of tiered interventions resulting in increased student achievement. Goal: RBCES will provide rigorous standards-based learning experiences; monitor and adapt for learning to increase student achievement.
Other Activities Celebrating diversity	Fall festival, Hispanic heritage, Friendship Dance African American heritage	Students celebrating cultures and sharing learning	October November February		X		X		Goal: RBCES will use common strategies to create a safe & connected school family to increase student achievement.

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APPENDIX A: ESOL Plan

What	Who
During SBIT's on students that are ELL include WIDA data in data set and have a subgroup of students that have like WIDA scores to determine if there is a discrepancy. Add Imagine Learning as tier 1 data.	ESOL Coach
Include Gaines in all ELL SBITs	
Change language of deficit to asset multi-language learners. There are different dialects of Spanish that our students are speaking.	Staff- mind shift
Focus phonemic awareness activities intentionally around sounds not in the Spanish language (/dg/ /j/ /sh/ /th/ /z/)	Teachers K-1 Train teachers on emphasizing these unknown sounds
Explicitly teach the English vowel with the Spanish sound so they can connect to their schema. Tiered intervention* Particularly to short and long sound. Visual cues=95% hand signals, phonics dance	ESOL teacher as needed
Include visuals of Spanish words with the sound as well as English words with the sounds https://www.spanishdict.com/guide/spanish-vowels	K-5
When learning letter sounds connect to words in Spanish that also have the sound (boots/botas, popcorn/palomitas de maiz) with caution	Teachers K-1
Oracy strategies: <u>Before reading</u> Building background knowledge- GLAD Input Chart (Circle Map) Explicit/front loading of vocabulary- chants <u>During reading</u> Annotating text- Sentence patterning for responding to text, sentence starters <u>After reading</u> Practice oral language- Accountable talk stems, Increase student conversation, include role play, storytelling using wordless books, Sentence structure- Sentence patterning chart-GLAD strategy during writer's workshop (color code) PLC sentence structure (2-5) Sentence transformations- sentence starters	K-5
Students enrolling that are NES or LES- do Spanish IRLA assessment to determine literacy skills. Provide Spanish materials according to their level to read. Look for books that are bi-lingual	ESOL Coach ESOL teacher
Sight word practice in phrases, sentences, or books NOT in isolation- Tiffany and Gaines will come up with a plan	K-5
Partner reading with tight routine or Imagine instead of IR- tease out by IRLA level and grade level	K-5
Add vocabulary to math lessons and write them on the board with visuals for students to comprehend concept- pay attention to multiple meaning words that may cause difficulty Place value in Spanish and English posted	K-5
Peer-assisted learning strategies (PALS) implemented 2-4 times a week during IR in grades 2-5	Teachers 2-5
During a ESOL PD have staff answer questions on page 67 pre-test and then reflect in quarter 3 PD: common misconceptions of ELLs and how struggling ELLs might look like students with LD or strategies to use for ELLs	K-5
Increasing the number of parents of ELLs that get involved in the school and volunteer	ESOL Coach Boyd Russ
Imagine learning implemented with fidelity- Magda will get back about how many license we can get.	ESOL team
Translation apps that can assist teachers with communicating with students	Teachers
Technology that can be used to translate assignments and/or read to the student in Spanish/English Google Translate , Say HI , iPad google translate	
Have an ESOL IA dedicated to K-2 Marilyn and one for 3-5 Sandra- attend curriculum planning for their grade levels ESOL coach attend ELA planning for all grade levels, attend K PLC and other PLCs as needed IA role: During reading part, Based IRLA guided reading groups connected knowledge & phonics 5 th science scheduling with IA time	ESOL team

Interesting: IR less effective for ELL page 34

Appendix B

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Five Levels of Thinking Maps® Implementation

	1 Introducing the Knowledge Base	2 Teaching the Skills and Maps	3 Horizontal Transfer Across Disciplines	4 Vertical Integration	5 Executive Control and Assessment
STUDENT	<ul style="list-style-type: none"> Is aware of the impending implementation 	<ul style="list-style-type: none"> Correctly applies and constructs all 8 maps with support Recognizes maps as teacher applies them in new situations Identifies appropriate TM in response to prompt or question 	<ul style="list-style-type: none"> Uses thinking process vocabulary Accurate and independent selection of TM for communicating thoughts and ideas in all subject areas Applies multiple maps to analyze and comprehend information for learning 	<ul style="list-style-type: none"> Uses TM in collaborative group work to expand, revise, and synthesize ideas Collaborative problem-solving Applies TM to homework, projects, etc., for a variety of purposes and through a variety of technologies, including TM software 	<ul style="list-style-type: none"> Fluid, independent use of language of TM across disciplines Uses TM for metacognition, self-reflection, and assessment Self-selected artifacts for student portfolio of Thinking Maps Novel applications beyond academic areas
TEACHER	<ul style="list-style-type: none"> Has attended Day 1 TM training Established a plan for systematically introducing TM Has met with colleagues (grade level, content area) to review plans for implementation Discussed with students the plan for implementation 	<ul style="list-style-type: none"> Explicitly introduces and reinforces all 8 maps Models and applies multiple maps to demonstrate and introduce content and concepts 	<ul style="list-style-type: none"> Uses TM to guide questioning and responses Encourages and models thinking process vocabulary for transfer across disciplines Explicitly scaffolds map(s) for improvement of students' thinking abilities 	<ul style="list-style-type: none"> Uses TM in collaborative work for instruction and assessment Collaborative problem-solving and curriculum planning Uses TM in and for curriculum planning, cooperative learning, and assessment through a variety of technologies, including TM software Embeds Thinking Maps in other instructional strategies, structures, and initiatives 	<ul style="list-style-type: none"> Fluid use of map(s) in instruction and assessment Uses TM for metacognition, self-reflection, and assessment Self-selected collection and documentation of Thinking Maps integration Novel application to instructional opportunities beyond academic areas
ADMINISTRATOR	<ul style="list-style-type: none"> Has a clearly developed plan to support TM implementation Uses TM for basic agendas or to display data such as agendas, roles (if leadership training has preceded TM implementation) 	<ul style="list-style-type: none"> Uses TM to plan and facilitate small and whole group meetings Models multiple maps to introduce and generate information about topics or issues 	<ul style="list-style-type: none"> Uses TM for coaching and supervision Uses TM for long-term planning and school improvement Encourages and models thinking process vocabulary for transfer across the learning organization 	<ul style="list-style-type: none"> Uses TM in collaborative work for instruction and assessment Collaborative problem-solving and curriculum planning Uses TM in and for curriculum planning, cooperative learning, and assessment through a variety of technologies, including TM software Embeds Thinking Maps in other instructional strategies, structures, and initiatives 	<ul style="list-style-type: none"> Fluid use of maps in collaborative problem-solving, coaching, and supervision, etc. Uses TM for metacognition, self-reflection and assessment School-wide documentation of applications across grade levels and disciplines Novel application to administrative duties
SCHOOL	<ul style="list-style-type: none"> Leadership Team, including Trained Trainers, established to guide implementation All resources and TM software, if acquired, are distributed to faculty Central area established to share/display TM work 	<ul style="list-style-type: none"> Displays evidence of student, teacher, and administrator applications Parents are made aware of the implementation of the maps and opportunities are provided for them to become oriented to their use 	<ul style="list-style-type: none"> Sharing, discussing, and collecting map applications and media across all grade levels and positions to promote the school-wide common language Uses TM for school-wide data analysis and action planning 	<ul style="list-style-type: none"> Uses TM in grade level department, parent, and volunteer meetings for collaborative problem-solving Integrates TM as a tool within other communication frameworks through a variety of technologies, including TM software 	<ul style="list-style-type: none"> Fluid use of maps for communication between all members of learning community, parents TM technology used to facilitate higher order thinking across school School-wide assessment of implementation indicating patterns of use, growth and next steps Novel applications outside of school building (in the wider community)