

School Performance Plan - Progress Update #2

Bernice Mathews Elementary School

PRIORITY NEEDS/GOALS:

1. Bernice Mathews Elementary School will create and maintain authentic Professional Learning Communities (PLCs) with the intention of focusing on learning for students, building a collaborative culture, and focusing on student achievement. Our process will involve analysis of student work to answer the following: 1) What do we want the students to learn?, 2) How will we know if they learn it?, 3) What will we do if they don't learn it (i.e., interventions, re-teach, etc.); and 4) What will we do if they do learn it (i.e., enrichment, extension activities)? Through this process, we expect to see student achievement numbers grow in all academic areas.
2. Increase school wide positive behavioral supports and implementation of consistent school progressive discipline plan.

PROGRESS:

Professional Development

Professional development has begun focusing on the following: Professional Learning Community (PLC) practices, use of data, positive behavioral supports, closing the achievement gap, The Opportunity Myth, high-yield language strategies, and math fluency.

Curriculum/Instruction/Assessment

Mathews ES is increasing access to core curriculum (Tier1 Instruction) for all students through greater inclusive practices (including alignment of Special Education and English Language (EL) supports to maximize Tier 1 instruction and co-planning) and using data to guide instructional decisions concerning differentiated instruction, rigor, instructional planning guides, and intervention support.

Family Engagement

Mathews ES has begun implementing the following: Bridge Visit Program, virtual parent/teacher conferences, school website, school Facebook page, Dojo communication, virtual family SPP collaborative meeting, Food Pantry, drive-through Fall Festival.

BARRIERS:

Maintaining focus on school vision while facing the challenges of education during a pandemic to include: a) staff and student illness and exclusions, b) lack of substitutes, c) social distancing inhibiting instructional practices, d) 50% room capacity causing insufficient space and number of staff to cover all students/classes, e) face coverings inhibiting communication and instruction, f) cleaning and safety protocols which cause a decrease in instructional time, and f) maintaining staff morale

NEXT STEPS:

- Develop action steps for continued PLC development
- Data analysis and planning days for staff
- Observation, feedback, and coaching of instructional practices
- Ongoing PBIS team meetings

- Explore additional non-traditional family engagement opportunities
- Obtain student voice in ongoing evaluation of SPP