

Sustainable Improvement Plan: 2021-22 SY

Grafton Street Elementary School Sustainable Improvement Plan – 2021-22 School Year Executive Summary

Our vision is to develop and nurture a passion for learning with high-quality instruction. Grafton Street School provides an inclusive, welcoming environment so that all students can excel academically, develop positive character traits and achieve independence in literacy and critical thinking.

We are continually building the culture of the school where the belief is *all students are our students*, giving us a shared responsibility for educating all students at Grafton Street School, regardless of whose classroom they are in, what services they receive, or needs they have. Our motto is *learners today, leaders tomorrow*.

We are currently focused on utilizing a backwards design approach to curriculum in combination with a Universal Design approach (UDL), being mindful to place the emphasis on acceleration vs remediation. Grade level meetings will focus on fine tuning the data cycle. 5-week data meetings will foster collective efficacy between grade-level members, special education teachers, and English as a second language teachers. In addition, we will enhance support for struggling students. Underperforming students will receive a true double dose from the classroom teacher in addition to the intervention block already in place at Grafton Street School. Our goal is to have 80% of our students reading at grade level by third grade. Our incomplete Star assessment data from Fall '21 shows that reading proficiency is a major concern. As a school, we have approximately 26% students reading proficiently in grades 2-6. Grade 1 is 21% proficient. Math for all grades is 34% proficient. This year we will use multiple points of data to place students into reading intervention groups that will challenge and move them forward academically.

Through the turnaround process, we formalized the data meeting structure. General education teachers expressed a desire for more time to meet with ESL and Special Education Teachers to discuss the progress of students. In order to create an effective process, we needed to first decide what the expected outcomes would be at each meeting, including what data should be collected, analyzed and shared. All teachers involved in student support will be included as part of the data cycle, meeting every 5 weeks with the Instructional Coach to look at data and make instructional adjustments to support students. Utilizing this approach will align best practices and common language, build teacher capacity and collective efficacy. This will be a formal time to share collected data and problem solve student needs.

In addition to formalizing this new data meeting structure, teachers expressed a desire to receive more feedback on specific teaching strategies to improve and grow their practice. As a leadership team, we shared each of the four dimensions outlined in the classroom observation tool to the ILT, who, in turn, went through each dimension and rubric to define it using four categories: what it looks like; what it sounds like; what the teacher is doing; and what the students are doing. These definitions were shared with all staff during grade level meetings and provided digitally in the Grafton Street Staff shared drive. They will be printed and distributed to each teacher for their own reference. These documents will serve as resources for teachers when planning and teaching high-quality instruction.

We are looking to strengthen our tier one behavior model to provide a safe and orderly learning community. We will be revisiting and aligning best practices for tier-1 behavior expectations for all classrooms and common areas. Will also be reducing tier two and three behaviors using a mentoring program and a collective problem-solving approach. The clip up chart is Grafton Street Schools' behavioral model that assists students to moderate their own behavior and recognize their behavior choices. Students are encouraged to take responsibility for themselves, while recognizing which behaviors are expected and encouraged. In addition to the clip chart, Grafton Street School has implemented the 365z program which provides guidance and resources designed to encourage and inspire students to perform conscious acts of kindness and raise awareness and personal commitment to help others.

Sustainable Improvement Plan: 2021-22 SY

Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

Our Strategic Objective

To create structures for collaboration and monitoring best practices throughout the school

Key Areas for Improvement

1. Lack of Collaboration time between ESL/SpEd teachers and
gen ed teachers
2. Lack of identified school-wide observable teaching practices
3. Lack of the collection of effective use of improvement strategies
4. beyond intervention block

Strategies and Actions (specific and timebound)

1.1 Create a 5-week schedule for collaborative meetings

- Gather necessary schedules
- Create a schedule of coverage by 10/1

1.2 Define norms and procedures for the outcome of meetings

- Review Look Fors with staff (1 page)
- Post in classrooms & common planning areas
- Binder for teachers
- Staff Self Assesses

1.3 Revisit the set of observable improvement strategies

- Use walkthrough tool weekly
- Share summary with staff observed within 24 hours

1.4 Monitor teaching strategies using walkthrough tool

Sustainable Improvement Plan: 2021-22 SY

Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

Our Strategic Objective

Use a UDL lens when planning to strengthen tier 1 instruction in all classrooms

Key Areas for Improvement

1. Lack of student engagement/empowerment
2. Lack of understanding of grade level expectations as it pertains to standards alignment
3. Lack of consistent use of the assessment cycle
4. Effectively meet student needs beyond intervention block

Strategies and Actions (specific and timebound)

2.1 Evidence of UDL in lesson plan design

- Weekly Lesson plans reflect UDL lens
- Utilize Atlas for monthly/unit pacing

2.2 Vertical collaboration for the design of common assessments/ common rubrics

- Compare standards for common tools and vocabulary to identify which standards are carried from grade to grade using Standards Navigator
- Use EDCite for common assessments in grades 3-6

2.3 Assessment Cycle is ongoing and consistent

- Utilize ATLAS for pacing
- Monitor ongoing use of the assessment cycle data sheet during grade level meetings.

2.4 Regularly modifying lessons, groups, & instruction based on data/needs

- Collect student data-IEP, 504, EPL levels, classroom, social-emotional & behavioral
 - Set and monitor student specific goals
 - Use ESL teaching strategies
 - Form flexible groups within grade levels for all subject areas
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Sustainable Improvement Plan: 2021-22 SY

Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

Our Strategic Objective

To create a collaborate structure for intentional, targeted instruction to meet the needs of all learners

Key Areas for Improvement

1. Creating teaming practices to look at data

Strategies and Actions (specific and timebound)

3.1 Create Data Teams: grade-level teachers, EL, SPED and Instructional Coach

- Create times for groups to meet about student progress and flexible groupings;
- Up to date weekly data sheets in the shared drive;
- Establishing norms and procedures for creating groups

3.2 Monitor grade level assessment cycle

- Use ATLAS for timelines; Design UBD modeled units with planned common assessments prior to beginning of each unit;
- Progress monitor using Star every 5 weeks;
- Running records-bi-weekly/monthly

3.3 Utilize a double dose invention model

- Create schedules that allow for additional 20 minutes for double dose by classroom teacher

3.4 Strengthen SSP process

- Create a firm schedule for SSP process meetings including who, when and where
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Sustainable Improvement Plan: 2021-22 SY

Turnaround Practice #4: School Culture and Climate

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

Our Strategic Objective

To create a safe, respectful, inclusive environment focused on kindness

Key Areas for Improvement

1. Aligned Behavior Expectations
2. Improve collegiality between primary and intermediate buildings
3. Implement a system for actively track student conduct and behavioral data on a monthly or weekly basis, to identify trends and proactively address emerging issues.
4. Create targeted social-emotional support are monitored to assess impact.

Strategies and Actions (specific and timebound)

4.1 Aligning expectations at the start of the year

- Align expectations at the beginning of the year for teachers and for students across grade levels and vertically throughout the school
- Create charts for classroom and school-wide rules
- Schoolwide language for expectations
- Review and align expectations of use of clip charts (resetting/not resetting chart after lunch, how many clip ups, etc.) should be aligned for data tracking
- Use/make matrix for STAR student behavior in different areas of classroom and school building and provide a copy to all teachers.

4.2 Create a mentor/ buddy program

- Buddy program - classes partnered up by 10/1 for teachers to plan together. (after COVID)
- 365z students can support small issues that occur in classrooms. (after COVID)
- 365z developing a welcome packet for all new students. They will be greeted by students (after COVID)
- 365z students can go into classrooms and provide support (kindness etc)
- JV Clubs for Building 1 (after COVID)

4.3 Formalize process for check and connects

- (Tier 2) Teachers will submit applications for students to have a mentor or check and connect. (10-1-21)
- Teachers can submit whether they think a student, teacher, or admin would make a better mentor for them; Students will submit whether they need a buddy vs. a mentor.
- Teachers will create a document and meet to create mentor partnerships
- Mentors will log meeting day and time in individual classrooms.

4.4 Formalize behavior Data collection/ tracking

- Students will track their daily behavior on clip charts to collect data in manila folders **daily** at the end of the day at approximately two o'clock. (Pilot 10-1-21 and whole school implementation 11-1-21)
- Teachers will provide information on a spreadsheet **monthly**. (11-30-21)
- Teachers will meet **quarterly** to discuss behavior data collected, plan next steps
- **Daily:** K-2 Color spot on calendar
- 3-6 Write where they end up on a clip chart in the calendar / bar graph.
- Teachers record **monthly** on Shared Drive. Teachers and students will tally up the data for the class monthly. (Pilot 10-1-21 and whole school implementation 11-1-21)

Sustainable Improvement Plan: 2021-22 SY

Benchmarks

Benchmark	Measurement/Comments
Increase the usage (15 per week per leadership member) of classroom visits with actionable feedback utilizing the Classroom Instruction Tool and Rubric (1.3-1.4)	Grafton Street Classroom Instruction Tool-October 2021-June 2022-weekly collection/feedback cycle
Increase the use of the PLC rubric tool by 75% (1.1-1-2)	Weekly October 2021-June 2022
Increase proficiency in ELA and math-100% growth for all students; 80% grade level proficiency (1.1-1.2) (2.1-2.4)	Grade level common assessments; Star; BAS; ACCESS 2.1 Ongoing PD September 2021-June 2022 2.2 Ongoing September 2021-May 2022 2.3 Data analysis sheets-5-week cycle September 2021-June 2022 2.4 Lesson plans; classroom observations-Ongoing September 2021-June 2022
Decrease # students referred for special education (3.1-3.3)	Administrative notes; SAGE data 5-week data review cycle notes
Decrease # of Office Referrals (4.1-4.4)	SAGE data (monthly; quarterly); Classroom behavioral data (weekly; monthly); Internal Behavioral Team data

Academic Targets

- 100% growth in BAS
- 80% proficiency in BAS
- 100% will meet their projected growth target in Star Early Literacy, Reading and Math
- 80% proficiency in Star Early Literacy, Reading, and Math
- 100% growth on ACCESS