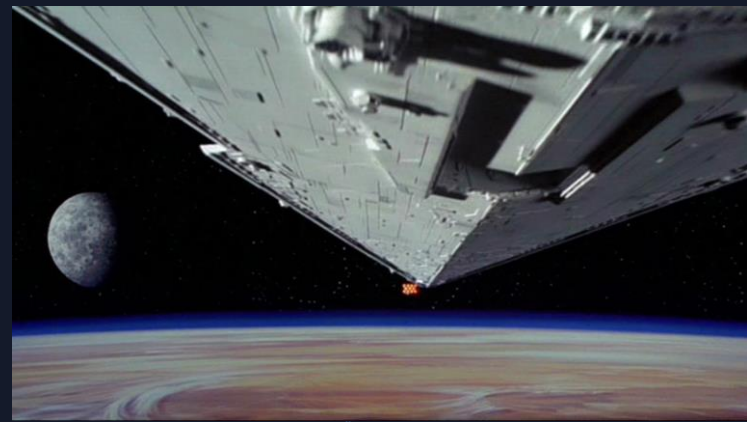


The Force That is with Us



Forrest Road Elementary School
August 5, 2021

Our New Hope for the Future

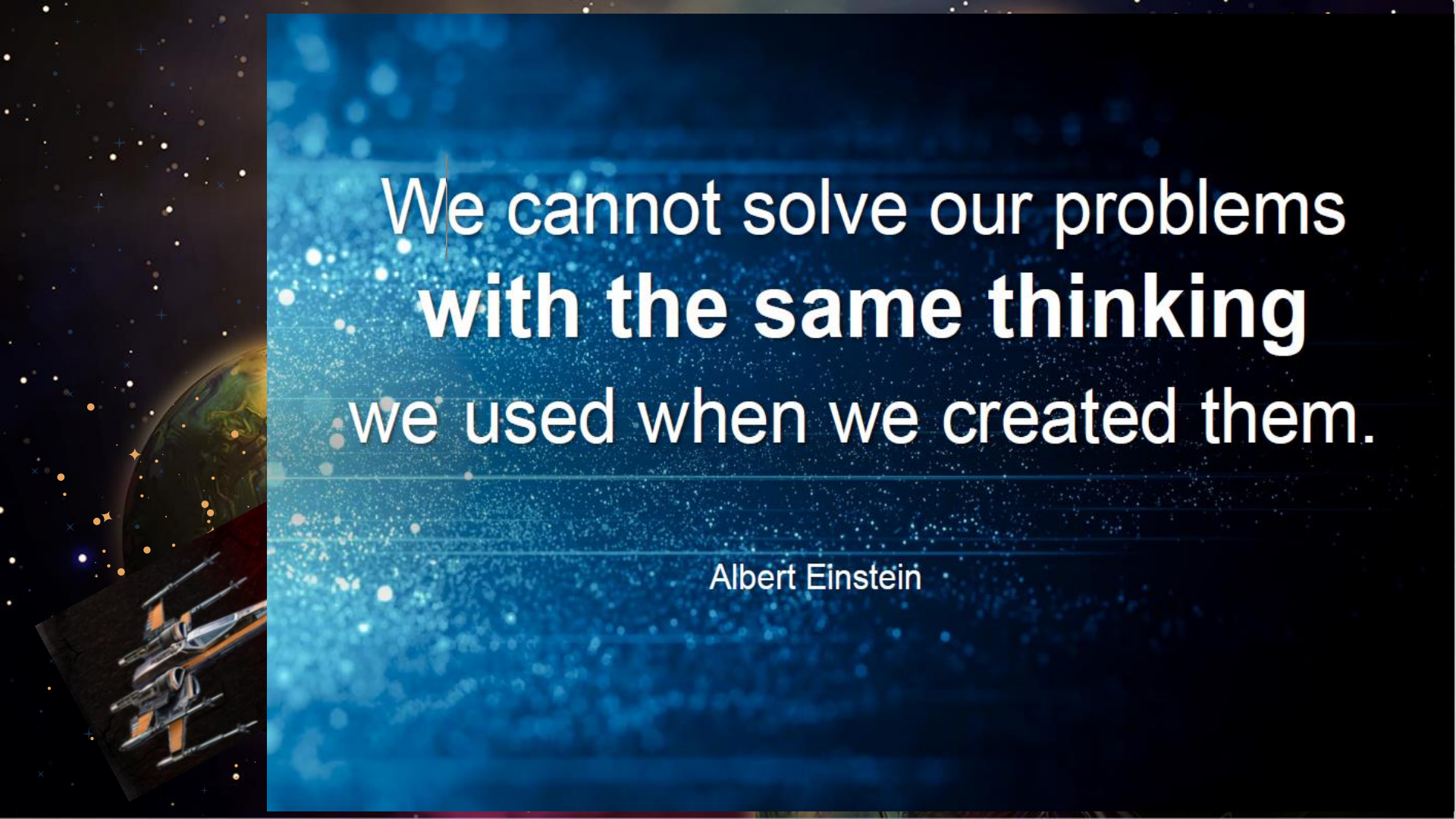
The importance of hope and believing in what you cannot see



Our mission is that “we inspire young minds to change the world”.

Our vision is that “Forrest Road is a beacon of academic excellence where all students are known, valued and inspired.





We cannot solve our problems
with the same thinking
we used when we created them.

Albert Einstein

Data Driven Decision Making at Forrest Road empowers us to utilize our students' live data to make choices that will impact their growth behaviorally and academically.



Root Cause Analysis (RCA)



Define

Define life problem

Analyze

Analyze cause and effect relationships (Five Why, Fishbone diagram)

Identify

Identify the root causes that are actionable

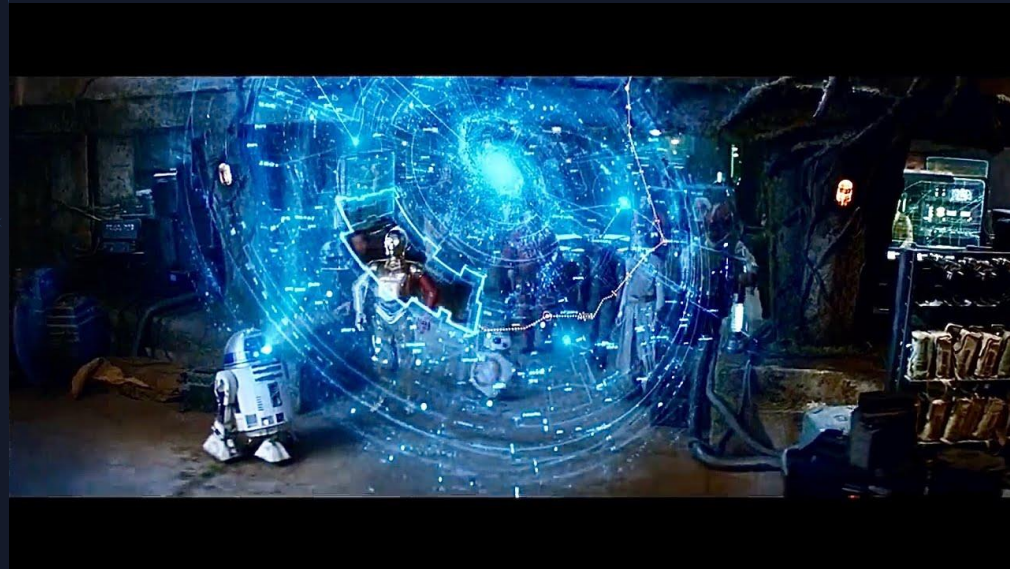
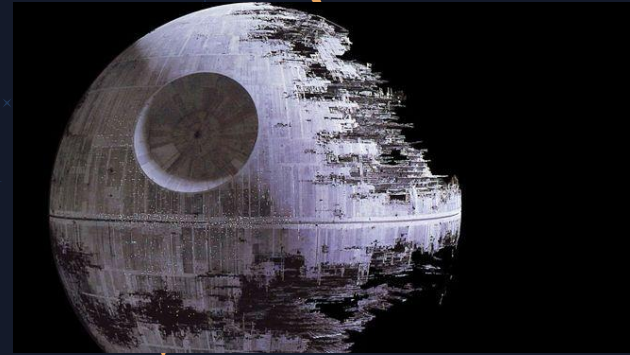
Devise

Devise solutions



Over Arching Need #1

Implement Personalized Learning –
Data Driven Decision Making



Root Causes

#1 Teacher buy-in: the lack of time, training, and resources for teachers

#2 Training: lack of time for time for training, modeling, and follow-up

#3 Student buy-in: lack of teacher/student relationships

#4 Family buy-in: lack of communication and home/school relationships

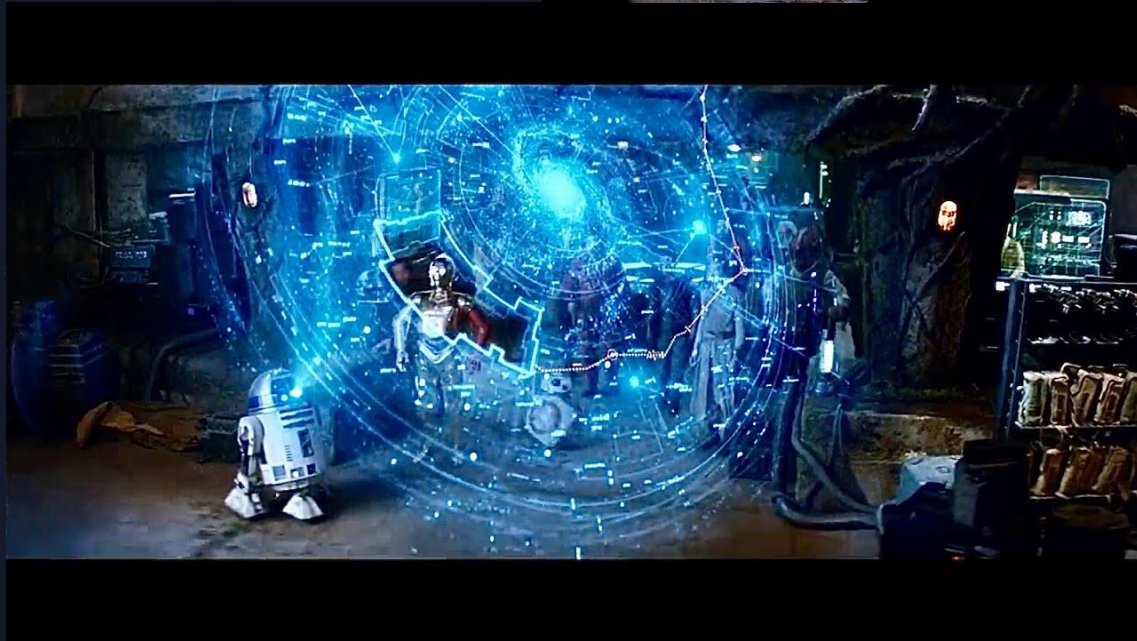
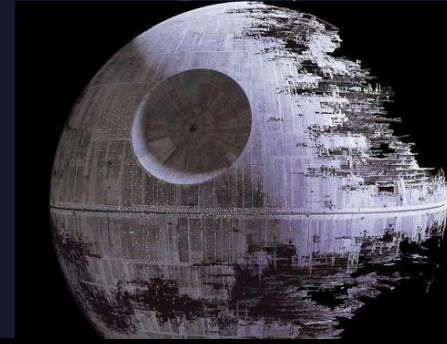
#5 Resources: lack of enough funds to buy resources

#6 Leadership: training that addresses our school's specific needs



Over Arching Need #2

Monitor and
implement the
MTSS Process with
fidelity



Root Causes

#1 Training: the lack of time and knowledge

#2 Teacher buy-in: Don't see the benefits

#3 Family buy-in: Lack the understanding of the process and the goal

#4 Personnel: the need for training, mentors, and models

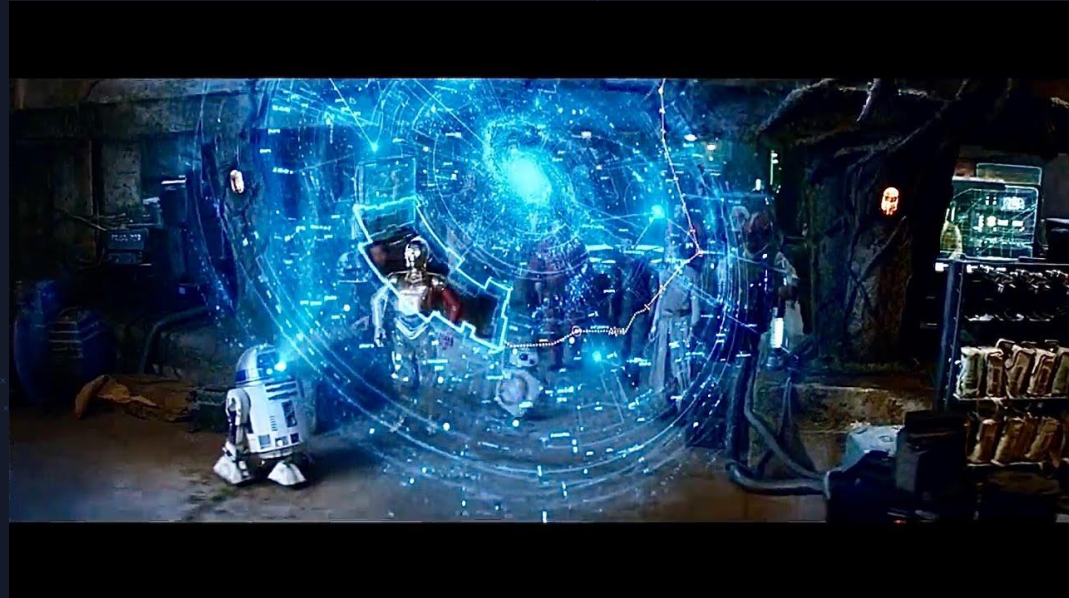
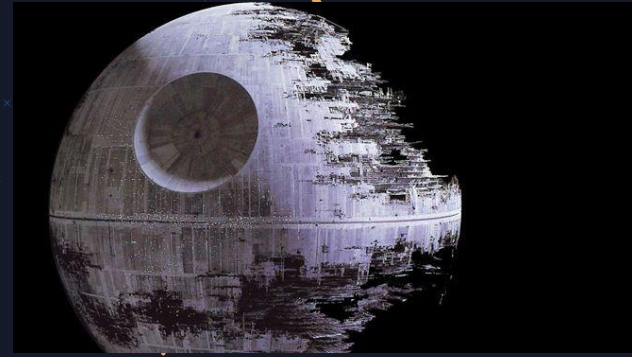
#5 Strategies: training for all staff with feedback and follow-up

#6 Leadership: Monitoring the process from start to finish



Over Arching Need #3

**Provide Social
Emotional Learning
throughout the school**



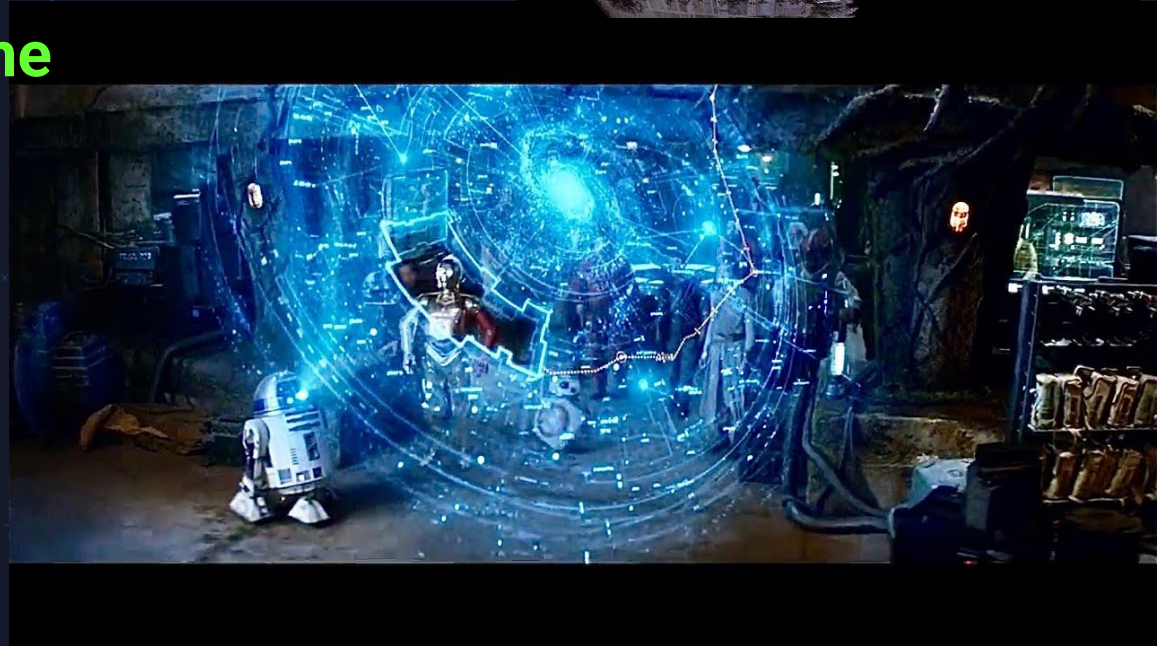
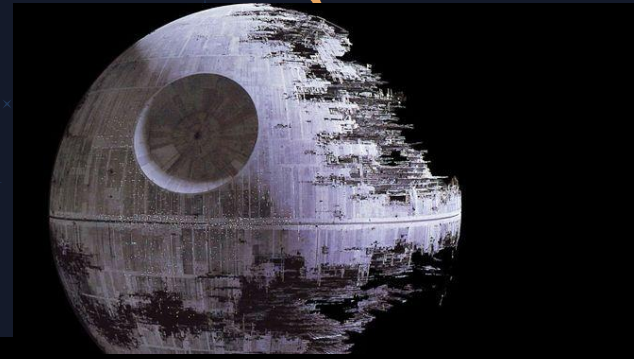
Root Causes

- #1 Lack of counselor: transitioned to a new counselor mid-year
- #2 Teacher buy-in: not prioritized
- #3 Training: lack of training of strategies



Over Arching Need #4

Promote rigorous
instruction throughout the
school in all
content areas



Root Causes

#1 Training: lack of knowledge of appropriate strategies and modeling

#2 Effective differentiation: the need for training, mentors, and models

#3 Use of team leaders: monitoring expectations

#4 Leadership: addressing non-compliant individuals with crucial conversations



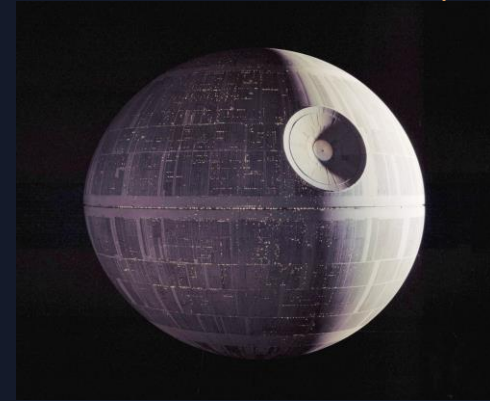


Presenting
our goals

School Improvement Plan (SIP)

Instructional Goal #1

By May 2022, 100% of the Forrest Road staff will be trained in Personalized Learning, under the Core Four area of Data Driven Decision Making in all content areas with 85% of the staff implementing with fidelity as measured by progress monitoring, walk-throughs, and feedback.



Action Steps– Year 1

Professional Learning Communities will be improved and enhanced to ensure effectiveness and fidelity within classroom settings with training on the implementation in the usage of the Standards-Based Weekly Assessment Guides, (SWAG), Data Sheets.



Action Steps– Year 1

2nd, 3rd, 4th, and 5th grade teachers will be trained on implementation of Personalized Learning by the GaDOE's 'GRE4T Initiative Early Framework' design for Personalized Learning.



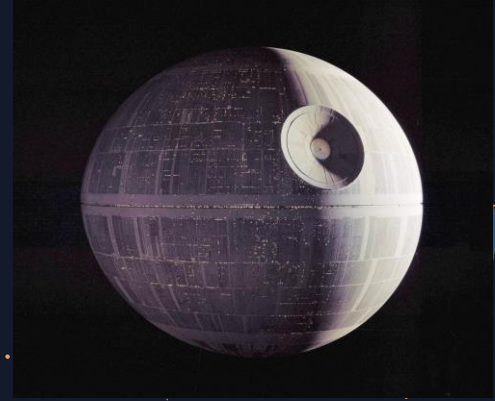
Promote rigorous instruction in all content areas, (teachers and paraprofessionals.)



School Improvement Plan (SIP)

Behavioral Goal #2

By May 2022, 100% of the Forrest Road staff will be trained in the Multi-Tiered System of Support (MTSS) processes with 85% of the staff fully implementing the processes with fidelity as measured by progress monitoring, data collection, and feedback.



Action Steps– Year 1

100% of Forrest Road Elementary School's teachers and paraprofessionals will receive initial and/or review training monthly on the MTSS processes.



100% of Forrest Road Elementary School's teachers will participate in the implementation of bi-monthly grade level MTSS updates.



Action Steps– Year 1

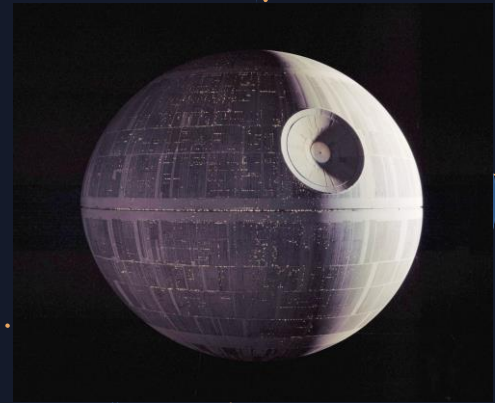
100% of the Forrest Road Elementary School's staff will utilize Positive Behavior Interventions and Supports, (PBIS).



School Improvement Plan (SIP)

Additional Instructional Goal

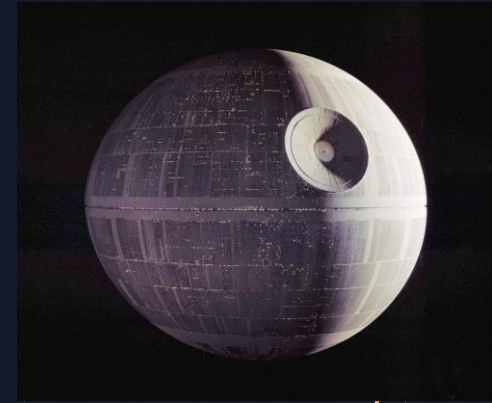
By May 2022, 100% of the Forrest Road staff will receive training in utilizing rigorous instructions in all content areas with 85% fidelity as measured by progress monitoring, administrative focus walks, peer/peer observations, and lesson plans.



School Improvement Plan (SIP)

Additional Behavioral Goal

By May 2022, 100% of the Forrest Road staff will receive training in Social Emotional Learning practices and will implement these practices with 85% fidelity as measured by student surveys, discipline records, parent communications, and records reviews.



Action Steps– Years 2 & 3

In depth SWAG training and Data notebooks

In-depth training of the MTSS Process

Further development of Rigor and Relevance using the GADOE Frameworks

Empowering Students (using their own data, student-led conferences, student goal setting)

Pre-K - 5th grade teachers will be trained on implementation of Personalized Learning by the GaDOE's 'GRE4T Initiative





Let's look how we will find the data





Here's where the fun begins.

27
#1

S.W.A.G.'s

Standards-based Weekly Assessment
Guides



Planning for S.W.A.G.'s

Each week grade levels will create a short quiz, 3-5 questions tops. Questions will be the key components or items in the standards being taught for the week.

All 4 content areas will prepare and administer S.W.A.G.'s

Planning for S.W.A.G.'s

Quizzes will be given each Monday and Friday to start the day.

Students will have 5-7 minutes tops to complete

S.W.A.G Data Usage

S.W.A.G.s will be marked, documented, and given back to the students so that they can document in their folders.

Teachers will use the data to group students for the week and guide instruction.

Students will retake the same S.W.A.G. on Friday morning to determine growth and understanding.

S.W.A.G Data Usage

Students who do not make “Free Friday” will be placed in S.P.O.T.L.I.G.H.T. intervention group.

Major faults in performance will be folded back into the lesson for the next week and the same question concerning the standard will be added to the S.W.A.G.

#2

S.P.O.T.L.I.G.H.T. interventions

*Specialized Plan of Teaching Learners Incorporating
Guides(groups) and Higher-order Thinking*



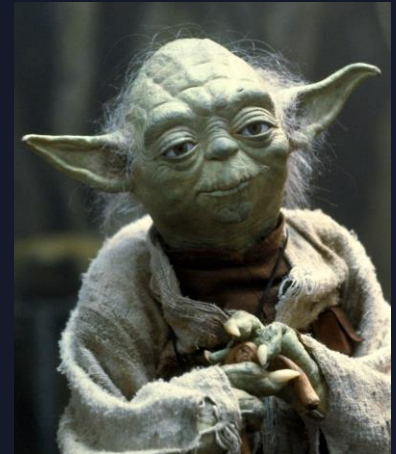
S.P.O.T.L.I.G.H.T. interventions

- Intervention teachers will prepare lessons using the standards the teachers are covering.
- Fridays during “Free Friday” the students will be placed in groups and taught either reading or math.



S.P.O.T.L.I.G.H.T. interventions


- Students that perform well in the intervention area for the week will be placed in a writing group.
- Students that are behind or ahead will be pulled for individual or small group remediation or acceleration.





#3

Individual Student Data Analysis Notebooks



Teacher Notebook to include a Student
Data Analysis profile on each student in
their homeroom.

Forrest Road Elementary School, 2021 - 22
Kindergarten – 2nd grade Individual Student Data Analysis

Student _____

School Year _____

Teacher _____

Grade Level _____

Check all boxes that apply to the status of the student:

Student retained in Grade _____

Student has an IEP or 504 Plan (circle the applicable plan) Student in the SST Process: Tier _____

STUDENT DATA

Benchmark Assessment System (BAS)	Lexia Level	IXL Diagnostic	STAR Reading Grade Equivalent	STAR Math Grade Equivalent
August:	Baseline:	Baseline:	Baseline:	Baseline:
Mid-year:	Mid-year:	Mid-year:	Mid-year:	Mid-year:
End-of-year	End-of-year	End-of-year:	End-of-year	End-of-year



SWAG Cummulative Post Scores

	Reading	Language Arts	Math	Science	Social Studies
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					



Writing Assessment Results

Writing Sample Levels: Beginning, Developing, Proficient, Distinguished

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>Narrative</u>	<u>Informational</u>	<u>Narrative</u>	<u>Opinion</u>
Pre:	Pre:	Pre:	Pre:
Post:	Post:	Post:	Post:



INTERVENTIONS

(Check all that apply)

- Tutoring Mentor Parent Contact (dates: _____)
- Counseling Group Counseling Student Conference (dates: _____)
- Extended Instructional Peer Buddy System Computer Assisted Instruction
- Small Group Instruction Academic (learning) Contract Special Ed./Intervention Teacher
- Other _____
- SST Referral ~ Dates _____ Plan of Action: See attached summary report.

Student Readiness Level: ____ Below Grade Level ____ On Grade-Level ____ Above Grade Level

***Intervention Strategies:** Students identified as below grade must have 3 documented research based strategies utilized in the school year, beyond tutoring and small-group interventions.



Student name: _____ Strategy	Date	Content Area	Results



#4

On-going DATA ROOM

BAS Data

**Behavioral
Data**

**IXL Diagnostic
Data**

**Achieve
Lexile Data**

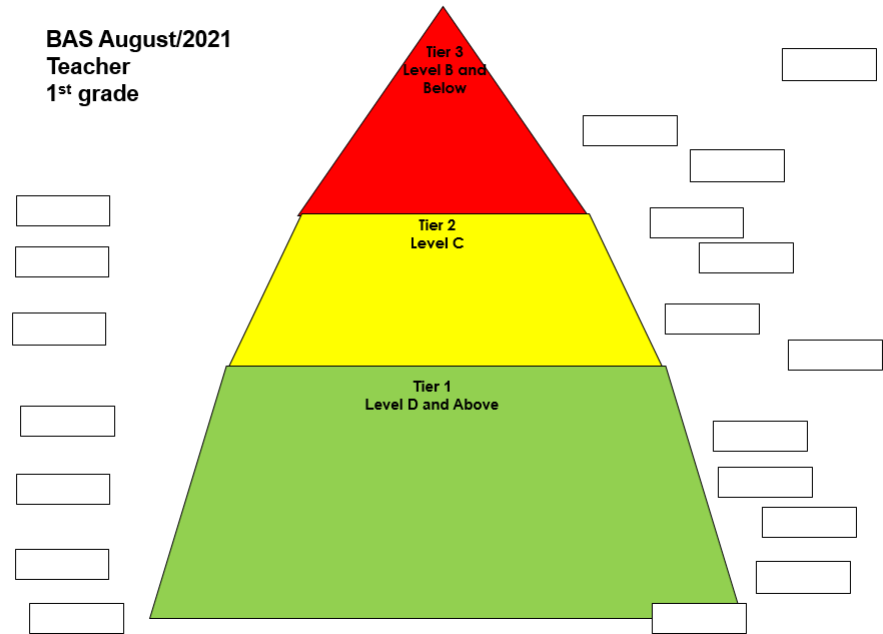
**Lexia Levels
Progress
Data**

On-going DATA ROOM

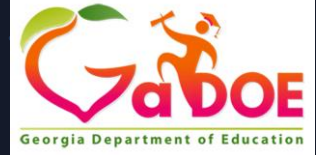
Teacher: Mr. Creative Grade: 2

Student Name	Add 2 digit w/out regrouping	
Kevin	100	
Carmen	100	
Barbara	55	
Candice	70	

BAS August/2021
Teacher
1st grade



#5



T.K.E.S

Teacher Keys Effectiveness
System



T.K.E.S

Performance Standard 1: Professional Knowledge

Performance Standard 2: Instructional Planning

Performance Standard 3: Instructional Strategies

Performance Standard 4: Differentiated Instruction

Performance Standard 5: Assessment Strategies

Performance Standard 6: Assessment Uses

Performance Standard 7: Positive Learning Environment

Performance Standard 8: Academically Challenging
Environment

Performance Standard 9: Professionalism

Performance Standard 10: Communications

T.K.E.S



- TEM scores will not be used this year.
- Pre-eval Conference, Mid-Year Conference, and Summative Conference must be done.
- Self-assessments are required
- Summative Assessment is not required

T.K.E.S



- PDP will be utilized if needed
- Each teacher will have at least 2 observations
- PLGs should be completed
- WE will complete a FULL cycle of TKES at Forrest Road Elementary School

Progress Monitoring Methods to include, but not limited to:

Topic Spread Sheets	Bi-monthly observations and feedback from CSU Math Collab.
Weekly Achieve 3000 Progress Monitoring data	Tri-annual Achieve 3000 Level Sets (Lexile Levels 3 rd – 5 th)
Monthly Achieve 3000 Lexile Progress data	Weekly IXL Progress Data
Running Records, BAS & DRA (Reading Levels K – 3 rd)	Formative and Summative Testing results
GaDOE's GRE4T Initiative observations and feedback	SWAG Data



Progress Monitoring Methods to include, but not limited to:

Administrative Focus Walks	Peer/Peer Observations
TKES Observations	Universal Screeners (STAR,BESS)
PBIS Data	MCSD QBA's
Developmental Spelling Assessment	GaDOE Numeracy Project Assessment
SWIS DATA	





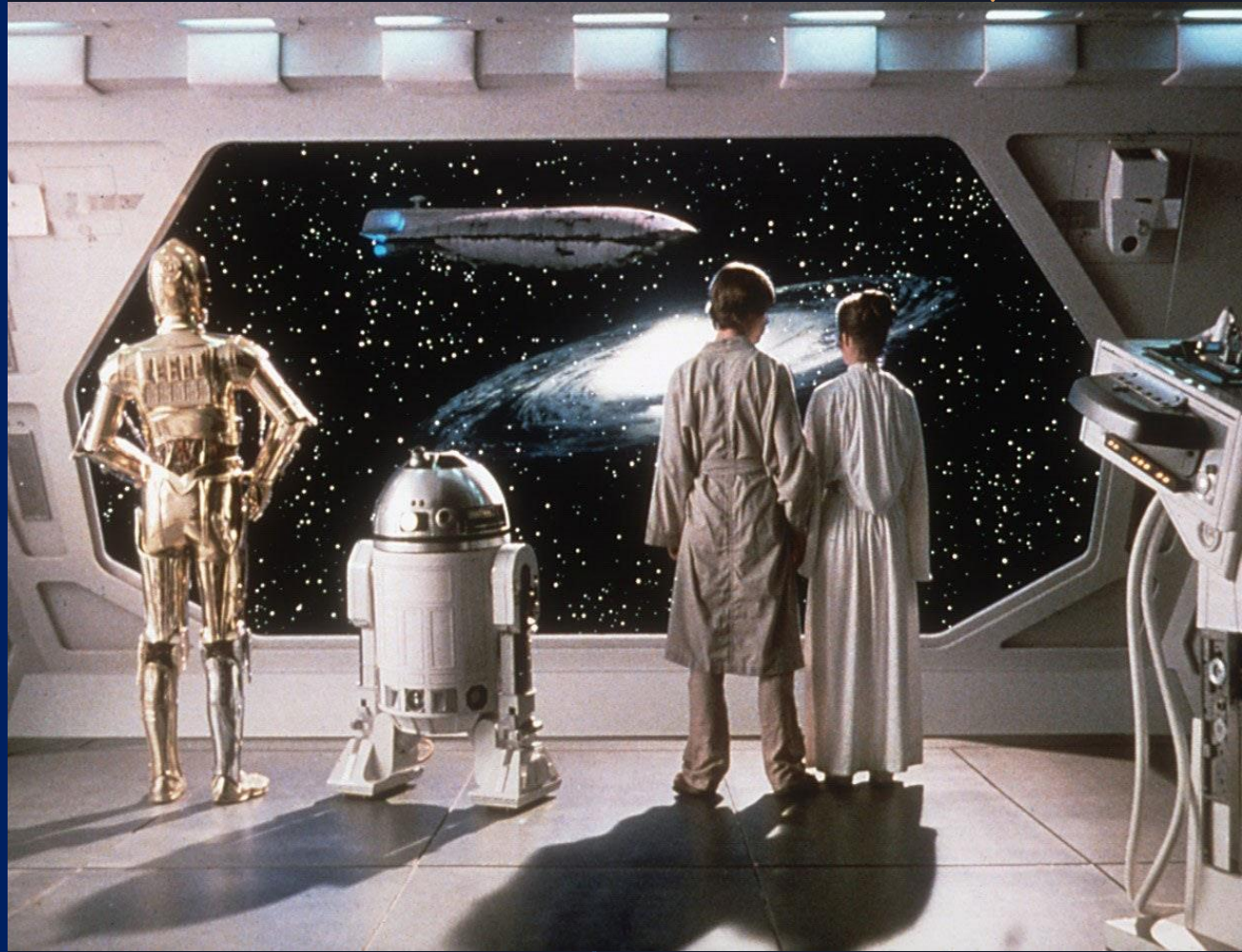
You have learned much, young one.

Forrest Road's

2021 - 2024

**School Improvement
Plan is our pathway
to a "New Hope for
the Future".**

**May the force be
with you.**





THE END!



Questions or Comments ?

