2014-2019 School Improvement Action Plan – Gates Elementary School
Climate

SIP Goals, Rationale, Strategies

Climate Improvement Goal: All members of the Gates community will be encouraged to build a positive environment; empowered to be safe, respectful, and responsible; and inspired to lead a healthy lifestyle as measured annually by positive communication statistics, showing an annual growth of 5%.
Rationale and Supporting Data (3 sources used to select the goal): Gates uses a variety of positive communication pieces to measure student, teacher, and stakeholder perceptions. By using climate surveys, positive office referrals, and doing data sweeps we're trying to maintain a respectful, responsible, and safe community. However, our student climate survey results show that only 55.82% of third-fifth graders believed, "Students at this school are well-behaved." Other survey questions averaged in the 90th percentile. This particular question yielded results that were significantly lower. Students felt strongly, in the high nineties, that both parents supported them and that teachers differentiated to meet their needs. Student surveys had positive gains overall, while parent surveys dropped. Not only did the scores drop for parents but only 49 parents completed them compared to over 100 typically. Our hope with implementing the positive office referrals was that we would see a decrease in behavior office-managed referrals. We had an increase (7%) in positive office referrals, and saw a slight decrease (3%) in behavior office-managed referrals. We also saw a gain of 12% more postcards sent home. We are pleased with the gains in building positive relationships with students and families and the increase in activity participation. Our data sweep classroom observations also showed an increase in more teachers hitting the suggest percentages for proactive teaching and corrective teaching. One area that continues to need growth is a need for implementing more praise to correction as 55% of our teachers are at or above the benchmark.
Improvement Strategies/Interventions
Establish and maintain effective relationships with all stakeholders.
Establish and maintain classroom rules and procedures.
Recognize and acknowledge adherence and lack of adherence to classroom and schoolwide rules and procedures.
Educate and promote the Gates community to lead a healthy lifestyle.

Research

Research Supporting Strategies/Interventions
Strategy 1: In his book <u>What Works in Schools, Translating Research into Action</u>, 2003, Robert J. Marzano lists *Safe and Orderly Schools* and *Collegiality and Professionalism* among the top 5 school-level factors that affect student achievement. Among the top 3 teacher-level factors that affect student achievement is *Classroom Management*, and among the top 3 student-level factors is *Motivation*. Mr. Marzano states, "Thirty-five years of research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement." Establishing positive relationships is recognized as best practice in the area of school climate/culture. It is one of the 14 Proactive Classroom Management Strategies as identified by PBIS, based upon on the work of various independent researchers through studies that have been replicated repeatedly. Diana Browning Wright, August 2011 "Students who are well-connected to school have developed positive relationships with other students and adults, and consistently use skills that make them more successful in the classroom academically and/or socially." Boys Town Education Model, 2011 A review of research suggests five major factors can be correlated with effective classroom management: 1) A sound theoretical foundation and understanding of classroom management and the needs of students. 2) Strong, positive teacher-student and peer relationships. 3) Instructional methods that motivate students. 4) Organizational and group management techniques that maximize students' "on task" behaviors. 5) Problem-solving and behavior management techniques that empower students to assume responsibility for managing their own behavior. *(Brophy, 1983; Doyle, 1986; Charles, 1989; Duke & Meckel, 1984; Wolfgang & Glickman, 1986; Jones & Jones, 1990)*
Strategy 2: Based upon the work of various independent researchers through studies that have been replicated repeatedly (Diana Browning Wright, August 2011), one of the components of Positive Behavior Interventions and Supports (PBIS) is: Clear definitions of expected appropriate behaviors are provided for students and staff members and are posted throughout the every setting. "The clearer we can be about rules, procedures, consequences, and skills, the more likely students are to be successful." Boys Town Education Model, 2011 A review of research suggests five major factors can be correlated with effective classroom management: 1) A sound theoretical foundation and understanding of classroom management and the needs of students. 2) Strong, positive teacher-student and peer relationships. 3) Instructional methods that motivate students. 4) Organizational and group management techniques that maximize students' "on task" behaviors. 5) Problem-solving and behavior management techniques that empower students to assume responsibility for managing their own behavior. *(Brophy, 1983; Doyle, 1986; Charles, 1989; Duke & Meckel, 1984; Wolfgang & Glickman, 1986; Jones & Jones, 1990)*

Strategy 3:
"When it comes to changing and improving the behaviors of students, praise is one of the most powerful tools you have, and it should be a major part of every school day. Praise is crucial to the development of positive relationships between you and your students and, when used appropriately, can reinforce and encourage appropriate behaviors."
(*Well Managed Classroom by Michele Hensley, Walter Powell, Susan Lamke, Scott Hartman. Boys Town, 2007.*)

The use of contingent, behavior-specific praise has been linked to positive student outcomes, including increased student academic engagement and decreased disruptive behavior. http://www.safeandcivilschools.com/research/references/positive-approach-to-behavior.php

"Consequences are the other side of rules and procedures. When students do a good job at following rules and procedures, their willingness to be a positive influence in the class should be recognized and acknowledged. Conversely, when students do not follow classroom rules and procedures, their behavior that detracts from learning should be noted. In effect, consequences should be both positive and negative. As with rules and procedures, consequences are typically addressed routinely and frequently. That is, the teacher frequently reinforces adherence to rules and procedures as opposed to taking it for granted, and the teacher also acknowledges lack of adherence to rules and procedures. Rules and procedures for which there are no consequences - positive and negative - do little to enhance learning."
(Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.)

"Ignoring and overlooking problem behaviors is often what leads to bigger, more emotionally intense situations. Teachers and administrators in the best-run schools and best managed classrooms put their efforts and energies into preventing students from becoming emotionally intense or out of control. Too often, some educators seem more interested in knowing how to stop a student who is tossing books, overturning desks, cursing or fighting than learning what can be done to prevent such outbursts in the first place. Doing the little things so big things don't happen is what we call "managing the learning."
(Well Managed Classroom by Michele Hensley, Walter Powell, Susan Lamke, Scott Hartman. Boys Town, 2007.)

Strategy 4:
Research studies provide evidence that promoting and establishing healthy behaviors for younger people is more effective, and often easier, than efforts to change unhealthy behaviors already established in adults. According to the U.S. Centers for Disease Control and Prevention's (CDC) Healthy Youth initiative and the Carnegie Council on Adolescent Development, schools can play a vital role in establishing healthy behavior patterns among young people that carry over into adulthood. Improving students' health and safety can yield educational benefits by increasing students' readiness to learn and reducing absenteeism. Well-designed, well-delivered school-based health interventions can enable students to prevent disease and injury. Health education is a critical component of many effective school health interventions. Programs that incorporate social skills training in a health education component along with parent training, teacher training and school-wide climate change have demonstrated evidence for improving academic outcomes.
https://schools.healthiergeneration.org

Healthy Kids Learn Better
It's been proven. The better kids eat and the more active they are, they better they perform in the classroom. For instance students who participate in recommended amounts of physical activity miss less school and students who eat breakfast at school perform better academically and behave better.
Our evidence-based approach to school wellness, the Healthy Schools Program, lays out the steps to not only get students eating healthy but to teach them why they're eating healthy; to get students active but also show them how to stay active for a lifetime; and to get teachers to teach health while staying healthy themselves. https://www.healthiergeneration.org/take_action/schools/

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Indicators of Improved Learning

Norm-Referenced and Non Norm-Referenced Assessments	2014-2015 Results	2015-2016 Results	2016-2017 Results	2017-2018 Results	2018-2019 Results
Well-Managed Schools Direct Observation Data Sweep	Baseline: 2013-2014 Proactive Teaching % At or Above: 67% Praise: % At or Above: 58% Praise to Correction % At or Above: 46% Behavior Compliance % At or Above: 88%	Baseline: 2014-2015 Proactive % At or Above: 70% Praise % At or Above: 70% Praise-Correction % At or Above: 55% On Task % At or Above: 96% Behavior Compliance: % At or Above: 93%	Baseline:	Baseline:	Baseline:
	Post: 2014-2015 Proactive % At or Above: 70% (+3%) Praise % At or Above: 70% (+12%) Praise-Correction % At or Above: 55% (+9%) On Task % At or Above: 96% (NA) Behavior Compliance: % At or Above: 93% (-5%)	Post:	Post:	Post:	Post:
Staff Climate Surveys	2013-2014 Baseline: (4%=1 person) Communication & Relationship +90% -.6% Learning Environment +96% -0% Learning Opportunities & Results +97% - 0%	2014-2015 Baseline: (5%=1 person) Communication & Relationship +88.66% -1.66% Learning Environment +92.7% 1.42-% Learning Opportunities & Results +96% -0 %	Baseline:	Baseline:	Baseline:
	2014-2015 Post: (5%=1 person) Communication & Relationship +88.66% -1.66% (-1.34) Learning Environment +92.7% 1.42-% (-3.3) Learning Opportunities & Results +96% -0 % (-1.0)	Post:	Post:	Post:	Post:
Student Climate Surveys	Baseline: (=1 person) 2013-2014 Communication & Relationship (3-5) +86% -8% (K-2) +97% -3% Learning Environment (3-5) +84% -7% (K-2) +98% -2% Learning Opportunities & Results (3-5) +87% -6 % (K-2) +100% -0%	Baseline: (.7%=1 person) 2014-2015 Communication & Relationship (3-5) +86.26% -6.35% (K-2) +% -% Learning Environment (3-5) +93.18% -5.19% (K-2) +% -% Learning Opportunities & Results (3-5) +90.36% - 5.71% (K-2) +% -%	Baseline:	Baseline:	Baseline:
	Post: (.7%=1 person) 2014-2015 Communication & Relationship (3-5) +86.26% -6.35% (+0.26) (K-2) +% -% Learning Environment	Post:	Post:	Post:	Post:

	(3-5) +93.18% -5.19% (+9.18) (K-2) +% -% Learning Opportunities & Results (3-5) +90.36% - 5.71% (+3.36) (K-2) +% -%				
Parent Climate Surveys	Baseline: (1 person) 2013-2014 Communication & Relationship +95.3% -.63% Learning Environment +94.7% -1% Learning Opportunities & Results +95.2% -.29%	Baseline: (1 person=2.04%) 2014-2015 Communication & Relationship +89.07% -4.6.% Learning Environment +86.67% -3.5% Learning Opportunities & Results +87.4% -3.65%	Baseline:	Baseline:	Baseline:
	Actual: (1 person=2.04%) 2014-2015 Communication & Relationship +89.07% -4.6.% (-6.23) Learning Environment +86.67% -3.5% (-8.03) Learning Opportunities & Results +87.4% -3.65% (-7.80)	Post:	Post:	Post:	Post:
Number of Positive Office Referrals	Baseline: 13-14 = 341	Baseline: 14-15 = 366	Baseline:	Baseline:	Baseline:
	Post: 14-15 = 366 (+7%)	Post:	Post:	Post:	Post:
Number of Office Referrals	Baseline: 13-14 = 142	Baseline: 14-15 = 138	Baseline:	Baseline:	Baseline:
	Post: 14-15 = 138 (+3%)	Post:	Post:	Post:	Post:
Number of Postcards Sent Home	Baseline: 13-14 = 700	Baseline: 14-15 = 784	Baseline:	Baseline:	Baseline:
	Post: 14-15 = 784 (+12%)	Post:	Post:	Post:	Post:
Number of Community Building/Healthy Activity Participants	Baseline (2013-2014): Pumpkin Patch 150 Bowling-60 Soup Supper-100 Skating -75 Running Club-16 Marathon Completed-101 Minecraft Club-26 Earth Club-	Baseline (2015-2016): Pumpkin Patch 305 Bowling-57 Pancake-309 Skating -65 Running Club-20 Marathon Completed- MineCraft Club-47 Earth Club-	Baseline:	Baseline:	Baseline:
	Post (2015-2016): Pumpkin Patch 305 Bowling-57 Pancake-309 Skating -65 Running Club-20 Marathon Completed-130 MineCraft Club-47 Earth Club-	Post:	Post:	Post:	Post:

2014-2015 Implementation Plan

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Activities to Implement Strategy/Intervention	Person(s) Accountable	Timeline Begin	Timeline End	Resources	Desired Effects
Overall Understanding of Becoming a Reflective Teacher for Climate					
Becoming a Reflective Teacher Marzano Teacher Training Model	Julie Martin, Jill Bernal, Whitney Martin, Sara Robinson	August 26	August 26	Training Materials	*Training Gates Staff in *Becoming a Reflective Teacher*
Becoming a Reflective Teacher Book Talk Design Questions: 6, 7, 8	All Staff	Fall 2014	Spring 2015	*Becoming a Reflective Teacher*	*Teachers getting to know students through meaningful interactions *Proactive teaching is evident *Students adhering to rules *Students receiving behavioral/academic praise
Further investigate *Becoming a Reflective Teacher* during professional development and/or staff meetings. Design Questions: 6, 7, 8	All Staff	Fall 2014 August 8,2014	Ongoing	*Becoming a Reflective Teacher* Supporting Materials and Activities	*Teachers getting to know students through meaningful interactions *Proactive teaching is evident *Students adhering to rules *Students receiving behavioral/academic praise
DQ #8-Establish and maintain effective relationships with all stakeholders.					
Build Growth Mindset and utilize "Open Minds" common language to motivate positive talk.	All Staff and Students	Fall 2015	Ongoing	Growth Mindset Resources Opening Minds by Peter Johnston	*Students having mental toughness to accomplish tasks
Embed Maximum Tier One Strategies for behavior including Fair isn't Always Equal Activities	All Staff	Fall 2013	Ongoing	Maximum Tier One Book	*Teachers getting to know students through meaningful interactions *Teachers are meeting students behavior needs. *Students understand that not all kids need the same thing.
Hold grade level parent meetings in the fall so all parents understand academic and behavioral expectations	All Staff	Fall 1015		Grade Level Resources	*Parents and teachers work together for student academic and behavior achievement. *All parents are informed of building and district expectations.
Send *personal* postcards (per child for classroom teachers) and random cards per specialists each semester.	All Staff	Fall 2014	Spring 2015	Gates Postcards	*Students receiving specific behavioral/academic praise
Plan a lunch idea or monthly get together for others by staff members for staff members by grade levels and specialists	Grade Levels or Curricular Areas	Fall 2014	Spring 2015	Planned Events	*Building community through laughter and fun
Participate in a variety of community building/wellness	PTA and Climate Committee	Fall 2014	Spring 2015	Planned Events	*Building a healthy community through planned events

events throughout the year for staff, students, and parents.					
DQ #7-Recognize and acknowledge adherence and lack of adherence to classroom and schoolwide rules and procedures.					
Implement Positive Office Referrals	All Staff	Fall 2014	Spring 2015	Pencils & Awards Positive Office Referral Forms	*Students are celebrated for positive actions behaviorally and academically *Parent communication occurs for positive office referrals creating a positive relationship between school and home.
Implement Positive Office Referrals for Staff Members	All Staff	Fall 2015	Ongoing	Positive Office Referral Forms	*Principal celebrating staff members. *Staff recognize each other's contributions.
Recognize a Super-Hero Staff Member for the Month	All Staff	Fall 2015	Spring 2016	Super Hero License Plate Frame	*Staff celebrate and recognize other staff member's contribution to our building
Utilize the Classroom Managed vs. Office Referral Action Chart	All Staff	Fall 2011	Ongoing	Action Chart	*Students adherence to classroom and schoolwide rules and procedures *Clear procedures for lack of adherence from students
DQ #6-Establish and maintain classroom rules and procedures.					
Recreate Videos that model students adhering to Well Managed School skills and building procedures	Classroom Teachers and their students	Fall 2015	Fall 2015	Integration Specialist posting on our web site.	*Students teaching each other building expectations and procedures *Classrooms having a resource for teaching Well Managed School Skills and Building Procedures
Implement Proactive Classroom Guidelines schoolwide.	All Staff	Fall 2014	Spring 2015	16 Proactive Classroom Guidelines	*Students knowing and understanding expectations *Students and teachers building positive relationships
Utilize Well Managed Schools Data Sweep observation to consult and reflect on use of proactive guidelines.	Sara Robinson, Learning Facilitator	Fall 2014	Spring 2015	Pre-Observation Teacher Survey, Direct Observation Data Sheet	*Teachers knowing and understanding WMS implementation benchmarks *Teachers being reflective and setting goals
Investigate and implement Classroom Meetings	Julie Martin	Spring 2014	Ongoing	Reflective Teacher Art and Science of Teaching	*Students create solutions to problems affecting the classroom or beyond. *Students celebrating when procedures are smooth creating student success.
Educate and promote the Gates community to lead a healthy lifestyle.					
Implement Gates Run Club	Girls Club: Heather Fucile	Spring 2013	Ongoing	Materials to support activities	*Students making healthy choices *Students gaining confidence

	Joni Dinville Boys Club: Parent Volunteer			Water	
Implement walking tickets at recess for consequences.	All Staff	Fall 2014	Ongoing	Walking Tickets	*Building a healthy community *Students adhering to rules
Participate in Moving Mondays and Walking Wednesdays for student movement and brain power.	Julie Hernandez	Fall 2014	Ongoing		*Building a healthy community together