



Plymouth Public Schools
Fisher Elementary School Annual Report - 2019-2020
Mrs. Kim Loveland, Principal
Executive Summary

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

Over the past three 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 phonics program, has expanded into grade three to support phonics instructions grades K through 3. We have recently transitioned to a workshop model and aligned resources in writing as well.

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. We will be focusing this year on utilizing more components of Go Math to further enhance math instruction. Teachers have begun utilizing the workshop model of instruction in mathematics this past school year. Instructional Tutors were 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 continuous support through professional development and coaching. A series of coding robots have also been utilized through our Library programming to support coding in grades K-5.

Fisher Elementary School has also focused on Social Emotional Learning. Second Step is consistently taught by our classroom teachers. This past year, we developed a staff emotional charter and provided staff with professional development in RULER tools, specifically the Mood Meter and Emotional Charter.

EduClimber was introduced this year for data collection and analysis. Teachers will receive training on inputting data as well as utilizing the platform to analyze student data. EduClimber was used throughout data team and other collaborative meetings to identify trends and areas of growth as well as strength within our instruction. 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.

Summarize the major foci for 2019-2020 that will lead to improved student outcomes

During the 2019-2020 school year, Fisher Elementary will have a primary focus on expanding the workshop model into math instruction and creating a culture of reading in our school community. Teachers will be provided focused professional development in alignment to Dr. Nicki Newton's workshop model as well as identify resources necessary to ensure fidelity and consistency with the model. Furthermore, we will be focusing on providing professional development in alignment with Go Math components to ensure we are maximizing the use of the resource. In regards to developing our culture of reading within our community, we will be working with the FRC to provide school based programming in our library with preschool families. We will also identify and utilize accountability tools with our students to ensure reading is happening at home and offer programming to parents to learn how to read with students at home and support them.

With the new platform of EduClimber introduced this past year for data collection and analysis, teachers will continue to receive training to become fluent in utilizing the platform for progress monitoring and adjusting instruction. 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 and document within the EduClimber platform to track progress and use for analysis of interventions.

As we continue to focus on social emotional safety for our students, Fisher Elementary staff will begin implementation of the RULER Approach. Teachers will create emotional charters in their classrooms with students and utilize the Mood Meter throughout the day to check-in on students' emotions. They will learn the remaining two Anchor Tools of RULER (Metamoment and Blueprint) and practice them in our adult interactions in preparation for student implementation.

Student Enrollment:

Race/Ethnicity	October 1, 2017		October 1, 2018		October 1, 2019	
	Number	Percent	Number	Percent	Number	Percent
Native American	0	0	0	0	0	0
Asian	6	1%	6	1.8%	6	1.9%
African American	1	.3%	1	.2%	1	.3%
Hispanic	46	14%	53	15.7%	60	18.9%
White	266	83%	258	76.7%	228	71.7%
Two or More Race Categories			19	5.6%	23	7.2%
Total	319	98.3%	337	100%	318	100%

	Oct 1, 2017	Oct 1, 2018	Oct 1, 2019
% of Students Eligible for Free/Reduced Price Meals	42.5%	52%	54.1%
% of K-5 Students with Disabilities Requiring Special Services	13.5%	17%	20.8%

% of Kindergarten students who attended Preschool	86%	89%	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. 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. Lockdown and fire drill procedures will be revisited for revision by October 15 with implementation of changes by November 15.

Social Emotional Learning:

Whole school implementation of the RULER tools Emotional Charter and Mood Meter will be evident in all classrooms by November 15. Staff will obtain training in the remaining tools Metamoment in September and Blueprint by February during professional development days as well as building based professional development opportunities.

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 in mathematics will be a focused area of improvement. In its first year of whole school implementation, staff will focus on mini lessons and workstation components of the model as well as a problem solving framework. Professional development introducing the mini lesson will occur by October 15th and workstations and a problem solving framework will occur by December 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. Teachers

will be focusing on accountability within the ELA workshop models of reading and writing throughout the year with the Teachers' College consultants with continuous support from coaches between visits.

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, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool) -	Person(s) Responsible	Timeline
READING				
A/I	Utilize EduClimber data to identify tiered interventions and instructional needs.	Identify students using EduClimber data that do not meet grade level benchmark and identify specific strategies and implementers to meet the needs of these students through tiered intervention. Track student progress within EduClimber to measure growth and progress.	Classroom teachers, Special Education teachers, Coaches	Benchmarking Triannually
PD	Special education staff will understand Wilson Reading Program and Lexia and how to utilize this program to develop reading skills.	PD logs, lesson plans, IEP goals tied to assessments	Special Education teachers	August 26 - 28, 2019, PD and Coaching in October
A/PD	Utilize look-fors and walkthroughs to	Look-Fors Document, staff survey	Classroom	Walkthroughs

	assess implementation of workshop and identify PD needs and next steps	and walkthrough observations	teachers, Special Education teachers, Coaches, Administration	October 17, 2019 and March 19, 2020 Review Data and Next Steps November and April Faculty meetings
PD	Use Lexia platform, access reports, and use lessons to support student progress.	Student time and progress on Lexia	Classroom teachers, Special Education teachers, Coaches,	October 2019, Choice PD November 2019, Grade Level Meetings
WRITING				
PD	Assess and refine assessment practices within the workshop model with writing	Staff Developer Day Agendas and Minutes, writing prompt data and student work sample analysis	Classroom teachers, Special Education teachers, Coaches, Administration	September 2019 - June 2020
A/I	Integrating SBAC related material providing exposure and practice within written pieces in the three genres	Materials and improvement across IABs in grades 3 - 5, improvement across student work samples	Coaches, Classroom Teachers	Grade Level Meetings with coaches October 2019 - March 2020
MATH				
A/I	Utilize EduClimber data to identify tiered interventions and instructional needs.	Identify students using EduClimber data that do not meet grade level benchmark and identify specific	Classroom teachers, Special Education teachers,	Benchmarking Triannually

		strategies and implementers to meet the needs of these students through tiered intervention. Track student progress within EduClimber to measure growth and progress.	Coaches	
A/I	Integrating SBAC related material providing exposure and practice within content, communications, and problem solving throughout the year in a cyclical model	Materials and improvement across IABs in grades 3 - 5, improvement across student work samples and benchmarking	Coaches, Classroom Teachers	September 2019 - March 2020, IAB Pre/Post Dec 2, Jan 2, Jan 6, Feb 3, Feb 10, March 2, March 4, March 30, April 1, April 29, March 23
I/PD	Implement math mini lessons aligned to the math workshop model and Instructional Framework and utilize math workstations aligned to teaching points and student needs.	Walk throughs data, lesson plans, coaching logs, PD plans	Coaches, Classroom Teachers	September 2019 IF roll-out November Faculty - Mini Lesson alignment to IF January Faculty - Aligning Workstations PD
A/I	Utilize Go Math Think Central resources and lessons to support student progress as well as expose students to necessary levels of rigor and question types.	Lesson Plans, student data, increased scores on Go Math assessments	Coaches, Classroom Teachers	September 11, 2019 initial PD, monthly PD as needed, September 2019 - June 2020

Science

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I/A	Implement the NGSS Science Curriculum Units K-5	Completion of units and assessments as reported by teachers, data team notes regarding progress of curriculum, resources needed, and other feedback.	Classroom teachers	September 2019 - March 2020

Healthy Life Choices

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I/A	Provide students in grades 3 and 4 with instruction and practice in the 4 components in the Physical Fitness test	60% of 4th grade students will pass 4 components of the Physical Fitness test	PE Teacher	September 2019 - March 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
PD	Utilize Restorative Conference Questions when addressing student and student-to-student conflicts.	100% of staff will have Restorative Questions on their ID badges by October 2019. 100% of staff will be trained in Restorative Conferences by October 15th.	Principal, Social Worker, School Psychologist	October Faculty Meeting Intro, Distribute Cards at October Faculty, November Faculty Follow Up and practice, Mediation Strategies February Faculty
PD	Understand and implement break protocols.	100% of staff will have been trained on break protocol by October 2019.	School Psychologist, BCBA	September 26, 2019

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	Implement Emotional Charters and Mood Meter in classrooms with students.	100% of classrooms will have an Emotional Charter. Mood Meter check-ins will be visible throughout the day.	Classroom teachers	By November 2019

PD	Learn the Metamoment and Blueprint tools of RULER	100% of staff will know the tools as indicated in the end of year survey.	Building Administration	Metamoment November PD Blueprint by February 2020
----	---	---	-------------------------	--

Big Hairy Audacious School-Wide Instructional Goal

Analysis of Practice:

Currently, there are inconsistent instructional models utilized for 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 2019-2020 school year, FES will focus on developing mini-lessons to align with the Present portion of the Instructional Framework. By June 2020, 100% of staff will have Learning Targets, Activate, aligned present, and teachers monitoring understanding of the learning target as identified through the Look-For Document observable in walkthrough observations as illustrated in spring walkthrough data.

Interim Data Collection on Practice Goal:

Walkthroughs will be completed in the fall and spring to assist in documenting progress and identifying areas for professional development. Professional development plans, coaching logs, classroom observations, and lesson plans 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
I/PD	Identify a Learning Target aligned to curriculum.	Lesson plans, coaching log	Classroom teachers, coaches	September 2019 - June 2020
I/PD	Align and implement teaching/present to the Learning Target in each mini lesson.	Lesson plans, observations, coaching log	Classroom teachers, coaches, administrator	September 2019 - June 2020
I/PD	Plan and implement an Activate in each mini lesson.	Lesson plans, coaching log	Classroom teachers, coaches	September 2019 - June 2020
A/I/PD	Plan, implement and utilize informal and formal assessments to monitor for understanding.	Lesson plans, observations, coaching log	Classroom teachers, coaches, administrator	September 2019 - June 2020