



DISTRICT SOLUTIONS

SCHOOL IMPROVEMENT

Needs Assessment Summary

District: Bibb County

School: Joseph B. Riley Elementary School

Principal: Dr. Keela Malone

Date: October 13, 14, 2016

Solution Tree Coach: Karen Power

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Part 1

Purpose of the Needs Assessment for Continuous School Improvement

The Needs Assessment for Continuous School Improvement is utilized to determine how the school is performing in relation to the Critical Practices and Guiding Principles to be leveraged in the Professional Learning Community process. The process is data-driven and objectively identifies a school's strengths as well as opportunities for improvement. This report offers specific direction for school improvement based on the findings.

Critical Practices and Guiding Principles for Continuous School Improvement

The table below outlines the critical practices and guiding principles that are foundational to a school improvement process leveraging Professional Learning Communities. Each component falls within one or more of the three big ideas of a Professional Learning Community to include:

1. A Focus on Learning
2. A Collaborative Culture With a Focus on Learning for All
3. Results Orientation

The purpose of the work is to ensure that all students learn at high levels. Helping all students learn requires a collective and collaborative effort. A school wide focus is necessary with able and willing adults ready to implement any needed changes in order for students to reach proficiency. In order to assess the effectiveness of our work and the student progress, there must be evidence of student learning continuously. A school must be prepared to respond immediately to students who need intervention or extensions.

Culture of Success	A culture of success supports a safe, orderly, and equitable learning environment. There is an expectation of high levels of learning for all and culture of doing whatever it takes for each student to succeed. Creating Collective Commitments is a first step in establishing a culture of success.
Engaging in the Right Work	Implementation of an ongoing process in which educators work collaboratively in recurring cycles (unit by unit) of collective inquiry and action research to achieve better results for the students they serve. Collaboration is the engine that drives the school improvement process. Teams focus on answering four critical questions that guide the process and ensure everyone is engaged in the right work.

1. What is it we expect students to know and be able to do?	A guaranteed and viable curriculum (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted. Teachers must work collaboratively to determine the guaranteed and viable curriculum for each course and grade level. The essential learnings are derived from the state standards and broken down into learning targets.
2. How will we know when they have learned?	The teachers collaboratively create common formative and summative assessments to help students acquire agreed upon knowledge and skills. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis, to inform the teachers of the effectiveness of their practices, and to provide scaffolding to students. SMART goals are established to monitor the progress made.
3. How will we respond when they do not learn?	A multi-tiered system of interventions in a school wide plan ensures that every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The intervention occurs during the school day and students are required to devote the extra time and secure the skills. This is a collective school wide responsibility.
4. How will we respond when they have already learned?	Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. This group of students will engage in extensions of learning connected to the essentials.
Shifting From All to Each	School schedules, operational systems, grouping of students, and any activities impacting student learning are all focused to provide each student with the necessary skills and knowledge to become proficient in the guaranteed and viable curriculum. All decisions are made with this purpose as the most crucial goal.
Leadership for Learning	A Guiding Coalition comprised of teachers and administrators will be established to lead and monitor the school improvement processes that ensure learning for all. The building principal is responsible for implementing the Professional Learning Community at Work framework with fidelity. This includes but is not limited to data review weekly, scheduling, protecting instructional time, and supporting teachers with embedded professional development and time to do the work.
Engaging Students in Owning Their Learning	Schools and teachers adopt and ensure a growth mindset to improve achievement for each student. Students set their own learning goals in the form of SMART goals and track their own growth. Teachers create learning opportunities that personalize and engage students in owning their learning, bringing meaning to the process.

Methodology: Summary of Observations, Interviews, and Team Meetings

Methodology	Quantity
Classroom Observations	9
Interviews with Teachers, Administrators, and Students	9 members of the leadership team 7 classroom teachers 2 administrators 1 academic coach 6 parents 9 students
Observations of Content and Grade Level Team Meetings	3
Observation of School Leadership Team Meeting	0
Documents Review	18

Classroom observations, interviews with stakeholders, team meetings, review of curriculum documents, school achievement data, and demographic statistics informed the recommendations of this needs assessment.

Part 2

Background and Demographics

Joseph B. Riley Elementary School, nestled in the heart of the Greenbriar community, serves 350 students in grades Pre-K through grade five. Since 1957, this west Bibb county school has been the hub of a close-knit community. Riley is a Title I School with approximately 100% of its students qualifying for free or reduced lunch. The student population consists of 96% African American, 0.014% White, 0.014% Multi-racial, and 0.0057% Hispanic. The staff (26 certified and 15 noncertified personnel) ranges from zero to 30 plus years of experience. Over fifty percent of Riley's certified staff members have post graduate degrees.

Riley Elementary School's core group of dedicated parents, The Parent Teachers Organization (PTO), a neighborhood support group, called the The Greenbriar Association and The Beulahland Bible Church as well as other business stakeholders who support the school. Parent volunteers are involved with events such as Fall Festival, PTO meetings, fundraisers, and other school functions. Additionally, the Greenbriar Association supports Riley by providing school supplies, proctoring as needed, and serving frequently as guest readers. Overall, the faculty, staff and students exhibit a spirit of pride at Riley Elementary, "Home of the Mighty Eagles."

Riley's purpose is deeply rooted in the mission and vision of the Bibb County School District. Mission: Each student demonstrates strength of character and is college ready. Vision: Develop a highly trained staff and an engaged community dedicated to educating each student for a 21st century, multiethnic, global community. Riley is focused on creating a safe, effective and engaging learning environment that will provide students with opportunities to become active learners and independent thinkers.

Grades Served	Prk- 5
Enrollment	350
% of Students on Free and Reduced Lunch	100%
% of English Language Learners	0%
% of Students With Special Needs	0.04%
Student Attendance Rate	96% -2016-17 to date
Teacher Attendance Rate	n/a

Leadership Interview Summary

In addition to the interview with Principal Malone and Assistant Principal Daniels an interview was conducted with the leadership team. This team was represented by 9 faculty including teachers, family engagement facilitator, guidance, special education, early intervention, title 1 and a media specialist. The leadership team expressed their pride in the school being such a positive place to work. They feel that morale is good and that the faculty is professional and collaborative. They are encouraged that more ways are being found to celebrate success of students (awards day). The PBIS program is seen as a successful way to support positive behavior and celebrate success. Attendance is also monitored and students are recognized for perfect attendance and less than five days absence. The leadership team also noted that collaboration is a focus of the school and is developing as the way the teachers and support staff work together.

The leadership team explained that the role of the leadership team is to communicate (two way) leadership messages to/from teachers. It is also to provide advice to Dr. Malone and to help with decisions. An example given was when grant decisions are made. The team meets every two weeks.

When asked about parent communication, the leadership team felt that, for the most part teachers communicate on an on-going basis with parents as needed. They mentioned the parent portal, DoJo, messages sent to parents by phone and how many teachers go out, on a daily basis, to the car line to speak to the parents.

When asked about a focused need of the school, the leadership team discussed the need to improve reading skills. Much data is collected and many initiatives have started at Riley, however teachers recognize the large gaps in achievement that exist and know that they are struggling to find the time and the right interventions to meet the needs of students. They do not believe that they spend enough time on identifying root cause of student deficits and that they must understand effective strategies to teach reading skills and have the time to implement these strategies deeply. They expressed concern for the large achievement gap and the difficulty that they experience because most students are below grade level. The team also expressed concern for the large class sizes in a school with high and diversified needs.

The leadership team felt that there was more effort being made by teachers to work collaboratively however it is inconsistent. The collaborative team process should be supported in order for the teachers to understand the connections and real reasons for this work. They understand that the data process of the

teams requires further development in order for teachers to understand the information that can support instructional planning. SMART goals must be understood and determined by the collaborative teams. There are also other school wide collaborative times, “five and five” when the five grade level leaders meet for five minutes a day for updates and the “ten and ten” practice .

On day 1, time was also spent with Principal Malone and Assistant Principal Daniels. They provided an overview of the school, how the collaborative teams were formed and what time was provided for this work. Assistant Principal Daniels was also present in the collaborative meetings observed. Principal Malone also made time to meet and go over data at the end of day 2 and with a follow up virtual meeting to collaboratively plan the SMART goals for this report.

Teacher Focus Group Summary- 7 plus 1 Academic Coach

Seven teachers attended two focus groups and an interview was held with the school’s academic coach. The teachers were very quick to express their concern for the student at Riley Elementary School and their frustration at not being able to meet their needs. They discussed the large class size, the schedule and low levels of achievement as obstacles in their ability to provide the learning for all students. Overall, the teachers are willing to do the work however feel that they are working hard but not really achieving the gains that they wish to with students. This was expressed by one teacher, as “there is so much going on all the time that there really is never time to prepare the students”. They expressed concern for the workload, the multiple initiatives that they are attempting to implement and the amount of testing that is required of them. There was general consensus that the transitions are too tight to provide bathroom breaks and time for students to be outside (especially the kindergarten students have yet to participate in outdoor play this year). The System 44 Lap Top program in 3rd grade was an example of another initiative that is challenging and stressful to implement without adequate support.

The teachers recognize that their collaborative times are not highly effective and want to change the structure in a way that will lead them to more discussions about student learning. They currently feel that their planning times are not authentically for planning or used for planning as they should be. They would like more guidance and consideration be given in changing the format of their meetings and expressed an interest in more focus on understanding the prioritization of standards and how to determine what should be expected of students at grade level. The use of data is an area of concern for teachers and the academic coach.

The teachers would also appreciate more opportunities to learn with Principal Malone. There is a recognized need to build a more overall collaborative school wide focus built on mutual trust and respect. They would appreciate more feedback from Principal Malone and expressed a need to feel valued. Opportunities to celebrate small wins as a staff and recognize each other’s strengths would be appreciated by the teachers.

In closing, the teachers know that the students must be the priority in the school and need support, professional learning and guidance to be able to meet the needs of the students.

Student Focus Group Summary

Nine students met as part of a focus group. The students stated that “most” students like attending Riley Elementary School. The reasons that they gave were because of the PBIS awards, the cafeteria, gym class and the class Dojo practice. They said that students feel safe at Riley Elementary School and that they really like wearing uniforms.

The students expressed appreciation that most teachers try to help them even though they all “teach differently”. They were able to talk about their learning targets and expressed understanding that teachers were telling these to them so that they would know what they had to learn. The students said that they understood how important it is to learn to read and that they mostly read at school. When asked how they know how well they are doing in school they said that they have quizzes and sometimes that they use rubrics.

The students suggested some improvements for the school they would like:

- To have a computer lab again
- If all students could go on a field trip
- They would like the “bad” students taken out of class so they can learn
- They would like a bigger playground

Parent Focus Group Summary

Four parents and two grandparents met to discuss Riley Elementary School. They were happy to share that the school provides a safe environment and overall their children like the school. There is an overall feeling that discipline/behaviors are dealt with and students are corrected. They appreciate the PBIS program. The parents and grandparents appreciate the many efforts made by teachers to nurture students and provide learning opportunities at the school. Overall the students talk about learning and they hear about how they are learning and their learning targets.

When asked about overall improvements that they would suggest for Riley Elementary, the focus group suggested the following opportunities:

- Communication- there is an identified need for more communication with students about their learning- why they are behind, how to achieve their learning goals and how to ask for help if needed
- Communication- there is a need for more communication with parents about academic learning (especially literacy and math) expectations so they can support their children more at home and perhaps more resources sent home to support learning
- Literacy- there is a need for more opportunities for students to read for comprehension and to have basic reading skills like phonics, decoding, etc supported
- Support for students- there is an identified need to provide more one on one intensive support for students
- Community support- there is a need to continue to develop and support the community and to build on support from groups like the Greenbriar Neighborhood Association
- Lots of systems/programs are in place- our community/home base need to be more involved and parents need to understand what they can do to help

And questions were raised in the focus group:

- Parent/Community volunteers- is it possible to get more men involved as mentors and tutors at the school?
- What is the role of Pre-K?

Part 3

Comprehensive Needs Assessment Walkthrough Summary

Instructional Rounds

Observer: K Power **Grade/Subject:** 9 classes- K,2,3,4,5

Date: October 13,14, 2016

Stimulus Observed -

- writing -3
- independent worksheets -2
- quiz-2
- small group-4
- listening to teacher(whole group direct instruction) -5
- dialogue- 1

Cognitive Demand –**Bold** Thinking observed/facilitated

Analysis/Interpret	Apply	Cause/Effect
Compare/Classify/Categorize	Create/Develop	Draw Conclusions
Generalize	Infer	Justify/Evaluate
Make Connections Summarize	Predict/Estimate	Sequence/Order
Synthesize	Other - Recall	

Locus of Control –

Overall, there was more teacher talk than student talk however in two classrooms, students were observed to be independently working through learning stations while guided instruction was taking place. One class was practicing saying their learning target by singing it as a rhyme!

Teacher -6

Students-2

Learning Targets – What is the connection between what the students are doing and the posted learning target?

In all but one classroom, students were able to articulate their learning targets and they were part of teacher talk with students. There was a discrepancy, however with the level of rigor in the learning targets and the expectations in assessments and student work.

Differentiated Instruction – What scaffolding/support for differentiated learning was observed? (modeling, graphic organizers, visual supports, small group instruction, manipulatives, project based, extended time, etc.)

Differentiation was observed in learning stations and in one class of whole group instruction- in a fifth grade math classroom students were using different resources to work through the learning target.

Classroom Environment – Desk Configuration, Anchor Charts, Literacy/Numeracy Rich, etc

In all classrooms, student desks were grouped in 3s or 4s. There were appropriate anchor charts in most classrooms and several rooms were well equipped for learning stations and guided reading/math opportunities. Word walls were posted and the learning targets were visible. Lesson plans were posted inside the classroom door of each room. For the most part, the classrooms represented an orderly learning environment.

Instructional Strategies Observed –

- Guided reading
- Guided math
- Student led discussion
- Peer to peer observation
- Rubric used as scoring guide (for student use)
- Music
- Direct instruction
- Formative assessment

I liked...

- Student attention to their learning targets
- Learning stations
- Small group interaction of students
- Learning focus of students
- Orderly conduct

I wonder...

- If teachers are able to ensure alignment of standards to the learning targets being used in class
- How the level of rigor of student work could be increased to ensure grade level expectations
- How to develop and support differentiated instruction for teachers with large classes
- What other ways students could be assessed rather than just recall
- How teachers could make better use of strategies such as cold calling on students

Classroom Observation Summary

The classrooms at Riley Elementary School have some common characteristics that indicate attention to professional learning /coaching during the past year. These include classroom structures set up for guided reading and learning stations, posted learning targets and attention to the learning target in the lesson.

There were lesson plans available in each classroom. The students at Riley Elementary School appeared to be very interested in learning and for the most part were orderly and obedient.

Overall, there is a need to increase student engagement and the level of rigor in lesson planning. Student work requires more focused planning to ensure alignment to the standards and this will help teachers understand grade level proficiency and expectations. Many of the lessons observed were teacher directed and involved activities that focused on recall rather than metacognitive strategies. The teachers at Riley Elementary School can deepen this work through their collaborative planning times and support each other in learning effective instructional strategies.

It is recognized that many of the classes are very large and the achievement gap is a concern to teachers.

Continuing to improve core instruction (Tier 1) is recommended based on classroom observation with long

term planning to include increased understanding of the needs of students in Tier 2 and Tier 3 (RTI structures).

Part 4

Performance Data

Student Learning Data

***Attachments Can Be Used for All Student Learning Data**

INDICATOR	CURRENT YEAR	PREVIOUS YEAR
% of Students Reading at Grade Level	% Proficient or Advanced	% Proficient or Advanced
State Test Results Reading/ English/ Writing (by grade level or course)	3rd grade- developing learner or above – 10.9% - 3rd grade – proficient learner or above – 3.6%+ 4th grade- developing learning or above- 37.2%+ 4th grade- proficient learner or above-7%- 5th grade- developing learner or above- 29.2%- 5th grade- proficient or above- 4.2 %-	3rd grade- developing learner or above- 23% 3rd grade- proficient learner or above- 3.3 % 4th grade- developing learning or above- 35.8 4th grade- proficient learner or above- 11.3% 5th grade- developing learner or above- 43.6% 5th grade- proficient or above- 7.3%
State Test Results Mathematics (by grade level or course)	3rd grade- developing learner or above – 25.9% - 3rd grade – proficient learner or above – 5.6%- 4th grade- developing learning or above- 41.9%- 4th grade- proficient learner or above-9.3%- 5th grade- developing learner or above- 39.6%+ 5th grade- proficient or above- 6.3%-	3rd grade- developing learner or above–40.0% 3rd grade – proficient learner or above– 6.7% 4th grade- developing learning or above-58.5% 4th grade- proficient learner or above-13.2% 5th grade- developing learner or above-38.2% 5th grade- proficient or above-7.3%
District/ Benchmark -Interim Assessment Results- 1 st 9 weeks of 2016-2017	3rd grade – ELA- pre-100 % below target - post-85.4% below target and 14.6 % approaching target 3rd grade- Math- pre-100% below target -post 92% below target, 4% approaching target, 2% on target and 2% beyond target 4th grade- ELA- pre- 94.6% below target and 5.4% approaching target -post - 93.6% below target and 6.4% approaching target 4th grade- Math- pre - 100% below target	

	-post - 93.5 % below target, 4.3% approaching target and 2.2% on target 5th grade- ELA -pre-89.7% below target, 7.7% approaching target and 2.6% on target -post- 93.9% below target and 6.1% approaching target 5th grade- Math- pre-100% below target -post- 81.3% below target, 2.1% approaching target, 14.6% on target and 2.1% beyond target	
Literacy Data-Lexile Levels, Fluency, or Other Measures School Wide	-(See Dibels data for beginning of year listed below) Lexile 3 rd grade equal to or greater than 650- 13.2% Lexile 5 th grade equal to or greater than 850 – 38.3% Aimsweb+ being used for reading grades 4 and 5	

Riley Elementary Beginning of the Year (BOY) Dibels Data- Class Averages

Teacher	DCS R- 0-12 Y- 13-25 G- 26-170	LNF R- < 21 Y-21-27 G-28	FSF R- 0-4 Y- 5-9 G-10-60		
K					
Duckworth	13.8	12.0	1.8		
Binkley	32.2	21.2	10.9		
Fawling	19.4	15.3	4.1		
School	21.7	16.1	5.6		
District	20.9	14.0	6.9		
Teacher	DCS R-0-96 Y- 97-112 G-113-334	LNF R- < 45 Y-45-55 G-56 >	PSF R- 0-24 Y- 25-39 G- 40-81	NWF-CLS R-0-17 Y- 18-26 G-27-143	NWF-WWR Y- 0 G- 1-50
1st					
Jones	81.2	53.0	11.6	16.6	0.2

McClendon	64.2	38.0	9.2	17.0	2.2	
School	73.1	45.8	10.5	16.8	1.2	
District	88.0	43.4	21.1	23.8	3.6	
Teacher 2nd	DCS R- 0-108 Y-109-140 G- 141-480	NW- CLS R- 0-34 Y- 35-53 G- 54-143	NW-WWR R- 0-5 Y- 6-12 G- 13-50	DORF Words Correct R- 0-36 Y- 37-51 G- 52-275	DORF Accuracy- % R- 0-80 Y- 81-89 G-90-100	DORF Retell R- 0-7 Y- 8-15 G-16-94
Allen-Dorson	133.9	36.4	10.6	42.6	87.2	22.6
Randall	140.4	35.9	9.9	43.0	90.5	18.7
School	137.3	36.1	10.2	42.8	89.0	20.5
District	106.7	39.3	7.3	38.3	74.7	16.3
Teacher 3rd	DCS R- 0-179 Y- 180-219 G-220-812	DORF Words Correct R- 0-54 Y- 55-69 G-70-300	DORF Accuracy R- 0-88% Y- 89-94% G-95-100%	DORF Retell R- 0-9 Y- 10-19 G-20-94	DORF Retell Details Y-1 G- 2-4	DAZE R- 0-4 Y- 5-7 G- 8-51
Richardson	157.3	42.8	81.5	24.8	1.6	6.6
Smith	193.5	55.5	85.2	19.9	1.7	7.7
School	175.8	49.3	83.4	22.3	1.6	7.2
District	174.5	53.6	82.4	22.2	1.6	6.0

School Name: **Ailey Elementary**
 2015-2016 DIBELS Next BOY – MOY Comparison Breakdown
 LLS: Betsy Glisson
 BOY - Intensive- 50% (107) Strategic- 16% (35) Benchmark- 34% (72)
 MOY – Intensive- Strategic- Benchmark-
 EOY – Intensive- Strategic- Benchmark-

Grade Level	BOY Percentage of Students I – S- B	BOY # of Students I-S- B	MOY Percentage of Students I – S- B	MOY # of Students I-S- B	BOY-MOY Increase/Decrease	EOY Percentage of Students I – S- B	EOY # of Students I-S- B	MOY-EOY Increase/Decrease	BOY-EOY Increase/Decrease
Kindergarten	49%-18%-34%	36 -13 -25							
1 st Grade	73%-11%-16%	32 -5 -7							
2 nd Grade	36%-17%-47%	19 -9 -25							
3 rd Grade	47%-19%-35%	20 -8 -15							

Notes:

Teacher	BOY Percentage of Students I – S- B	BOY # of Students I-S- B	MOY Percentage of Students I – S- B	MOY # of Students I-S- B	BOY-MOY Increase/Decrease	EOY Percent age of Student s I – S- B	EOY # of Students I-S- B	MOY-EOY Increase/Decrease	BOY-EOY Increase/Decrease
Kindergarten									
Billow	48% - 32% - 20%	12 – 8 – 5							
Binkley	38% - 13% - 50%	9 – 3 – 12							
Fawling	60% - 8% - 32%	15 – 2 – 8			-				

Notes:

1st Grade									
Iones	63% - 13% - 25%	15 – 3- 6							
McClendon	85% - 10% - 5%	17 – 2 – 1							

Notes:

2nd Grade									
Allen-Dorson	41% - 19% - 41%	11 – 5 -11							
Randall	31% – 15% - 54%	8 – 4 - 14			-				

Notes:

3rd Grade									
Richardson	52% - 24% - 24%	11 – 5 - 5			-				
Smith	41% - 14% - 45%	9 – 3 - 10							

Documents Review

In addition to assessment results the needs assessment includes a review of pertinent documents. These may include but are not limited to school and team schedules, school improvement plans, leadership and collaborative team meeting agendas, meeting records, team norms, team SMART goals, common formative assessments, curriculum guides, pacing information, standards and learning targets, intervention schedules and learning plans, lesson plans, formative data, etc.

Documents Reviewed
School schedules- teacher schedules, collaborative team schedules, classroom observation schedules, K-2 Reading/ELA block schedule, duty schedule, early intervention schedule, specials,
Instructional frameworks, templates for data, interventions
School calendar
Georgia Performance Standards
Bibb County Standards- Based Classroom Environment- Artifacts and Evidence Checklist
TKES log
SIG monitoring documents
Strategic Continuous Improvement Plan 2016-2017
Priority Task Teams
School Status Review 2016-2017
KEY Georgia School Performance Standards : SEA monitoring form – year end
Assessment data- 2016
Balanced Assessment data
Data Talk Protocol
Intervention Plans
Meeting Norms
District Lesson Plan Template
Georgia State Coach focused schedule

Part 5

Major Findings in Examining Critical Practices and Guiding Principles for Continuous School Improvement

Culture of Success

At Riley Elementary School:

- Collaborative structures are beginning to develop and teacher and administrators recognize the need for further growth, understanding and professional learning in effective collaborative practices
- PBIS program and celebration of positive behaviors and attendance is appreciated by staff, students and parents
- Students are able to discuss their learning targets and appear eager to learn
- Routines and procedures are in place for transitions
- Teachers care about the students and want to meet their needs

While these positive attributes are apparent at Riley Elementary School there are areas to be addressed for **continuous improvement**:

- Within the collaborative structures, for example, there is a need to revisit the authentic work of the teams and the processes that are implemented to address student needs
- Literacy and Math data indicates a critical need to ensure that reading, writing and mathematic skills are mastered at each grade level for all students and that teachers have the time and professional capacity to meet the needs of all students
- Throughout the interviews and observations, there is a recognized need to deepen the professional relationships and instructional leadership skills and of the administration at Riley Elementary School

Engaging in the Right Work

Professional Learning Communities

In a school focused on building a culture of professional learning communities, there are **three big ideas** that are established as non-negotiable priorities:

1. A focus on learning
2. A collaborative culture with a focus on learning for all
3. Results orientation

Currently at Riley Elementary School, time has been allocated each day for grade level teams to meet and collaborate. This time is valuable and critically important to the success of our school. Each day has an assigned task for the team to focus on; Monday is common assessments, Tuesday is data, Wednesday and Thursday are collaborative planning and Friday is set aside for interventions. From both interviews and observation of the team, there is a need to revisit the intention, purpose of the work and the adult actions during the collaborative times. This refocus will include deepening understanding of the 4 critical PLC questions as defined below and an effort to increase the professional capacity of the teachers to move to a more collaborative team structure focused on the right work rather than just being a group of teachers working together.

1. What is it we expect students to know and be able to do?

The initial collaborative work of Riley Elementary School's collaborative teams is to ensure a guaranteed and viable curriculum is being taught equitably with all students. The grade level teams can work to plan instruction and assessment together building first on deep understanding of what grade level proficiency looks like for prioritized standards. In other words, the teams first order of business is to ensure that the teachers understand the skills and concepts that must be mastered by students at each grade level (and content area) and then work together to plan instruction, assessment and response for when students are not learning. This work leads to understanding the scaffolding and learning progressions needed to break the standard in to smaller expectations (learning targets) for students. There was evidence in many

classrooms that teachers were speaking with students about the learning targets. As teams strengthen their understanding of what the level of rigor is in the standards, it will be important to ensure that these learning targets are aligned to the standard.

2. How will we know when they have learned it?

Once teachers are in complete agreement and understand what they want students to know and be able to do, an assessment plan should be developed for this work. Teams will “backwards plan”, in other words, establish what they want to have mastery of and then decide on the assessment (formative and summative) that they will use to determine if students do know the skills and concepts that they must learn within the guaranteed and viable curriculum. This should also include pre-assessments if there is a need to determine prior knowledge, the level of student understanding and/ or to group students for instruction. Building common knowledge of formative and summative assessment practice and the appropriate use of data from the assessments will be helpful on-going professional learning for teachers. This should also include a re-visit of the current data template and frequency of assessments. This work can be all part of the refocus of the collaborative time currently established at Riley Elementary School.

3. How will we respond when they do not learn?

Riley Elementary School currently has an intervention plan and time allocated for interventions on Friday. As we build professional capacity on the professional learning community process and the right work of teams, it will be necessary to consider the intervention model and time planned for student support to ensure that teachers are able to respond to the information from data, as a team, to ensure that all students are able to learn.

4. How will we respond when they do learn?

There is currently not a structured plan to provide stretch learning opportunities, as a school, for students who currently are proficient in grade level mastery of the prioritized standards. As teams become more proficient in understanding the information found in their student data, they will begin to see the important work of meeting the needs of all students.

Shifting From All to Each

Interventions

Interventions are staggered throughout the day in small groups based on data. Riley Elementary School has an intervention time set for each day. The teachers often make a decision to focus on reading for a week (intensive support) and then moving on to mathematics the next week. The intention is to provide focused attention and support to the specific needs of the student. The groups are flexible and students move in and out of the group based on their progress.

On Fridays, teachers have RTI collaborative time and this time can be used to meet with the guidance team, parents, etc. to review the needs of Tier 2 and Tier 3 students.

Remediation

The teachers continue to build their skills in providing differentiated instruction that would support remediation for Tier 1 instruction. Students identified in Tier 2 also need more time and support to progress to grade level expectations and there is an identified need at Riley Elementary to continue to create more professional capacity in this area.

Leadership for Learning

Riley Elementary School's principal and assistant principal have scheduled collaborative time for teams to meet each day of the week. The Academic Coach attends most of the meetings and sometimes the administrators are able to attend the meetings. In interviews, all three people listed above expressed an interest and identified need to improve the work of the teams and the focus on learning. School leadership requires continuous improvement, tireless focus on student learning and deep commitment to supporting teacher growth. This work should include effective classroom observation skills and feedback to teachers. The administrative team at Riley Elementary is dedicated and willing to do the work necessary to strengthen their skills and provide this leadership.

Engaging Students in Owning Their Learning

During the interviews, students were able to articulate their learning targets and the purpose of the targets. This was also observed in some classrooms. In John Hattie's research and reported in his book, *Visible Learning*, student ownership of learning (self reporting grades) has a high effect size of 1.44 as an instructional strategy. Formative assessment practices are also highly effective (.74) and this includes students understanding where they are on their learning journey.

A focus for instructional improvement at Riley Elementary should include more attention being given to student ownership of their learning. Combined with being able to name their learning targets, it would also be important for the students to understand their reading levels (Lexile levels) and most important what they need to do to meet their grade level targets. Students are much better at learning when they understand the journey that will get them to the learning target.

Challenges and Creating First Steps

The following action items were derived in the closing meeting with the principal/Leadership Team and the Solution Tree Coach.

Challenges

- Authentic collaborative culture- teachers recognize that they have collaborative time but feel overwhelmed and disconnected to the process that is currently in place
- Teachers feel unsure of how to meet the diverse needs of their students
- Achievement gap is overwhelming for teachers; especially in Georgia Milestone tested years
- Instructional practices that are high yielding, differentiated and are planned to meet the needs of students is a challenge for the teachers
- Overall literacy instruction continues to need more support as a priority for professional learning
- The current schedule appears to need adjusting to be more student-centered
- The large class sizes is a recognized challenge in a school with so many student needs
- Teachers are finding it difficult to understand how to identify root cause of student deficits
- Most of the Academic Coaches time is spent with teams rather than doing in class demo classes, coaching, modeling of instructional practices
- Lessons observed are less rigorous than grade level expectations in standards would require
- Standards based planning is still developing at Riley Elementary School
- There are many data points however there is still work to be done to understand the information found in the data that can inform instructional planning and interventions
- The principal recognizes the need to have more skills in classroom observation and feedback to teachers

Action Steps

- Refocus and adjust the expectations for collaborative time to provide more opportunities to work from PLC critical question #1- What do we want students to know and be able to do prior than moving on to the other aspects of Professional Learning Community work (supported by Coach Power, Coach Dawson and the Administrative Team)
- Continue to develop standards-based grade level expectations for both mathematics instruction and literacy instruction and deepen teacher understanding of grade level proficiency
- Provide on-going job embedded instructional training and coaching to improve overall literacy instruction beginning with a focus on guided reading and writer's workshop for K-3 (Supported by Coach Glisson, GA DOE). Coach Dawson can support literacy strategies for grades 4 and 5 both through the team and in the classroom
- Develop a protocol for evidence-based decisions based on appropriate use of data both as a school and as grade level collaborative teams (supported by Coach Power)
- Develop a focus on professional relationships that includes effective classroom observation practices and feedback to teachers on a regular basis that creates a stronger instructional leadership focus for the administrative team (supported by Coach Power)

SMART Goals

Goal 1:

Riley Elementary School will proceed to develop highly effective collaborative teams focused on the right work to meet the needs of all students. This will include appropriate use of collaborative time and common understanding of standards-based planning, common formative assessments and the use of data to support learning for all students.

Goal 2:

Riley Elementary School will develop effective instructional strategies, including formative assessment practices and an intervention plan to align with the evidence-based decisions of collaborative teams to increase literacy (reading and writing) and mathematic proficiency of all students. This goal should include an increase in overall communication between teachers and parents to increase parental understanding of what skills are being developed and how they can help. Academic vocabulary can be shared with parents and students.

Goal 3:

The administration of Riley Elementary School will increase their professional relationships and instructional leadership skills by developing stronger classroom observation and feedback skills. This will include focused attention to being visible, participating in collaborative teams and providing one on one positive feedback and constructive support to all teachers on a regular basis.



DISTRICT SOLUTIONS

SCHOOL IMPROVEMENT

SCHOOL IMPROVEMENT ACTION PLAN FOR (NAME OF SCHOOL)

DATE: OCTOBER 23, 2016

PRINCIPAL: DR. KEELA MALONE

SOLUTION TREE COACH: KAREN POWER

PRIORITIES BASED UPON NEEDS ASSESSMENT

Establish a Professional Learning Community with collaborative teams addressing the four critical questions:

1. What do we expect students to learn?
2. How will we know if they learned?
3. How will we respond when students do not learn?
4. How will we respond when students do learn?
 - Refocus and deepen understanding of the work of collaborative teams (see smart goals one and two)
 - Increase teacher understanding and practice of high yield instructional strategies including literacy, mathematics, student ownership, student engagement and grade level expectations of proficiency
 - Increase instructional leadership capacity of the administrative team through stronger observation skills, effective feedback to teachers and more attention to relationships, visibility and attention to the collaborative process

**Smart Goals
(30 day plan)**

Goal 1:

	<p>Riley Elementary School will proceed to develop highly effective collaborative teams focused on the right work to meet the needs of all students. This will include appropriate use of collaborative time and common understanding of standards-based planning, common formative assessments and the use of data to support learning for all students.</p> <p>Goal 2:</p> <p>Riley Elementary School will develop effective instructional strategies, including formative assessment practices and an intervention plan to align with the evidence-based decisions of collaborative teams to increase literacy (reading and writing) and mathematic proficiency of all students. This goal should include an increase in overall communication between teachers and parents to increase parental understanding of what skills are being developed and how they can help. Academic vocabulary can be shared with parents and students.</p> <p>Goal 3:</p> <p>The administration of Riley Elementary School will increase their professional relationships and instructional leadership skills by developing stronger classroom observation and feedback skills. This will include focused attention to being visible, participating in collaborative teams and providing one on one positive feedback and constructive support to all teachers on a regular basis.</p>
Actions	<ul style="list-style-type: none"> • On November 10, Coach Power, Principal Riley and Coach Dawson will meet with all grade level teams to begin refocusing the collaborative time and process being used by the teams • On November 14, Coach Power will follow up at the school with the teams and the administrators to ensure that there is understanding of the PLC process and the adjustments made to the collaborative expectations • By the end of November, all teams will have worked through a PLC cycle and have made evidence-based decisions to inform their instructional plan with students • On November 10 and 14, Coach Power will begin to work with administrators to build stronger instructional leadership skills • Coach Glisson will continue to work on guided reading and writer's workshop with K-3 teachers as planned
Level of Implementation	<p>Goal 1- Implementing -The teams will work to begin deep implementation of a PLC cycle that meets the needs of students and is focused on standards-based planning and evidence-based decision.</p>

	<p>Goal 2- Implementing- Coaches Glisson and Dawson will continue implementation of high yield instructional strategies through training, modeling, coaching and observation</p> <p>Goal 3 – Initiating – Coach Power will support the beginning steps of stronger instructional leadership skills</p>
Expected Impact	<p>Goal 1- By December 10, teachers should feel more confident and comfortable with the PLC process and begin to see the impact of their collaborative work</p> <p>Goal 2- By December 10, teachers should be able to demonstrate more effective use of targeted instructional strategies as supported by coaches</p> <p>Goal 3- By December 10, leaders and teachers should be able to report more effective feedback based on classroom observations and attendance at collaborative team meetings</p>
Evidence	<p>Goal 1- Collaborative teams have worked through one PLC process and have made evidence-based decisions that inform practice</p> <p>Goal 2- Classroom observations are targeted to learned instructional strategies and there is evidence of practice and implementation of these strategies</p> <p>Goal 3- Four formative observations are done, each week, during the 30 days by each administrator and feedback is provided to the teachers in person. A log is kept of classroom visits, PLC participation and feedback given to teachers about instruction</p>
End Date	December 10, 2016
Person(s) Responsible	<p>Goal 1: Principal Malone, Assistant Principal Daniels, Coach Dawson, Coach Power</p> <p>Goal 2: Coach Dawson, Coach Glisson, Principal Malone and Assistant Principal Daniels</p> <p>Goal 3: Principal Malone, Assistant Principal Daniels, Coach Power</p>

Smart Goals (60 day plan)	<p>Goal 1:</p> <p>Riley Elementary School will proceed to develop highly effective collaborative teams focused on the right work to meet the needs of all students. This will include appropriate use of collaborative time and common understanding of standards-based planning, common formative assessments and the use of data to support learning for all students.</p> <p>Goal 2:</p> <p>Riley Elementary School will develop effective instructional strategies, including formative assessment practices and an intervention plan to align with the evidence-based decisions of collaborative teams to increase literacy (reading and writing) and mathematic proficiency of all students. This goal should include an increase in overall communication between teachers and parents to increase parental understanding of what skills are</p>
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	<p>being developed and how they can help. Academic vocabulary can be shared with parents and students.</p> <p>Goal 3:</p> <p>The administration of Riley Elementary School will increase their professional relationships and instructional leadership skills by developing stronger classroom observation and feedback skills. This will include focused attention to being visible, participating in collaborative teams and providing one on one positive feedback and constructive support to all teachers on a regular basis.</p>
Actions	<ul style="list-style-type: none"> • Goal 1- The focus will continue to build capacity around understanding standards-based planning (PLC question #1) and assessment planning (PLC question #2). Teachers will be expected to create assessments aligned to the level of proficiency required in the standard and demonstrate instructional planning that is also aligned to this level of rigor • Goal 2- Increased attention will be given to one on one coaching and follow up based on classroom observations and PLC discussions of instructional strategies. Collaborative teams will also develop strategies to inform parents of curriculum focus and how they can support instruction at home. • Goal 3- Principal Malone and Assistant Principal Daniels will increase their active participation through questioning at collaborative team meetings and increase their classroom observations and feedback to teachers.
Level of Implementation	<ul style="list-style-type: none"> • Goal 1- Developing- Teachers will develop stronger understanding of alignment of standards to assessment and instruction and continue to build their skills based on continuous practice through the PLC cycles • Goal 2- Implementing- Effective classroom instructional strategies are being implemented by teachers and student data is beginning to reflect improved practice. Teachers are having more rigorous conversations at their collaborative team meetings based on their understanding of instruction • Goal 3-Implementing- Administrators have developed a classroom observation routine and teachers report more positive and constructive feedback about their instruction from administrators. Administrators are active participants at collaborative meetings asking questions that provide guidance and thoughtful reflection

Expected Impact	<ul style="list-style-type: none"> • Goal 1- Teachers are providing more instruction and formative assessment strategies to students that are aligned to the rigor of the grade level standard. Collaborative teams are beginning to see the benefits of the aligned assessment questions in informing their practice • Goal 2- Students are more engaged in their learning and are having more effective opportunities to build the skills and concepts that they must master. Teachers are feeling more confident in their instructional practice and more able to share professionally with their peers. Parents are receiving more regular information about grade level expectations, instructional planning and what they can do at home to support learning • Goal 3- Professional relationships between administrators and teachers at Riley Elementary School are stronger and there is shared ownership of the task at hand: learning for all students
Evidence	<ul style="list-style-type: none"> • Goal 1- Teachers will be collecting evidence of student learning that provides them with accurate information about what adult actions must be taken to ensure all students have every opportunity to learn • Goal 2- Students are more engaged in their learning and progress monitoring data (benchmarks, Dibels, etc) reflects increased effectiveness of instructional strategies and parents are receiving regular communication with academic vocabulary • Goal 3- The administrative team will be able to provide a log of classroom observations for two months and feedback opportunities to teachers that demonstrate implementation and attention to routines, relationships and professional discussions focused on instruction for learning
End Date	January, 20, 2016
Person(s) Responsible	<p>Goal 1: Principal Malone, Assistant Principal Daniels, Coach Dawson, Coach Power</p> <p>Goal 2: Coach Dawson, Coach Glisson, Principal Malone and Assistant Principal Daniels</p> <p>Goal 3: Principal Malone, Assistant Principal Daniels, Coach Power</p>

Smart Goals (90 day plan)	<p>Goal 1:</p> <p>Riley Elementary School's collaborative teams will follow a PLC process on a regular basis that demonstrates high levels of understanding of the four critical PLC questions. During the last 30 days, attention to what information is found in student data and what adult actions are needed to provide instruction, remediation and interventions as well as stretch learning will be the focus of deep implementation.</p> <p>Goal 2:</p> <p>Riley Elementary School will develop effective instructional strategies, including formative assessment practices and an intervention plan to align with the evidence-based decisions of collaborative teams to increase literacy (reading and writing) and mathematic proficiency of all students.</p> <p>Goal 3:</p> <p>The administration of Riley Elementary School will increase their professional relationships and instructional leadership skills by developing stronger classroom observation and feedback skills. This will include focused attention to being visible, participating in collaborative teams and providing one on one positive feedback and constructive support to all teachers on a regular basis.</p>
Actions	<ul style="list-style-type: none"> • Goal 1 - The focus of the PLCs will move to deepening understanding of the most effective use of data to meet the needs of students. This will include proficient use of SMART goals, assessment strategies and deeper conversations about root cause for student deficits • Goal 2- Teachers will do peer to peer observations, co-teaching, modeling of lessons for each other and continue to work with coaches to build understanding of effective instruction. • Goal 3- Administrators will complete a self- reflection document summarizing the level of instruction that they are observing overall in the classrooms, the times that they see formative assessment practices, how many times writer's workshop is implemented correctly and the effective use of guided reading. This data will be used by administrators to conduct a professional learning session for teachers on next steps
Level of Implementation	<ul style="list-style-type: none"> • Goal 1- Developing- Teams are becoming more effective at using data to inform practice and meet the needs of individual students- student by student/skill by skill • Goal 2- Implemented- Teachers are practicing on a regular basis the instructional strategies that they were taught

	<ul style="list-style-type: none"> Goal 3- Implemented- The administrators are able to use their classroom observations to give feedback and lead a discussion in next steps for continuous improvement of instruction
Expected Impact	<ul style="list-style-type: none"> Goal 1- The collaborative teams are able to celebrate success of SMART goal attainment and they are able to better articulate the root cause and needs of individual students based on data Goal 2- Student learning is increasing in classrooms at grade level because of improved instruction Goal 3- Student learning is increasing with this overall focus on improving collaboration and instruction and administrators can lead discussions around next steps with teachers
Evidence	<ul style="list-style-type: none"> Goal 1- Student achievement is increasing and teachers are more confident in their collaborate work Goal 2- Student engagement and achievement is increasing and teachers are more confident in their instructional decisions Goal 3- Data collected by administrators from classroom observations shows the strengths and challenges in classroom practice and can be effective used to plan next steps
End Date	February 20, 2017
Person(s) Responsible	<p>Goal 1: Principal Malone, Assistant Principal Daniels, Coach Dawson, Coach Power</p> <p>Goal 2: Coach Dawson, Coach Glisson, Principal Malone and Assistant Principal Daniels</p> <p>Goal 3: Principal Malone, Assistant Principal Daniels, Coach Power</p>