

FOREST AVENUE ELEMENTARY SCHOOL



**SCHOOL IMPROVEMENT PLAN
2021 - 2022**

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<p>Strategic Objective: # 1 High Quality Instructional Practices</p> <p>Build capacity at all District levels to ensure that every educator and administrator is utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
<p>Goal # 1:</p> <p>To maintain a high functioning building level Instructional Leadership Team that will support the successful implementation of our school-wide measurable instructional focus, <i>Show What You Know</i>, by identifying and sharing instructional strategies to engage multilingual learners and high needs students in conversations in order to increase their participation in student talk.</p>
<p>Activities: (Steps to be taken to implement plan)</p>
<ul style="list-style-type: none"> ● Research practices for classroom conversation ● Research practices for classroom conversation and multilingual learners ● Gather data on classroom conversations for learning ● The ILT will try out instructional strategies and gather data on effectiveness ● The ILT will share instructional strategies during faculty meetings and in school PD opportunities ● The ILT will share research and practices on viewing multilingual learners and high needs students through an asset based lens
<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
<ul style="list-style-type: none"> ● Increase the amount of student talk as measured by messy sheets, anecdotal notes, tech tools such as See Saw and recorded conversations ● A decrease in the amount of teacher talk versus student talk following the implementations of new teaching strategies ● Demonstrated use of hip-pocket tools in the classroom as observed during walk-through observations
<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
<ul style="list-style-type: none"> ● Data obtained on the increase of participation of multilingual and high needs learners ● Data obtained on the increasing amount of student talk versus teacher talk in each classroom ● Data gathered on the performance of ELL Students on the speaking and listening section of ACCESS testing
<p>Final Outcomes (annual targets for student performance outcomes)</p>

- By monitoring participation in classroom conversations as measured by messy sheets, anecdotal notes, tech tools such as see saw, and recorded conversations, the Forest Avenue ILT team will support the staff in research based ways to increase classroom conversation and increase the rate of student talk to teacher talk for multilingual and high needs students.

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Strategic Objective: #2 Educating the Whole Child	
Provide rigorous social emotional learning experiences to ensure ALL students succeed academically.	
Goal # 2: To ensure the academic and social emotional wellness of all students.	
Activities: <i>(Steps to be taken to implement plan)</i>	
<ul style="list-style-type: none"> ● Weekly student review team meetings ● Individualized Student Support Plans to be implemented by support staff ● Addition of a .5 School Adjustment Counselor to the school support team ● Development of the Social Emotional Consult Google Form to increase communication with staff and identify students at risk ● School Adjustment Counselor weekly check-in's with students identified as at risk ● Weekly Instructional Support Team (IST) meetings ● Individualize Student Success Plans to be implemented by the classroom teachers and IST members ● Re-implementation of the Forest Avenue School positive behavioral support program, the Leaves of Citizenship ● Implementation of SEL screening in November to identify at risk students ● Implementation of SEL groups from November - March 2022 to support SEL 	
Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)	
<ul style="list-style-type: none"> ● Ongoing data collected during weekly SRT Meetings ● Successful Implementation of Student Support Plans ● Ongoing data collected during Instructional Support Team Meetings ● Successful Implementation of Individualized Student Support Plans ● Data gathered on the services provided by the School Adjustment Counselor ● Program roll out of the six Leaves of Citizenship Character Traits: Fairness, Outstanding Citizenship, Responsibility, Empathy, Shows Respect, & Trustworthiness & data collected on leave distribution 	
Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i>	
<ul style="list-style-type: none"> ● Action Steps taken following Instructional Support Team Meetings 	

	<ul style="list-style-type: none"> ● Data taken in support of student plans ● Action steps taken following Instructional Support Team Meetings ● Data taken in support of Student Success Plans ● Adjustment Counselor - increased communication with families and servicing of weekly check in's with identified students from new Social Emotional Support Consult Form ● Data collected from distribution of leaves for the six character traits
	Final Outcomes (annual targets for student performance outcomes)
	The implementation of interventions to ensure the academic and social emotional wellness of all students at Forest Avenue School during the 2021-2022 school year.

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	<p>Strategic Objective: #3 Educating the Whole Child</p> <p>Build capacity at the building level to ensure that we are meeting the social emotional needs of our students whose educational experience has been impacted by the pandemic.</p>
	<p>Goal #3</p> <p>Continue to provide a safe and supportive environment for all students with a focus on helping students transition back to a five-day school week where the rules that regulate social behavior have changed due to the pandemic. Help students to rebuild their stamina now that they are back in school full time.</p>
	Activities: (Steps to be taken to implement plan)
	<ul style="list-style-type: none"> ● Monitor the academic, social emotional, & behavioral well-being of students ● Implement Tier 1 & 2 supports in support of student wellness ● Examine trends in behavioral referrals to help re-teach social expectations ● Apply responsive classroom strategies to help students re-learn how to self-regulate at school ● Present information to staff and provide them with time to help students rebuild their stamina and re-learn school ● Establish resources for students to access when they are feeling dysregulated
	Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)
	<ul style="list-style-type: none"> ● Presentations and professional development at staff meetings focused on building student stamina and re-teaching school ● An established list of tools and resources for teachers to access to assist dysregulated students ● The implementation of Tier 1 & 2 supports in support of student wellness
	Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)
	<ul style="list-style-type: none"> ● A decrease in the frequency of dysregulated behaviors across grade levels ● A decrease in behavior referrals

	<ul style="list-style-type: none"> ● A decrease in the need for office staff to support dysregulated students
	Final Outcomes (annual targets for student performance outcomes)
	<ul style="list-style-type: none"> ● Reduced interruptions of learning in the classroom due to emotionally dysregulated students ● An increase in student stamina resulting in less discipline referrals and increased productivity in the classroom ● An increase in student performance as measured by district and state assessments

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	<p>Strategic Objective: # 4 Climate and Culture</p> <p>Develop a culture that promotes wellness among adults, helps to manage stress, builds strong relationships, establishes psychological safety, and mutual support and respect.</p>
	<p>Goal # 4: To successfully implement structures and supports for staff members, which will promote wellness, help manage stress, build positive relationships, and foster an atmosphere of mutual support and respect during this challenging time of teaching during a pandemic.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> ● Implement Tier 1 & 2 supports for staff members focused on wellness and stress management ● Establish a Staff Wellness Committee to facilitate events and activities for staff which will help to build positive relationships, foster an atmosphere of support, and help create comradery
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> ● Data of staff members participant in Tier 1 & 2 supports ● Successful implementation of events and activities created by the Wellness Committee
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> ● Increased staff participation in voluntary school activities ● Increased staff participation in school and district professional development opportunities ● Increased teamwork approach to educating students
	<p>Final Outcomes (annual targets for student performance outcomes)</p>
	<ul style="list-style-type: none"> ● Decreased staff absences ● Increase retention of staff at the end of the school year