

# Island Park Elementary

## School Improvement Plan – Goal #1

### Goal #1 – Social Emotional Learning (SEL)

**2019-20 Target:** By the end of the 2019-20 School Year, Island Park will have >50% implementation of Positive Behavior Interventions and Supports (PBIS) according to the Tiered Fidelity Inventory published by PBIS Apps.

- Develop and implement an Elementary Multi-Tiered System of Support (MTSS) for Social Emotional and Behavioral Learning
- Nurture an inclusive, culturally responsive, and welcoming school community
- Explore and plan for systemic PBIS Tier 2 structures and practices

**2020-21 Target:** By the end of the 2020-21 School Year, Island Park will have >70% implementation of PBIS according to the Tiered Fidelity Inventory published by PBIS Apps.

- Full implementation of a Social Emotional and Behavioral Multi-Tiered System of Support (MTSS)
- Design and implement systemic PBIS Tier 2 structures and practices

### Goal #1 Leadership

- Principal & Associate Principal
- PBIS Leadership Team Unit Lead (Identified Teacher Leader)
- PBIS Leadership Team
- Ad hoc team members as needed
- Outside consultation with Lisa Hoyt and Cassie Martin as needed

### Goal #1 Alignment w/District Mission and Vision

Social Emotional Learning (SEL) promotes the District core values of supporting the whole child, creating inclusive and equitable learning settings, and ensuring our school communities are safe and supportive. PBIS is a component of SEL. Positive Behaviors Interventions and Supports (PBIS) is a research-based, school-wide, Multi-Tiered System of Support (MTSS) program that's designed to promote the development of students' social, emotional, and behavioral skills and strategies. As such, it is in direct alignment with the District values of supporting the whole child and the focus priority of developing MTSS.

### **Goal #1 Resources**

**PBIS Team:** Our PBIS Leadership Team is composed of a teacher leader, special education and classified representatives, as well as both a primary and intermediate elementary representative.

**Consultation/Coaching:** Outside consultation, Lisa Hoyt, will continue to support our PBIS work through team training, consultation and coaching, and a Tiered Fidelity Inventory. The team will use her expertise and input to inform next steps and to help us create action plans for this year and future years.

**Island Park PTA:** The Island Park PTA is supporting our school-wide PBIS program and helping us make the invisible behavior expectations in the lunchroom and playground visible.

### **Goal #1 Action Items**

- Revise and clarify school-wide expected behaviors and make visuals to support implementation.
- Revision of positive behavior acknowledgement system (SOAR tickets).
- Increased utilization of the School-wide Information System (SWIS) to inform areas of concern that require attention.
- Create common lesson plans for all staff to use with students.
- Systematically teach students expected behaviors in classrooms and throughout common areas.
- Calendar times to periodically reteach and review expectations.
- Implement Tier 1 action steps identified through the 2018-Tiered Fidelity Inventory and PBIS rubrics for implementation.
- Engage in another Tiered Fidelity Inventory in the spring of 2020 to measure progress.
- Elementary and secondary PBIS team leaders will collaborate to build an effective K-12 system through aligning practices and language across sites and levels.
- Common area behavior expectations will be communicated to students through banners and signs.
- Second Step Problem Solving Stations will be constructed on the playground to support the generalization of this curriculum's lessons to real-life situations.
- Classified staff will receive in-depth training on the Second Step problem solving method to support successful implementation.
- Implementation of a Check-in/Check-out program.

### **Goal #1 Results**

With >50% implementation of the tiered fidelity inventory, the PBIS system will provide clear, common expectations throughout the school to create a safe, predictable, and supportive environment for all learners. We expect that most students will respond to the system and as a result, there will be a decrease in office referrals for major behavior violations as well as multiple office referrals (SWIS Data).

By strengthening our school culture, we also anticipate an increase in overall attendance, especially at the intermediate elementary levels (currently averaging 94% attendance rate in grades 3-5).

As the school moves from Tier 1 (Universal) PBIS implementation into systemic Tier 2 (Strategic Intervention) systems, staff will have common next steps to provide for reteaching, intervention, and support systems when students demonstrate that the Tier 1 system isn't meeting their needs.

# Island Park Elementary

## School Improvement Plan – Goal #2

2019-20

### Goal #2 - Academic

**2019-20 Target:** Utilizing a Multi-Tiered System of Support (MTSS), at-risk students will make more than one year's growth towards achieving grade level benchmarks in reading and/or math, as measured by SBA, AIMSweb Plus, and/or Classroom Based Measures. Students at benchmark levels at the start of the school year will demonstrate a minimum of one year's growth as measured by the same standards.

### Goal #2 Leadership

- Principal & Associate Principal
- RtI Leadership Team Unit Lead (Identified Teacher Leader)
- RtI Leadership Team
- Ad hoc team members as needed

### Goal #2 Alignment

Defining and implementing an accessible Tier 1 literacy and math curriculum for all students is a critical first step in building an effective Multi-Tiered System of Support (MTSS) for academics. As such, this work is in direct alignment with the District's focus priority of developing MTSS.

Implementation of RtI also promotes the District core values of supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning.

### Goal #2 Resources

**RtI Team:** Our RTI Leadership Team is composed of a teacher leader as well as both a primary and intermediate elementary representative.

**LAP, SIP and Title 2:** Leverage these resources to fund teacher professional development.

### **Goal #2 Action Items**

- Revisit and clarify school-wide Tier 1 universal instruction for all students
- School leaders will participate in the MISD Elementary GVC Committee that aligns school-based work to district-wide work
- RtI Leadership team will provide professional development around Dufour's PLC questions and further advance the data culture at Island Park
- Based on the work of the RtI leadership team, the amount of just in time interventions provided to students will increase
- Develop Literacy MTSS Pathways to capture Tier 1, 2, and 3 instructional practices
- Update GVC documents to reflect current work (in collaboration with district committee).
- Provide professional learning sessions and coaching to support a consistent delivery of Tier 1 universal instruction
- Create consistent and reliable assessment practices to accurately benchmark students 3x/year
- Consultation/Coaching by Nova Williams and Aimee Batliner-Gillette to support our RtI work through LETRS trainers for MISD elementary teachers.

### **Goal #2 Results**

School-wide fidelity to the defined Tier 1, Universal instruction, in reading and math will result in all students receiving research-based instruction and proactive intervention. Once defined and implemented, this will make the work of the SST and BGT teams more effective, thereby making recommendations for Tier 2 interventions or referrals for special education evaluation more strategic.

We further expect to see a rise in scores in early literacy and curriculum-based measures such as AIMSweb, SBA, and Classroom Based assessments. As a result of Tier 1 curriculum being implemented consistently and with fidelity the number of students who are below benchmark will decrease and we'll see an increase in just in time interventions.