F.AVE School Improvement Plan (IB programme development)

PYP Alignment: The Learning Community   CSD District Improvement Plan Alignment: Positive School Culture and Climate and Advancing Equity
Goal Statement: Based upon the Georgia Student Health survey 75% or more of F.AVE's students will indicate that they like school and feel that they currently do well in school.
Baseline: 65% of all students indicate they like school and currently do well; 51% black students indicate they like school and currently do well in school.

Rationale   Fifth Avenue chose practice 3 under student support because of the focus on social, emotional and physical well-being of the students and teachers. We chose this standard and practice because we had student and teacher data indicating this was an area of growth for our school. Also, due to the aftermath of Covid and virtual teaching and learning, it is essential to have the SEL at the forefront for our teachers and students.

	Beginning of the Year		Mid- Year Reflection	End of Year Reflection
	Guiding questions and prompts	**Action Steps**	**Guiding questions and Prompts**	**Completed at the conclusion**

IB practices
 	
Practice 3 The school fosters the social, emotional and physical well-being of students and teachers.
	What practice or practices need to be in place for this development to be successful?	● Clear agreements of expectations, strategies and procedures for interactions: student-student. student-teacher, teacher-teacher, teacher-families
		● Establish a team to track progress and adherence to expectations and procedures
		● Develop supports for parents in addressing SEL and behavioral needs at home
		● Provide SEL instructional resources for teachers
		● Strengthen strategies to support and acknowledge successes (learning and behavioral)
		● Engage in learning, action and growth related to personal racial identity, anti-racism, and bias
		● Develop cultural humility
		  ○ A Long Talk
		  ○ Beyond Diversity
		● Identify how personal cultural lenses influence
			Indicate if there were any changes to the practices selected and explain why different practices were selected.
			
			Current Initiatives
			
			● Held professional learning on behavioural expectations.(**January 4, 2023**)
			● Counselors have implemented small groups in addition to their	

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		perceptions of students and work to eliminate deficit perspectives ● Establish relationships and collaborate with families, caretakers, and local communities	whole class lessons. ● Have "United at the Table" dinner planned for March 21. The focus is on unconscious bias, white saviorism & anti-racism. This will include all community members. ● Teachers were given updates on SWIS and expectations for entering behaviors. ● Links teachers rolled out Continental Math competition to all students. ● Student Affinity groups have been formed and are in process ● Young Ladies of Excellences and GENTS have started since September

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			- Heritage Appreciate Luncheon for Teachers - Sunshine organize - Over 100 students participated in the Color & Culture performance for Black Histoyr. 5th graders participated in a Black History Bowl on March 3 **Things to come** - Asian Student Group is in the works. The plan is that this is led by parents from the Asian American community. - Student Council is starting a student of the month initiative	

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			that will highlight the learner profile.
			- Planning for year end PBIS celebration.
			- All members of the PBIS committee will have attended training by end of the school year.
Who is responsible for the work?	Identify the people **who** are responsible for the work? For example, teachers, leadership, students?	- Leadership team drafts agreements for staff review and consensus - Develop a behavioral support team comprised of teachers, counselors and PYP coordinator to monitor progress with expectations - Teachers are responsible for implementing SEL learning lessons into morning meetings twice a week (resources: SEE learning and Second Step Curriculum) - Counselors are responsible for implementing established weekly guidance lessons and providing parent workshops 3x a year. - PBIS coach will work with team comprised of various staff to strengthen/add to supports for student/teacher acknowledgements	**Current Initiatives:** - Equity Culture & Climate team - YLOE & GENTS leads are mentors to aid in behavior issues. - SEL lessons in morning meetings led by classroom teachers - Behavioural Specialist from Wilson providing PL at FAVE Staff Meeting - Guidance from counsellors in the classroom and on

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			morning announcements	
Why this work?	What practice or practices indicate **why** the school is undertaking the work? That is, what is the reason for this focus?	Reflection on annual student and teacher surveys indicated that there is clarity needed for school-wide expectations and agreements. Additionally, our district improvement plan focuses on these areas: ● the existence of an anti-racist, equitable environment (i.e., increased perception of belonging, inclusion, engagement, cultural relevance, etc.) ● an overall positive experience in CSD. ● increased sense of engagement and belonging ● improved mental and physical wellbeing		
Impact	What will change for students? (Identify the target: all students or subsets of students.)	Currently, we have about 40% of students who feel they don't do well in school and don't like school. We want to decrease this percentage We will develop clear strategies that will impact how students feel about school and increase their positive interactions and sense of accomplishment.		
Data and evidence	How will you learn what the impact of the work is? (What data or evidence will be gathered?)	We have used the Student Health Survey to determine the baseline for this work. We will develop a mid-year survey to monitor our progress in these areas: ● I like school ● I feel like I do well in school ● Good behavior is noticed at my school ● Students treat each other well ● Students in my class behave so teachers can teach ● I get along with other students	How did you learn what the impact of the work was? What data or evidence did you gather? **Specials teachers did a 1 question survey with students about their interest in school.** **DATA showed that**	

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			20% of 3rd graders report liking school. (used a different method for collecting/compiling data) 90% of 4th graders report liking school. 78% of 5th graders report liking school.	
Optional) Research and/or practice shared	What examples or research will inform the approach or activities?	**Why SEL Matters** **Building a Foundation for SEL** **SEE Learning research:** The SEE Framework is developed by the Center for Contemplative Science and Compassion-Based Ethics (CCSCBE), a research center at Emory University that supports a research based approach to educating both the heart and mind. The curriculum provides educators with age appropriate lessons and resources to implement in their classrooms.	What examples or research informed the approach or activities? We used the prior year's perception data to determine where the need was. We also looked at research regarding the connection between positive learning environment and academic achievement.	

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PYP Alignment: Teaching and Learning
CSD District Improvement Plan Alignment: Advancing Equity and Accelerating Student Learning

Goal Statement: By the end of the 2022-2023 school year,

- 80% or more of all students will score proficient or higher on GMAS in ELA and Math.
- We will increase each subgroup proficiency performance by 10% on GMAS in ELA and Math.
- 80% or more of all students will meet their growth targets on Spring MAP administration.

Baseline Data:

MAP Baseline Data

MAP Math   3rd-63%   4th-74%   5th-71%

MAP Reading   3rd-44%   4th–63%   5th-58%

GMAS Math	All	Special Education	Black	Multi racial	GMAS ELA	All	Special Education	Black	Multi racial
3rd	77%	25%	40%	85%	**3rd**	74%	15%	40%	74%
4th	73%	30%	30%	71%	**4th**	75%	15%	35%	83%
5th	75%	N/A	40%	81%	**5th**	79%	N/A	40%	81%

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MIDYEAR DATA UPDATE

Projected GMAS Proficiency (based on Winter MAP) - Projected Developing and above

GRADE	ETHNICITY	MATH	READING
3	BLACK	41	45
3	WHITE	79	75
3	ALL	76	73
4	BLACK	48	41
4	WHITE	85	90
4	ALL	75	82
5	BLACK	35	39
5	WHITE	86	87
5	ALL	72	83

Rationale: Our performance data from the 2022 administration of GMAS was fairly consistent with where we perform overall. However, we did have dips in our Math data at particular grade levels. Although we made gains in our subgroup data, we are not yet where we aspire to be. In order for our students to achieve, we must examine our curriculum to ensure that we have the most impactful approaches, strategies, resources and professional development to meet the needs of our students. If we have done our job in facilitating learning for our students, then the performance data should be an indication of this.

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	Beginning of the Year		Mid- Year Reflection	End of Year Reflection
	Guiding questions and prompts	**Action Steps**	**Guiding questions and Prompts**	
IB practices Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts.	What practice or practices need to be in place for this development to be successful?	● Review our curriculum to ensure we have coherence ● Provide on-going inquiry based teaching and learning training ● creating, implementing and monitoring a tiered, coherent curriculum map ● developing, implementing, and monitoring a comprehensive and consistent approach to assessment that is utilized for data based decision making. ● providing training and monitoring to ensure culturally relevant resources and practices in every classroom. ● continuously evaluating and ensuring equitable programs, policies, and practices	Indicate if there were any changes to the practices selected and explain why different practices were selected. <u>Current Initiatives:</u> ● Assessment data is centralised and/or is entered in IC. The admin team meets weekly and reviews graded entered and available assessment data. ● There is a clear and coherent curriculum map for each term. ● The POI was reviewed in August and it continued to be reflected upon during each grade level's unit planning ● Special Ed and EIP have begun using Just Words (Wilson). ● MTSS Coordinator gives admin team	

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			weekly updates on at-risk students.
			- Identified students to be supported during upcoming February Intersession
			- All 3rd grade classes are implementing Fundations.
			Things to come:
			- Teachers who are struggling (level 1 or 2 on TKES) are being sent to Responsive Classrooms training.
			- Teachers who do not have IB training will attend in February or June.
			- EIP Teachers and homeroom teachers will work through a co-planning protocol. The goal of this work is to ensure math manipulatives are being used in tier 1 instruction
			- Admin will begin doing 5 min non-evaluative walkthroughs

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Who is responsible for the work?	Identify the people **who** are responsible for the work? For example, teachers, leadership, students?	● Our entire teaching staff will engage in review of our Programme of Inquiry ● Pedagogical leadership team will be responsible for the on-going development of inquiry based teaching and learning ● 3rd grade teachers will offer daily Fundations instruction ● Intervention and special education teachers will use Just Words for students in grades 4-5 who still need structured phonics based instruction ● We will explore Wilson's Reading System for students who are two or more grade levels behind in reading ● Georgia Numeracy Project interventions will be used by all teachers ● Administrative Lead team will monitor data and student outcomes ● MTSS coordinator will monitor student growth in response to the interventions ● IB coordinator will lead UOI development sessions each 6 weeks to incorporate (ARC, Eureka and common assessment work)	● All staff and leadership team	
Why this work?	What practice or practices indicate **why** the school is undertaking the work? That is, what is the reason for this focus?	Reflection on annual student data and teacher evaluation reports indicated that there is clarity needed for what essential high leverage practices should occur in each classroom and for the ways in which we intervene for students. Additionally our district focus is on these tenets: 1. creating, implementing and monitoring a tiered, coherent curriculum map 2. providing schools with high quality, evidence based, standards aligned core materials in all classrooms. 3. developing, implementing, and monitoring a comprehensive and consistent approach to assessment that is utilized for data based decision making.		

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		4. providing training and monitoring to ensure culturally relevant resources and practices in every classroom. 5. continuously evaluating and ensuring equitable programs, policies, and practices		
Impact	What will change for students? (Identify the target: all students or subsets of students.)	Data Analysis that indicates where we are and the change we look to see.		
Data and evidence	How will you learn what the impact of the work is? (What data or evidence will be gathered?)	We will use ● common assessment to track overall student progress. ● Aimsweb to track effectiveness of intervention work ● School pace to monitor student's reading progress ● student reflections on their work during PLCs ● Walkthrough data ● Teacher Feedback	How did you learn what the impact of the work was? What data or evidence did you gather? ● The use of growth report in MAP allowed us to review which students were making growth on MAP. This leveling of the playing field allowed us to see that some of the highest growth students were in EIP/Special Ed classrooms.	

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Summary	What did the school learn from engaging in this programme development effort? What factors led to this effort having, or not having, an impact?	
Further or future considerations	What was learned from this analysis that can be applied to further development of these areas or to developing other areas of the IB programme in the school?	
Priorities for programme development	What areas of the programme will the school now prioritize for development? Why?	

Head of School: Lynn Hanson
IB Coordinator: Nailah Carty & Sarah Guest
Assistant Principals: Shannon Stewart and Tatrabian Lockwood

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