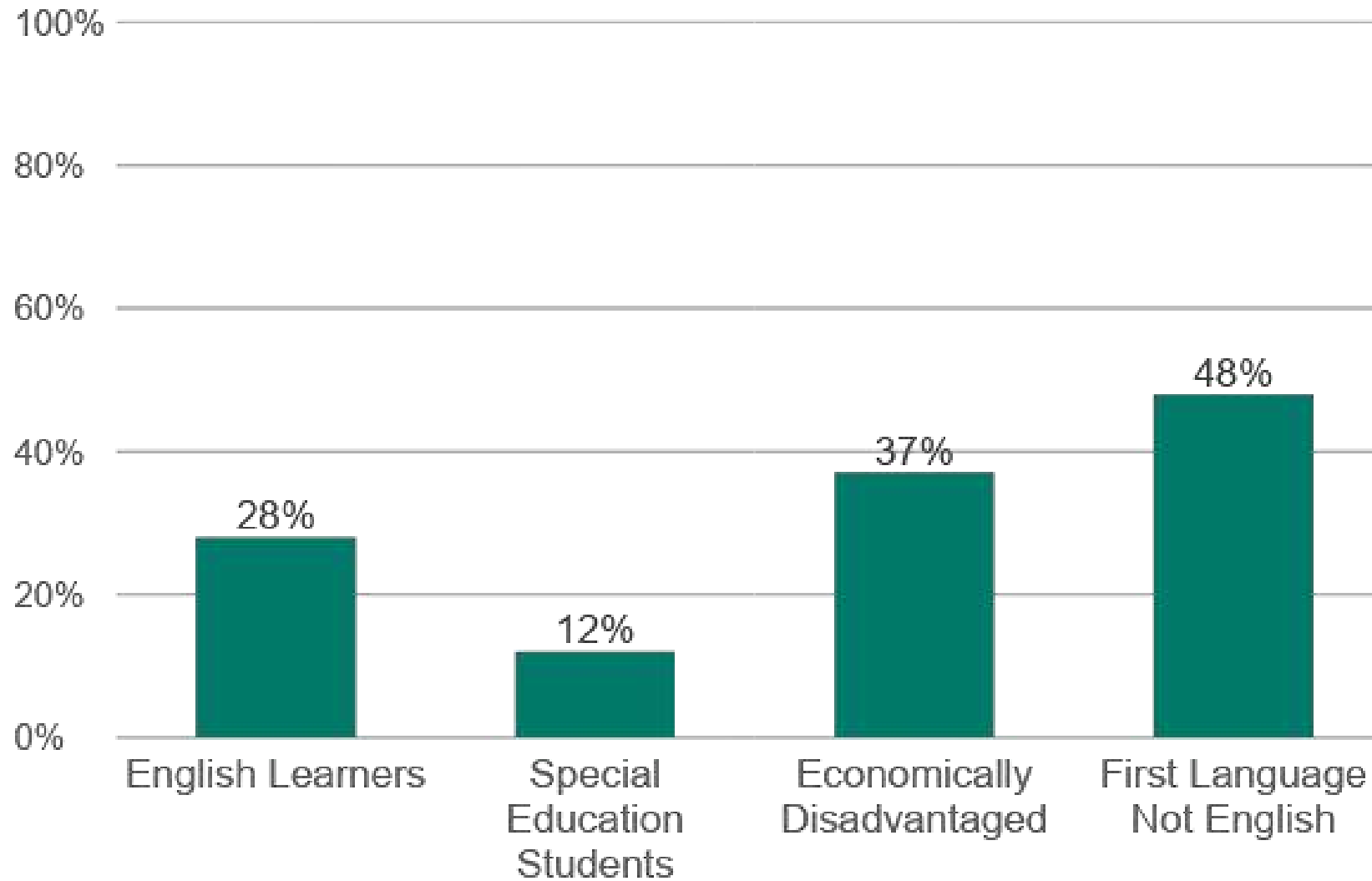# Dr. Albert F. Argenziano School

School Improvement Council Presentation
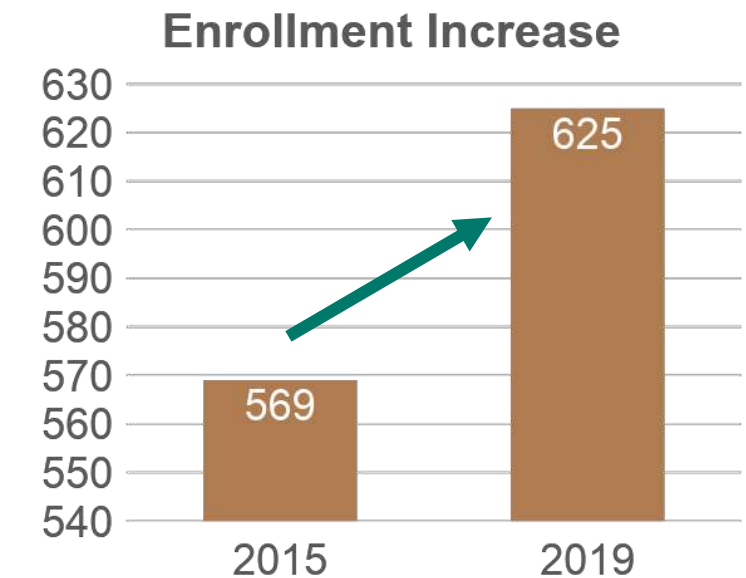
2018 - 2020

March 18, 2019

Demographics

Home to the Sheltered English Immersion Program: Grades 1 - 4
This includes one newcomer classroom and Integrated Sheltered English Immersion classrooms in Grades 1 -4

Conditions For Learning Survey Results: Discipline

Impact on Learning

- 57% of teachers and 50% of students agree that students' behavior at school makes it hard for others to learn

Disciplinary Actions

- Only 27% of teachers and 37% of students agree that discipline is handled fairly

Consistency in Practices

- 64% of teachers and 42% of students *disagree* that school rules and classroom rules are consistent

School Improvement Essential Questions

Student Wellness

How do we support the social-emotional needs of our students in order to minimize class disruptions?

Academics

How can we impact students' academic performance and language development across all subjects areas?

Student Wellness

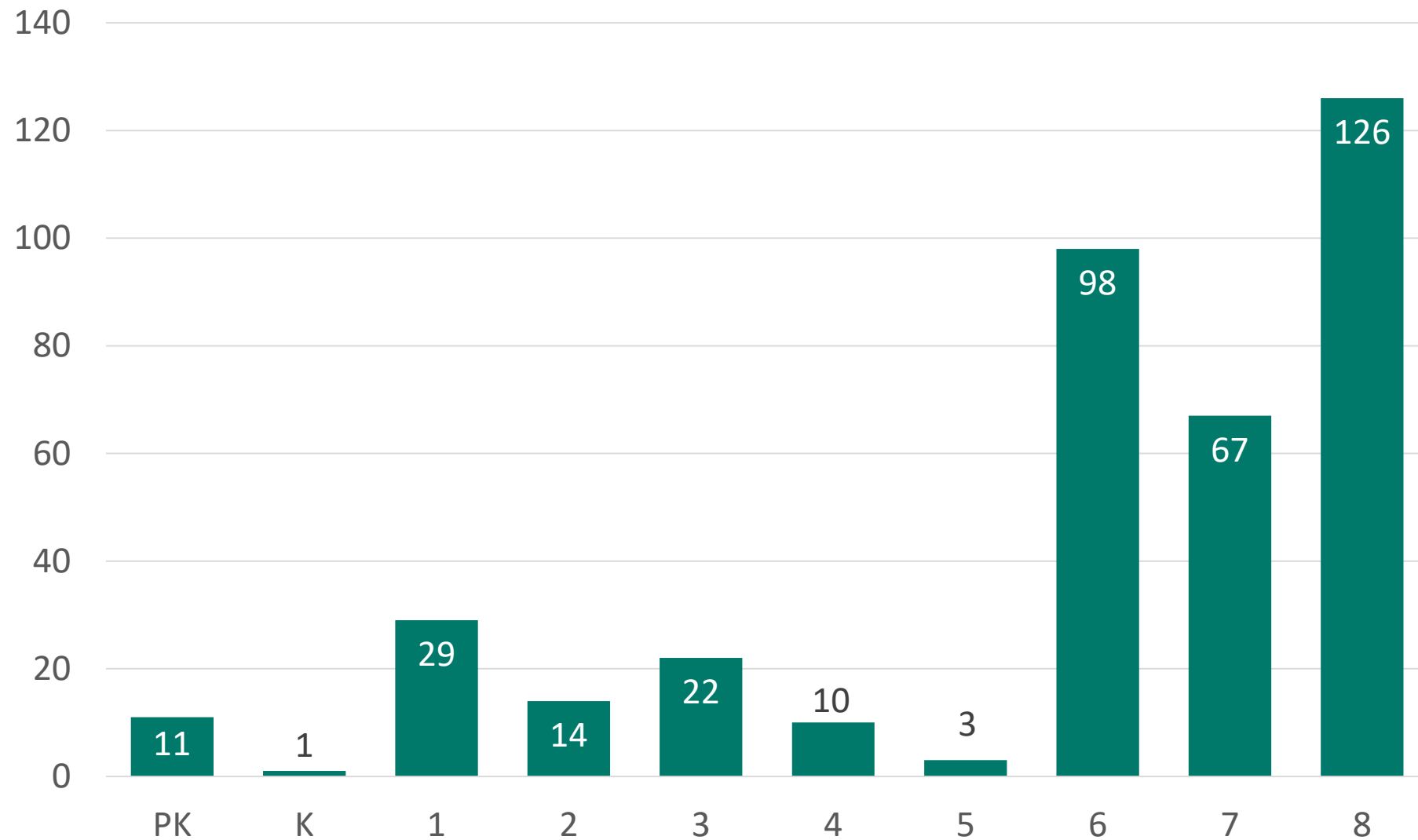**Consistent practices and expectations around student behavior**

Conduct Referrals Trend Over Time

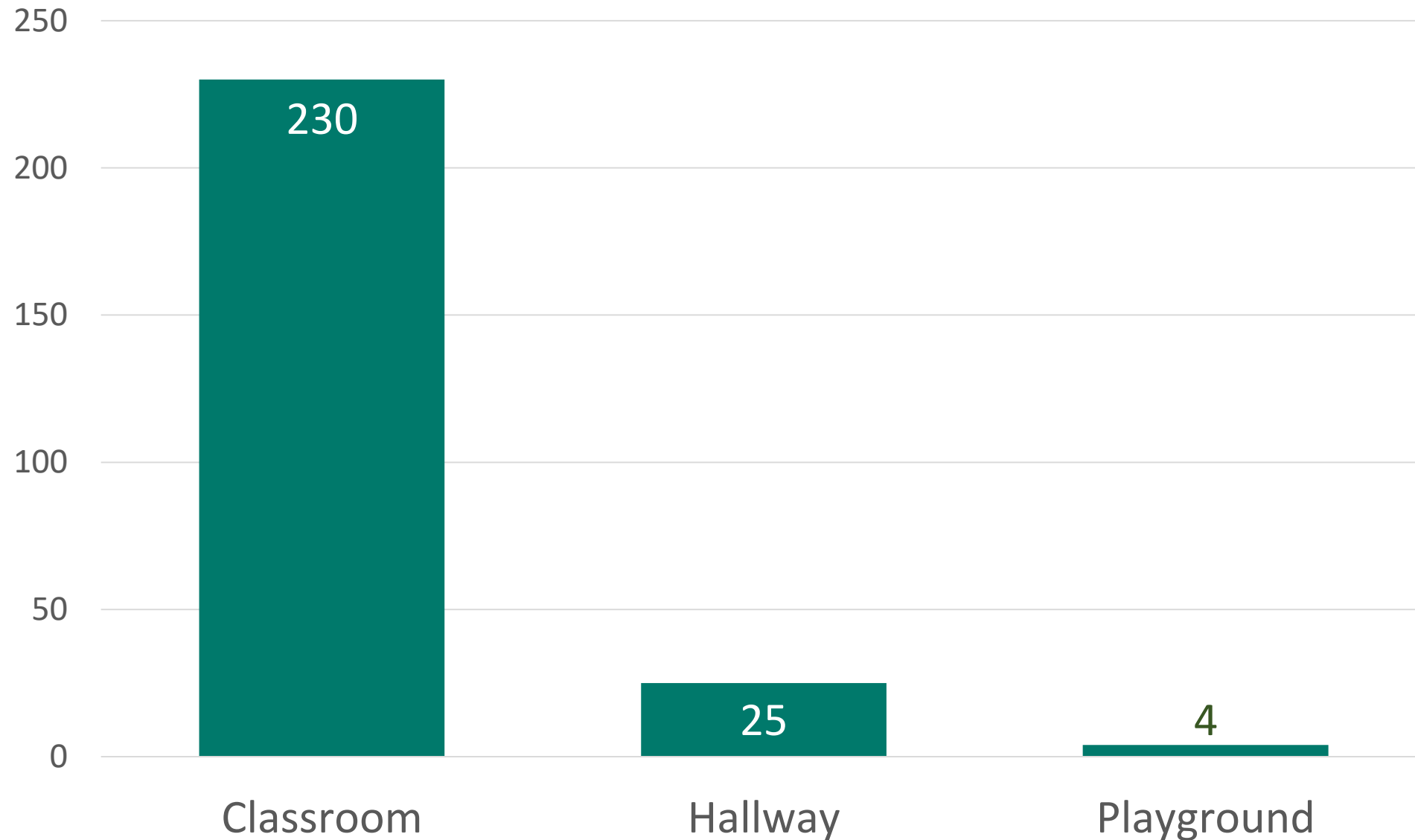| School Year	# of Conduct Referrals
2016 - 2017	216
2017 - 2018	578
2018 – 2019*	403

*As of 03/12/19

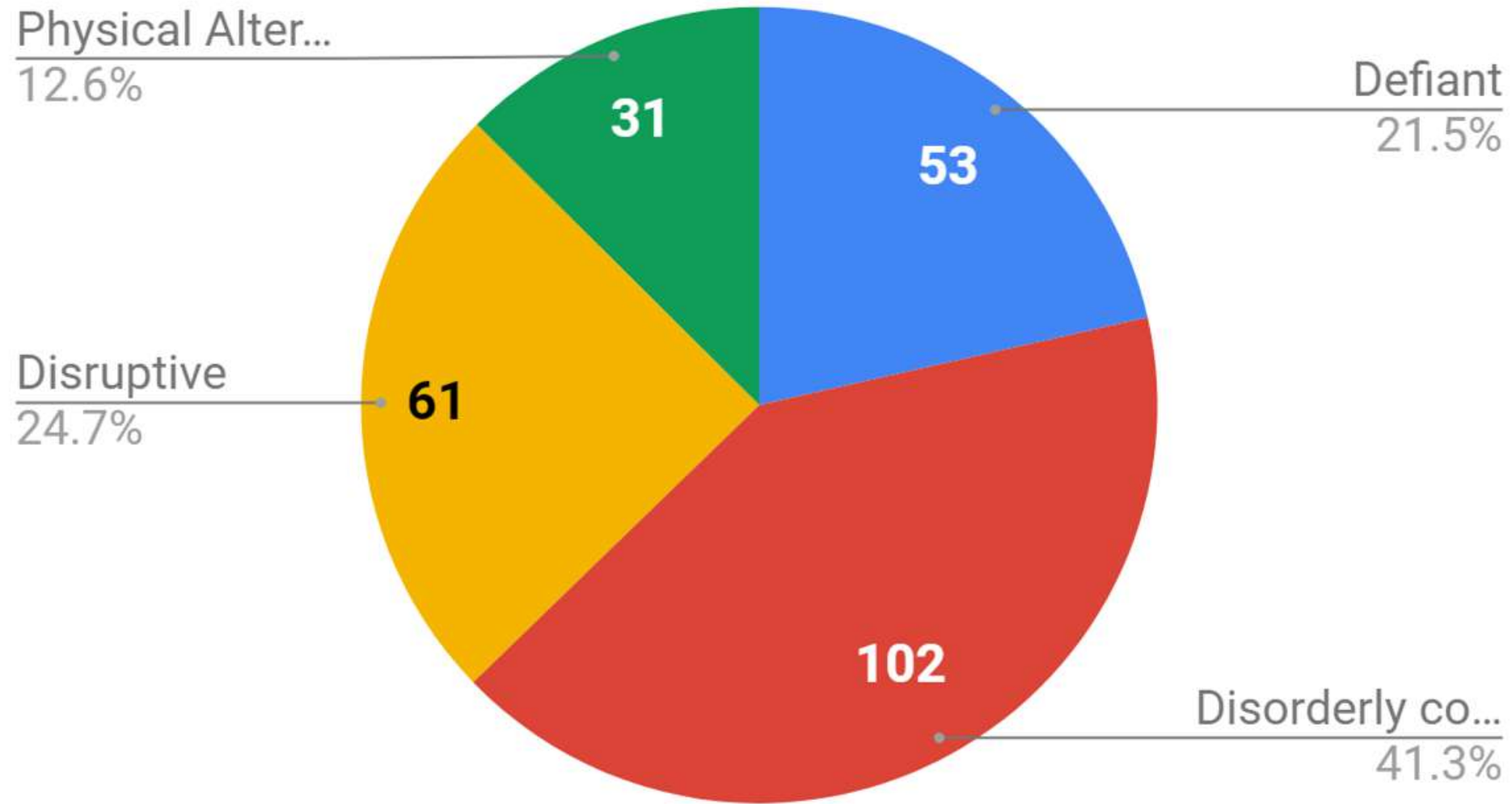If this year's trend continues, we will reach 680 conduct referrals by the end of the school year.

Grades 6-8: SY18-19 Referrals by Location

Grades 6-8: SY18-19 Referrals by Incident Type

Physical Alter...
12.6%
31

Defiant
21.5%
53

Disruptive
24.7%
61

Disorderly co...
41.3%
102

Grades 6-8: # of Students with 3+ Conduct Referrals

School Year	# of Students
2018-2019	26 = 4% of enrollment
2017-2018	35 = 5% of enrollment
2016-2017	20 = 3% of enrollment

This year there are 8 students in 6th-8th with more than 10 conduct referrals.
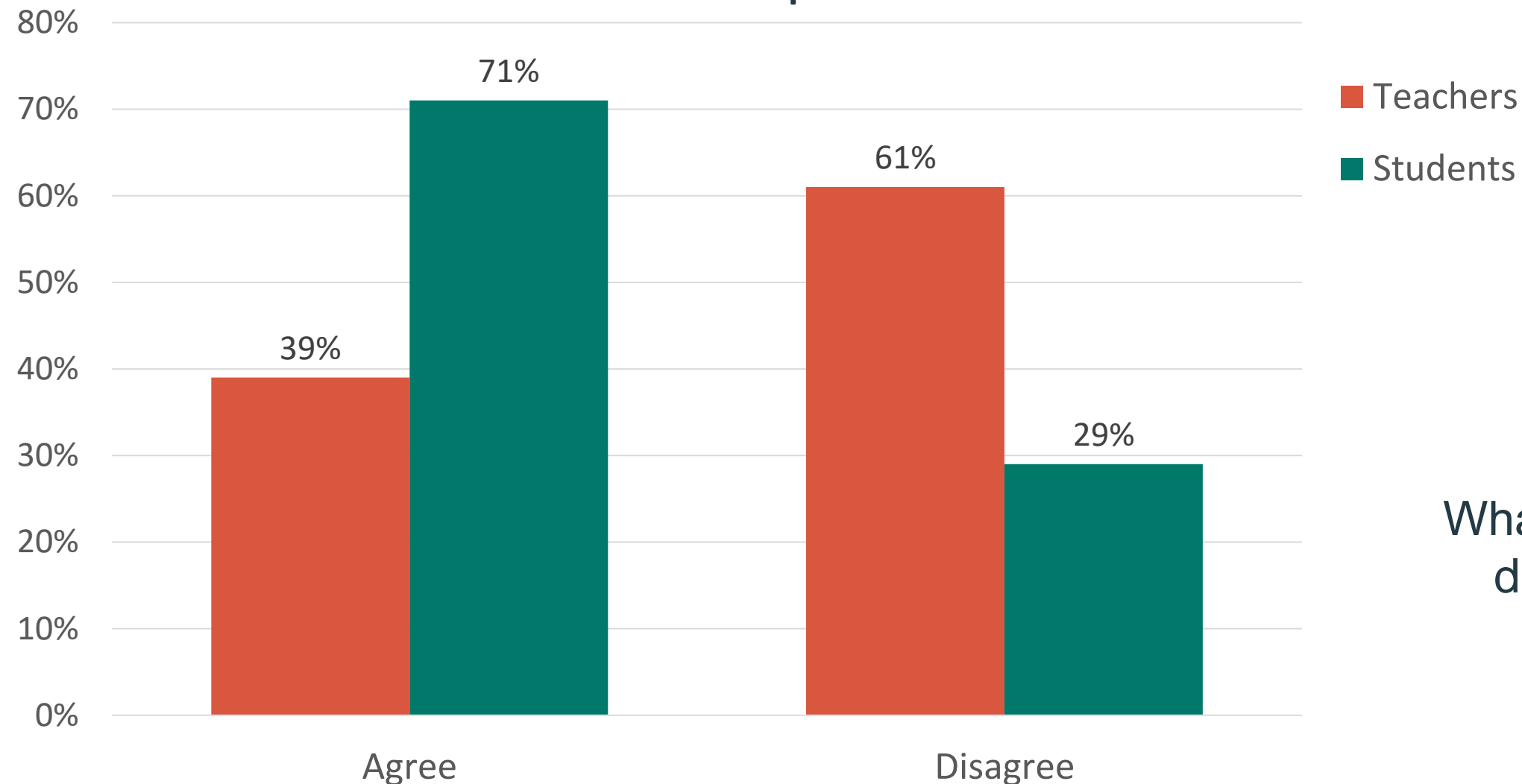
The Data Suggest We Closely Examine:

- Disciplinary procedures and consistency in disciplinary practices
- Students' sense of belonging
- Students' sense of accountability for their actions and understanding of behavioral expectations
- Implementation of Tier 3 interventions for the 4% of students with multiple conduct referrals
- Counselor Educator to student ratio. 550:1 vs. Adjustment Counselor (special education students) 75:1

Areas for Deeper Investigation

School Policies and Practices

- School and classroom climate
- Consistency of disciplinary practices and approach
- Availability of behavioral supports in classrooms
- Access to tools and strategies to cope with anger, frustration, and anxiety

The Student Experience

- Students' problem solving skills
- Needs for social/emotional support
- In-class triggers/functions of student behavior

Preliminary Action Plan

- Add Dean of Students as a student support position
- Establish clear roles for support team members
- Create a system to identify trauma and establish interventions
- Create a system to handle conduct referrals and implement developmentally appropriate approaches to discipline
- Adopt school-wide social-emotional learning program
  - Teach problem solving skills, self-regulation, and social skills
  - Establish clear and consistent behavioral expectations
- Engage students in the decision making process
- Investigate causes of classroom behaviors with students

Student Wellness Goal:

Reduce the number of conduct referrals in grades 6-8 by 30% during the 2019-2020 school year.

School Improvement Essential Questions

Student Wellness

How do we support the social-emotional needs of our students in order to minimize class disruptions?

Academics

How can we impact students' academic performance and language development across all subjects areas?

Changes to Spring 2018 ELA MCAS

- Focus is on writing (*idea development*) and language (*conventions)* Spelling/grammar counts in scoring of written pieces
- Writing is more heavily weighted; point-value increased from a maximum of 4 points (Open Response) to 7-8 points (Essays)
- Requirement of basic keyboarding skills for the computer based tests
- Students tend to write less when typing their responses

Academics

Implement standards-based, school-wide writing program targeting the development of writing skills in students' areas of need

Spring 2018 ELA MCAS: Percent at Each Perf. Level

	E	M	PM	NM
Grade 3	9%	37%	33%	21%
Grade 4	17%	32%	35%	17%
Grade 5	10%	50%	29%	11%
Grade 6	12%	56%	30%	2%
Grade 7	2%	43%	40%	14%
Grade 8	12%	36%	45%	7%
Overall	*10%*	*42%*	*35%*	*13%*
	52%		35%	13%

Points Awarded for Essays on MCAS

	Total Essay Points	Total Test Points	Percent of Test
Grade 3	14	44	32%
Grade 4	14	44	32%
Grade 5	21	48	44%
Grade 6	24	51	47%
Grade 7	24	51	47%
Grade 8	24	51	47%

Essays (writing on MCAS)

	# of Essays	Idea Development: *% of Points earned from total possible*			Conventions: *% of Points earned from total possible*		
Grade 3	2	35		15	43		30
Grade 4	2	44		45	60		54
Grade 5	3	45	47	44	60	58	58
Grade 6	3	38	38	40	62	63	62
Grade 7	3	36	46	33	58	73	55
Grade 8	3	45	49	42	70	76	67

Percent Making Progress Toward English Proficiency

% of ELs Who Make Progress on 2018 ACCESS by Grade
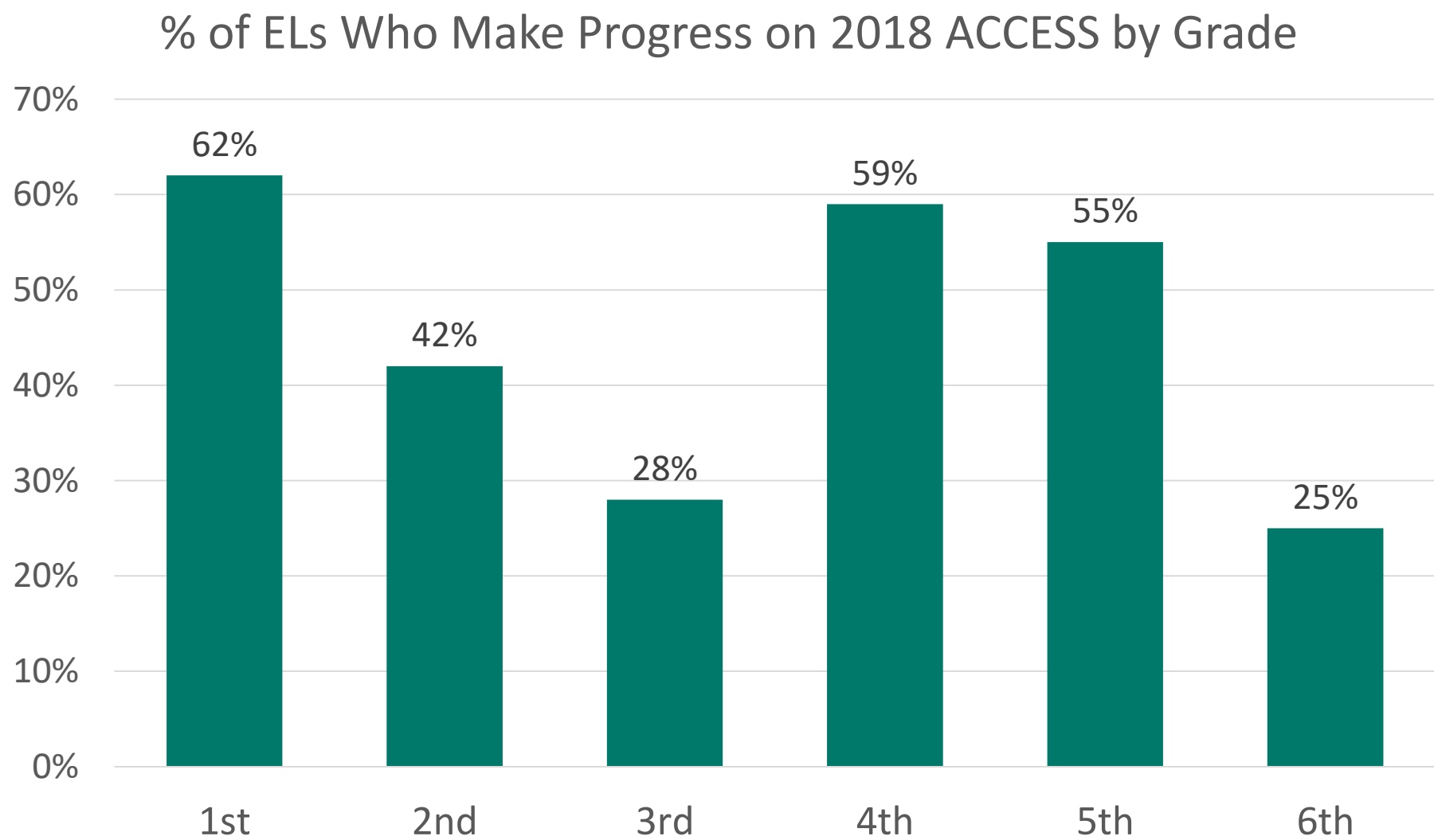
ACCESS Performance by Domain

Domain	Avg. Level
Listening	**4.3**
Speaking	2.7
Overall Oral	3.4
Reading	3
Writing	2.9
Overall Literacy	2.9

The Data Suggest We Closely Examine:

- How we teach writing skills, with an emphasis in idea development and conventions
- Vertical and horizontal alignment of writing essentials
- Existing writing program and the amount of time dedicated to writing in all subject areas
- Training on keyboarding skills

Areas for Deeper Investigation

- Teacher strengths and areas of need by grade level for targeting professional supports
- Elements of district writing essentials that need to be implemented
- Students' writing abilities at the beginning of the school year
- Use of writer's workshop across grade levels
- Writing demands for individual subjects

Preliminary Action Plan

- Identify what teachers already do by grade level
- Identify skills students bring at the beginning of the year and compare with skills taught the previous year
- Determine areas for re-teaching at the beginning of each year
- Breakdown writing essentials by goals to reach each quarter
- Identify possible writing program to target areas of need
- Vertically align skills

Academic Goals

Average Writing Domain score for English Learners will increase to at least 3.2 as measured by the Spring 2020 ACCESS Assessment.

Students will receive at least 55% of all possible points on *Idea Development* as measured by the Spring 2020 ELA MCAS.

Questions