

School District			
School	Elementary School	Review Date	10.2.2019
Principal		Insight Facilitator	

BRIGHT SPOTS

Bright Spots are areas in which the school is succeeding or excelling.
See following pages for the full RQSR report detailing evidence of the school's bright spots.



AREAS OF REFINEMENT

Areas of Refinement are areas in which the school could improve in order to have the greatest impact on teacher practice and student achievement.
See following pages for the full RQSR report detailing evidence of the school's areas of refinement and identified goals and action steps for growth.



Bright Spot 1:

School leadership team's visibility in the classroom

The team has made a purposeful effort to be in classrooms each week to provide support and feedback for their teachers. They were heartened to know that the observations were viewed as positive and supportive by the faculty.

Supporting Evidence

- Teachers expressed appreciation for the regular observations and feedback (formal and informal) on a weekly basis. Continue to find feedback very useful.
- Regular class visits provide opportunities to help with reflection on their practice and supports it with strategies.
- Regarding coaching support, teachers appreciated that feedback notes are shared with teachers and follow up visits are scheduled to see if a suggestion worked.
- "The school is continually enforcing PBIS expectations."

Bright Spot 2:

Teachers feel supported by the ILT

In addition to the classroom visits, the team has used the ILT meetings to focus on instruction tied to coaching, professional development and strategies to support teachers. As in the comment above, they were glad to hear that teachers know and understand that all these efforts are linked.

Supporting Evidence

- Teachers expressed a high degree of comfort and willingness to reach out to all members of the school leadership team for all aspects of their work.
- Teachers said that the principal and leadership team often say "Let me know what you need" and follow up regularly.
- Teachers said that they feel supported in trying new curriculum and improving their practice because they know they will get the support and training that they need.
- "PD does not feel like a waste of time...last two years I have implemented strategies and have seen changes in the classroom."
- 90% of teachers surveyed strongly agreed or agreed that they feel valued as a professional at the school



Bright Spot 3:

STEP/ILT Practice is on the right track

Through feedback via surveys, focus groups and STEP video meetings, it is evident that the STEP and ILT work is having its intended effect. Teachers feel part of the process and growth in their practice as educators. They also noted seeing changes in the classroom through the strategies they have implemented.

Supporting Evidence

- STEP groups value the meetings and volunteer to adjust/move meetings times if needed ensure that they meet as a group every week.
- Strengths include active participation, clear purpose and teachers working collaboratively to identify challenge and aims.
- Teachers who ranged in experience from new teachers to experienced ones all expressed growth in their practice.
- ILT meets weekly and continues to use the protocols and goals to focus on teacher support and student achievement.



Area of Refinement 1:

In the area of Family Engagement, survey data suggests that more can be done in this area. There were several indicators of things they were not doing but could do easily. They also discussed family engagement as a way to help families support students outside the classroom with the goal of stronger student achievement.

Supporting Evidence

From surveys, the team:

- Identified a need to help families focus on why academic achievement is important
- Provide strategies for how families can support school expectations at home
- Understood need for more family outreach with the school on and off campus

Suggestions for Growth & SMART Goals

To improve teacher practice and student achievement, consider the following SMART goal and action steps.

SMART Goal	Action Steps
By the end of 2019-2020, the team will have provided more opportunities for parent engagement on and off campus to help provide strategies and supports for student achievement outside the classroom. Success will be measured through sign in sheets, exit tickets, surveys, and growth in student achievement.	<ol style="list-style-type: none">1. Set dates, communication and facilitation for PTO and SIC meetings to include variety of programs and topics.2. Set up a tent at athletic events (one per sport per season) to see parents off campus and in the community.3. Track growth in student achievement through school assessments and MAP data4. Measurement data collected by those taking the lead and bringing it to ILT for reflection5. Communicate all events on social media weekly and through banners/signs on campus



Area of Refinement 2:

The team identified the need for Social Emotional Learning training and support. Similar to the area above, they noted that there were things they were not doing but could readily implement. In addition to the need for more training for student behaviors as noted by teachers, the team also discussed how providing students with SEL opportunities would make students more confident and engaged in school, leading to stronger student outcomes.

Supporting Evidence

- In teacher surveys, they noted that they want more support for how to deal with student behaviors in the classroom
- Majority of SEL survey respondents said that there is no time currently set aside in faculty meetings to discuss SEL
- The team realized that more could be done in the SEL, as there were several survey questions that were answered with “Not doing this: could do this easily.”

Suggestions for Growth & SMART Goals

To improve teacher practice and student achievement, consider the following SMART goal and action steps.

SMART Goal	Action Steps
By June 2020, the team will have provided SEL teacher training and support, as well as continue to reinforce PBIS practices. Measurable growth includes observable classroom practices and fewer referrals.	1. Learn more about SEL and go through SEL training as an ILT
	2. Arrange for Capturing Kids’ Hearts training for faculty through district.
	3. SEL Book Study planned with date shared to teachers by October 31, 2019 (). Mini book study (3-part series) with all teachers to be completed by end of October
	4. PBIS support and feedback
	5. Ongoing reflection on classroom practices with teachers after training



Area of Refinement 3:

Alignment of Standards to lessons and practice

Through observations and coaching sessions, there is a varied alignment of standards to lessons and instruction. Understanding the standards and connecting them to lessons and assessments is a main focus for the leadership team this year.

Supporting Evidence

- From classroom observations the team is seeing that teachers are posting standards in the classroom but it does not always align to how they are teaching.
- During coaching sessions, some teachers are not choosing the appropriate standards to align with their lessons.
- Standards based instruction is rigorous and includes high student engagement but this was not always observed in classroom visits.
- Coaches have been trained on unpacking standards so they will be ready to share this with teachers beginning October 9, 2019

Suggestions for Growth & SMART Goals

To improve teacher practice and student achievement, consider the following SMART goal and action steps.

SMART Goal	Action Steps
By the end of the 2019-2020 school year, all teachers will have received standards alignment training in order to improve achievement and student engagement through high quality, standards-based instruction.	1. ELL and Math Professional Development (i.e. unpacking the standards and strategic design process)
	2. Review and reflect on observation data and benchmarks
	3. SC Ready, SC Pass, MAP data reviewed to track progress and inform instruction
	4. Coaching Scorecard reviewed regularly

