



Plymouth Public Schools
Fisher Elementary School Annual Report - 2018-2019
Mrs. Kim Loveland, Principal
Executive Summary

Summarize what you have been working on over the past 2-3 years

During the 2015-2016 and 2016-2017 school years, Harry S. Fisher Elementary School restructured the English Language Arts instruction to align with Reader's and Writer's Workshop for all students in grades K through 5. Teachers received professional development from Columbia to develop the instructional skills and capacity to implement the model. Literacy coaches modeled, coached, and co-taught as well as provided instruction to our most at risk students. Foundations, a phonic program, has expanded into grade three to support phonics instructions grades K through 3. We have also developed a strong partnership with parents within the community with parent volunteers who regularly provide students with additional practice with sight words and math fact fluency.

Math instruction and technology integration has also continued to develop. Go Math has been adopted as the primary resource in all grades and is aligned to the CCSS. Intervention periods were created to support ELA and Math. Accessibility to technology has increased. Students have access to chromebooks and/or utilize the computer lab once a week. The STAR assessment, which is a digital assessment tool for reading and mathematics, provides immediate data that can be used to progress monitor students and assist in ensuring academic growth. Teachers meet weekly to analyze student data and adjust instruction.

Fisher Elementary School has also focused on the development of the growth mindset with staff and students. The concepts of grit and perseverance are emphasized in the motto of Step Up to the PLATE by Practicing Self Control, Living

Respectfully, Acting Responsibly, Treating others with Empathy, and Expressing Gratitude as a means to Believe, Achieve, Succeed, and Excel. Second Step has also been consistently taught to our students through our Social Worker and School Psychologist.

Summarize the major foci for 2018-2019 that will lead to improved student outcomes

During the 2018-2019 school year, Fisher Elementary will have a primary focus on expanding the workshop model into math instruction. Teachers will be provided professional development as well as identify resources necessary to ensure fidelity and consistency with the model. Instructional Tutors will be utilized to provide the majority of tiered interventions, allowing the Math Coach to focus and dedicate time to coaching cycles explicitly aligned to the implementation of the workshop model.

With the new platform of EduClimber introduced this year for data collection and analysis, teachers will receive training and become fluent in utilizing the platform for progress monitoring and adjusting instructions. Data Team will identify building and grade level trends as well as instructional implications through the use of the data within EduClimber. Furthermore, the SRBI (Scientific Research Based Intervention) Team will utilize the platform to develop specific measurable goals for all students within the tiers as well as expected growth targets based on interventions provided.

As we continue to focus on social emotional safety for our students, Fisher Elementary staff will begin training on the RULER Approach by the Yale Center for Emotional Intelligence. They will learn the four Anchor Tools of RULER and practice them in our adult interactions in preparation for student implementation. Fisher will also focus on expanding the lessons and concepts of Second Step into other curricular areas and to utilize the language consistently throughout the building with all staff and students.

Student Enrollment:

	October 1, 2016		October 1, 2017		October 1, 2018	
Race/Ethnicity	Number	Percent	Number	Percent	Number	Percent
Native American	1	.3%	0	0	0	0

Asian	7	2%	6	1%	6	1.8%
African American	4	1%	1	.3%	1	.2%
Hispanic	37	11%	46	14%	53	15.7%
White	281	82%	266	83%	258	76.7%
Two or More Race Categories					19	5.6%
Total	330	96.3%	319	98.3%	337	100%

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	44%	42%	52%
% of K-5 Students with Disabilities Requiring Special Services	14%	13.25%	17%
% of Kindergarten students who attended Preschool	64%	86%	89%

Action Steps

District Primary Goals:

Safety:

The principal will meet with the school Safety Team and identify opportunities for school security improvements by October 15. Findings from the meeting will be shared with the THS Assistant Principal and SRO, debrief after the visit and identify priority and secondary security items by November 15 to be shared at the district Safety Team meeting. The

team meets bi-monthly throughout the year and will also look at internal structures and identify areas of strength and challenge and create action plans for improvement ongoing throughout the year.

Social Emotional Learning:

A draft of a staff Emotional Intelligence Charter was created during August Professional Development, facilitated by building leadership. Charter will be finalized and shared by October 15th. The Mood Meter will be introduced to staff by December 15th.

Developing Instructional Expertise

EduClimber professional development will be provided to all staff by October 15th. Data team meetings will utilize data to identify areas of growth, target bands of students, and overall grade level trends after each STAR administration. EduClimber will be utilized during SRBI meetings to identify strengths, challenges, and trends for students within the tiers and plan for programming interventions. The workshop model will be expanded into mathematics instruction. Professional development introducing the model and components will occur by October 15th. Grade level teams will identify areas of growth and focus throughout the year with the Math Coach and create growth plans based on these targets for a spring full implementation in all grades.

Updating and Enhancing Curriculum:

Atlas will be utilized to guide instruction and as a basis for conversation regarding the implementation of the curriculum as well as utilizing EduClimber to evaluate the effectiveness. Feedback will be provided to coaches during data team meetings to help further develop the curriculum.

Smarter Balanced Assessments (SBA)

Strategy Type (I,	Strategies (what adults will do)	Result Indicator (measurement and accountability)	Person(s) Responsible	Timeline
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A, PD)		tool) -		
READING				
A/I	Utilize STAR data to determine tiered interventions and instructional needs.	Identify students using STAR data in eduClimber that do not meet grade level benchmark and identify specific strategies and implementers to meet the needs of these students through tiered intervention.	Classroom teachers, Special Education teachers, Coaches	Benchmarking Triannually
A/I	Integrating SBAC related material providing exposure and practice within the three domains	Create word problems and writing prompts as well as utilize specific websites that mimic the SBAC structure and tools to increase exposure of SBAC-type problems and experiences to students prior to the test. Students will increase their performance over time on the two IABs given prior to the SBAC.	Coaches, Classroom Teachers	September 2018 - March 2019
PD	Special education staff and tutors will understand the workshop model and how to utilize assessments to drive instruction.	Coaching logs, PD logs, lesson plans, IEP goals tied to assessments	Coaches	September 2018 - June 2019
A/PD	Identify look fors and utilize walkthroughs to assess implementation of workshop	Look Fors Document, staff survey and walkthrough observations	Classroom teachers, Special Education teachers, Coaches, Administration	September 2018 - June 2019

WRITING				
PD	Assess and refine the workshop model with writing	Staff Developer Day Agendas and Minutes	Classroom teachers, Special Education teachers, Coaches, Administration	September 2018 - June 2019
A/I	Integrating SBAC related material providing exposure and practice within written pieces in the three genres	Materials and improvement across IABs, improvement across student work samples	Coaches, Classroom Teachers	September 2018 - March 2019
MATH				
A/I	Utilize STAR data to determine tiered interventions and instructional needs.	STAR data in eduClimber, utilize data team goals to determine achievement and success with progressing students within the tiers	Classroom teachers, Special Education teachers, Coaches	Benchmarking Triannually
A/I	Integrating SBAC related material providing exposure and practice within content, communications, and problem solving	Materials and improvement across IABs, improvement across student work samples	Coaches, Classroom Teachers	September 2018 - March 2019
I/PD	Utilize the math workshop model for instruction	Walk throughs data, PD logs, coaching logs	Coaches, Classroom Teachers	September 2018 - June 2019

Science

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
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I/A	Implement the NGSS Science Curriculum Units K-5	Completion of units and assessments as reported by teachers, midyear and end of year staff surveys regarding progress of curriculum, resources needed, and other feedback.	Classroom teachers	September 2018 - June 2019
PD	Provide professional development on Inquiry Based Learning	Informal shared learning, offered at choice PD	STEM Coordinator	November 2018, March 2018
I	Identify and provide one experience based learning experience for each grade level tied to one unit of study	Experience coordinated and attended by each grade level	STEM Coordinator/ Classroom teachers	October 2018 - May 2019

Healthy Life Choices

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Implement newly developed health lessons aligned to state standards	Lesson plans	PE Teacher	September 2018 - June 2019
I/A	Provide students in grades 3 and 4 with instruction and practice in the 4 components in the Physical Fitness test	85% of 4th grade students will pass 4 components of the Physical Fitness test	PE Teacher	September 2018 - May 2019

Balancing Diverse Beliefs/Reaching Solutions

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I/A	Implement mental health related units for Second Step.	100% of students in grades K-5 will score an 85% or above on the end of the year Second Step assessment.	Social Worker/School Psychologist	October 2018 - May 2019
I	Provide awareness education opportunities regarding Autism and Down Syndrome	In class lessons and discussions and assemblies	Social Worker/School Psychologist/Special Education Teacher	October 2018, April 2018

Self-Regulation Skills

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I/A	Classroom teachers will deliver weekly in-class lessons to all students K-5 using Second Step curriculum.	100% of students in grades K-5 will score an 85% or above on the end of the year Second Step assessment.	Classroom teachers	September 2018-May 2019
I	Counseling staff will conduct regularly scheduled counseling groups targeted in the primary grades to facilitate structured play.	Decrease in unexpected behaviors as tracked within individual behavior charts.	Social Worker/School Psychologist	October 2018 - June 2019

PD	Learn the four anchor tools of RULER	100% of staff will know the tools as indicated in the end of year survey.	Building Administration	September 2018 - June 2018
PD	Understanding the escalation curve and trauma sensitive teaching.	Informal shared learning	Building Administration/Social Work/School Psychologist	November 2018 - May 2019
PD	Identify common discipline practices focused on natural consequences and repairing harm (Restorative Practices)	A discipline matrix	Climate Committee	October 2018 - January 2019

Big Hairy Audacious School-Wide Instructional Goal

Analysis of Practice:

Currently, there are inconsistent instructional models utilized to teach math instruction. It is critical to have a unified approach, not only for students to learn routines and be successful within a model, but to identify specific areas of growth for the general building as well as individuals.

Practice Goal:

During the 2018-2019 school year, FES will focus on identifying the four main components of math workshop and create learning structures to support the model. By June 2019, 100% of staff will have all components observable in walkthrough observations as illustrated in spring walkthrough data.

Interim Data Collection on Practice Goal:

A survey will be administered to monitor staff knowledge of the model as well as their perceived comfort levels within each piece. Walkthroughs will be completed midyear to identify progress on the environmental look fors. Professional

development plans, coaching logs, and classroom observations will also provide data to determine progress of the goal.

Action Plan to Achieve Practice Goal:

Identify the specific steps and strategies that your team will use to help all teachers achieve the goal.

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
PD	Identify look fors in the environment	Look For Checklist	Classroom teachers, coaches, administrator	September 2018 - June 2019
I/PD	Learn about the four components and implement in the classroom	Lesson plans, observations will include four components	Classroom teachers, coaches, administrator	September 2018 - June 2019
I/PD	Observe and practice implementing Number Talks	Lesson plans, observations, coaching log	Classroom teachers, coaches, administrator	September 2018 - June 2019
I/PD	Observe and practice implementing Mini Lessons	Lesson plans, observations, coaching log	Classroom teachers, coaches, administrator	September 2018 - June 2019
A/I/PD	Observe and practice implementing Centers and utilizing data to create them	Lesson plans, observations, coaching log	Classroom teachers, coaches, administrator	September 2018 - June 2019

A//PD	Observe and practice utilizing data to create and instruct differentiated strategy groups	Lesson plans, observations, coaching log	Classroom teachers, coaches, administrator	September 2018 - June 2019
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