



**Midyear Progress Message: Communications with School Community**

**Due: February 29, 2007**

School: **Birch Elementary** Principal: Dr. Linda Brookhart

SIT Co-Chairs: Jamie Penner and Sarah Oswick

How has progress been communicated to your community?

- Back to School Nights
- PTO Meetings
- SIT Meetings
- Parent/Teacher Conferences
- School wide and classroom newsletters
- Website
- Open Enrollment Tours
- Marquee
- Bulletin Boards
- Student Work Displays
- Bark Newsletter

What questions are guiding your next steps?

Considerations:

- What steps will you take to assure progress on your Equity, Achievement and Organization goals?
- How will staff members be engaged in the inquiry process?
- Celebrations – Which practices are transforming student learning and the learning environment?
- Challenges – What are we doing when our students are not achieving?

Achievement and Equity

Celebrations:

- aligned school wide trimester writing prompts with standards and considerations for equity
- created picture bank for writing prompts
- Grade levels are providing more choice by: having multiple pictures to choose from or multiple written prompts to choose from, more shift towards choice in topic within a genre
- adult and cross-grade level mentors in classrooms (4 of our grades are buddy writing, 3-5 had male author and parent volunteers in classroom)
- Increasing writing with purpose: writing to buddies, anthology writing, letters to author, providing more purpose to assignments (letters home or to soldiers), thank you notes, author's chair, letters home about what they are learning, class books to publish student writing

Challenges:

- collect more written prompts and story starters into common place
- provide more training implementation of common editing procedures
- need specific uses for mentor list before creating this list (perhaps have each

- grade level choose topics and months they want a mentor) and need process to make it easy to implement
- get more data about why students are not achieving by creating a data analysis tool

Steps we will take:

- create checklist for teachers to self-assess which types of choice they are providing (conversations for those areas in need)
- compare fall writing sample grades to winter writing sample grades
- track student writing by 6 Traits (long-term)
- encourage more teachers to publish class books

How will staff members be engaged in the inquiry process?

- staff members will revisit original plan strategies to determine which areas need more work (perhaps decide if we want to visit other classrooms)
- have grade level discussion about what will strengthen writing

### Organization

Celebrations:

- created school wide PBS (Positive Behavior Support) framework – PAWS which stands for Personal Responsibility, Accept Others, Wise Choices, Safety
- created PAWS matrices for all areas of school building
- added visuals to matrices and created them as posters
- draft of DVD narrative for PAWS
- plan for grade level participation in DVD
- plan for ways to teach PAWS in fall

Challenges:

- complete the work laid out
- implementation consistently throughout building
- operating under old system while trying to switch to new system (transitional year)
- meeting needs of students frequently referred (school counselors)
- systemic causes for misbehavior (parent classes, time for reflection, school structures)

Steps we will take:

- Redo referral sheets
- decide on consequences
- plan for positive reinforcements
- create lesson plans
- pool existing teacher materials and purchase as needed
- plan final professional development day for Organization (create binder)
- create DVD
- finalize posters and other visuals

How will staff members be engaged in the inquiry process?

- have staff members pick and choose preferred parts for a referral sheet
- full professional development day for final training