Lights, Camera, Action Plan
Greenbriar Elementary

Principal's Name: Jamie Alexander

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Background Leading to this Inquiry

Using feedback from the High Reliability School Survey from level 2, our team wanted to address indicator 2.2 "Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

- **Teachers**:
  - Based on our 18/19 SIP goals, what was the teacher's comfort level in reading, math and writing instruction?
  - What supports could admin and coaches provide teachers?
  - How will the teacher raise achievement in their class?
  - What was the student's BOY and MOY reading and math data telling the teacher?

Purpose of This Inquiry

Therefore, the purpose of our action inquiry was to create individual action plans to positively enhance a teacher's pedagogical skills while also impacting student achievement at Greenbriar.

Our Wondering

With this purpose, we wondered how creating individual professional growth plans would enhance their pedagogical skills through reflection.

Our Actions

- Teachers completed 2 School Improvement Assessments (rating 1-4)
- Met with teachers for Fall and Winter Data days
- Created Action Plans with each teacher in Jan.
- Met to review action plans in Feb individually & April in grade level teams
- Completed 4 learning walks 2nd semester

Name	Developing a unit of study based on concepts and skills modeled and embedded in mentor texts.	Supporting student agency by allowing authors to have choice in topic and occasional choice in genre.	Conduct mini-lessons utilizing the mini-lesson framework (connection, teach, active engagement, link).	Facilitate a strategic share and reflection at the end of each workshop session.	Develop student agency by conferring with authors daily during independent writing.	Utilize the Next Step Forward in Guided Reading by Jan Richardson to incorporate the Essential Elements of the PYP to drive instruction and planning.	Use the 95% continuum to guide an inquiry-based word study.
Mallory Earle	2	2	2	2	2	2	1
Anna Kelly	2	2	2	3	3	3	2
Betsy Murphy	2	2	2	3	2	2	1
Alexa Muich	4	3	3	4	3	3	1
Hargrave	3	3	4	4	4	4	1
Rachel Dines	3	4	4	5	4	4	3
Brittany Reedy	2	3	4	3	2	1	1
Heidi Kensinger	5	3	5	2	4	5	4
Dixie Shrock	4	4	4	4	4	3	3
Jill Ofengender	4	4	4	5	4	3	3
Audrey Harrell	2	1	3	2	1	3	1
Samantha Kelly	2	3	3	3	2	2	3
Kathy Owens	5	4	4	4	3	1	2
Stuart Mill	2	3	2	3	3	2	2
Julia Roberts	2	3	3	3	4	3	2
Stephanie Brown	3	3	3	3	2	3	2

Data Collection

GREENBRIAR 2018-2019 SMART GOAL/ACTION PLAN				
Name: Heidi Kensinger	Date: 12/21/2018			Grade: 1st
	Professional Growth Goal			
Math Goal: How will achieveing this goal improve student learning and engagement?				
	Goal: For the 2018-2019 school year, incorparate number sense activities into small groups on a daily basis.			
	Action Steps: Getting resources from Stacy, strategic planning, meeting with small groups every day.			
	How will you measure your progress: observations, formal and informal assessments			
Reading Goal: How will achieveing this goal improve student learning and engagement?				
	Goal: For the 2018-2019 school year, I will incoporate every component of the Jan Richardson's plan for guided reading for each reading group on a consistent daily basis.			
	Action Steps: I will time myself for each component to ensure that I do each one every day.			
	How will you measure your progress: Lesson plans, written notes			

How has Having an action plan helped you as a teacher?

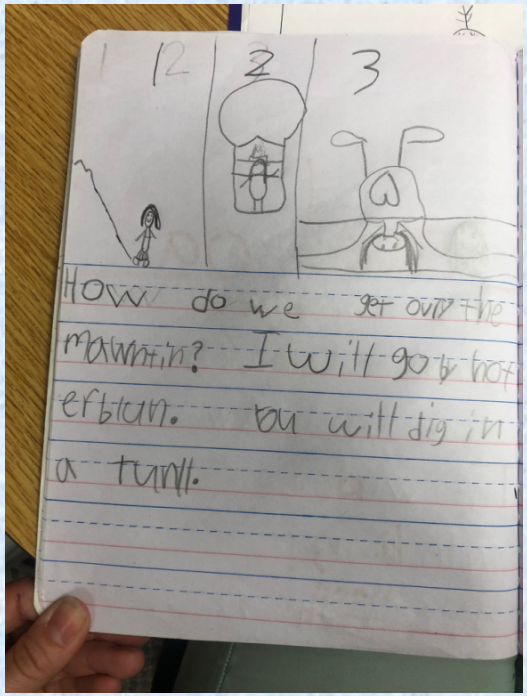
- I have always been very good at differentiating plans and making them very difficult, sometimes because of this, I "run out of time." This has helped me be more aware of my time and how I am using it throughout my lessons

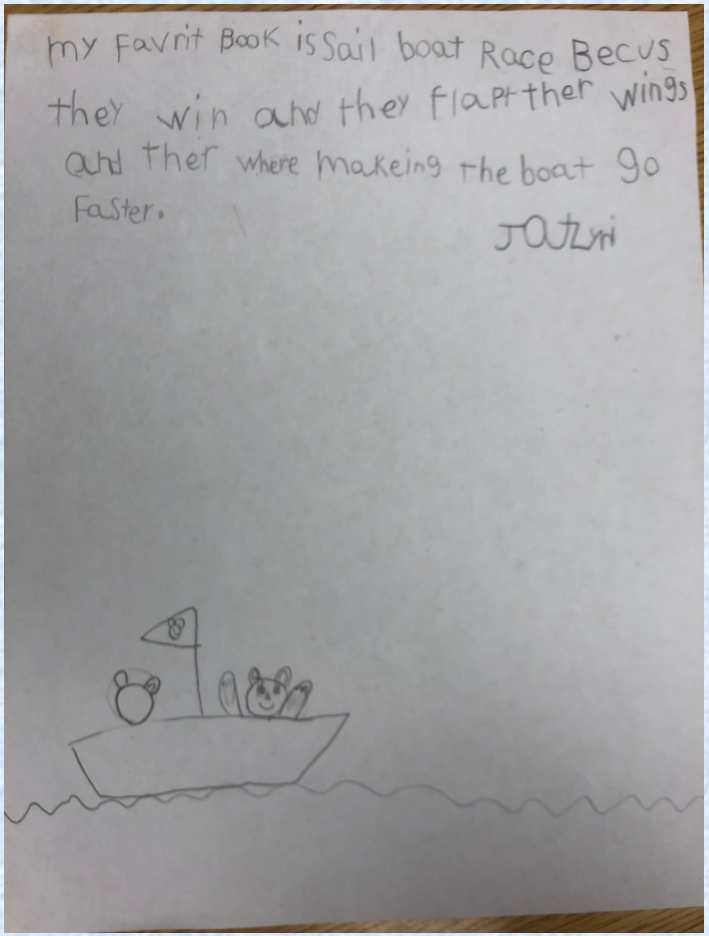
How has Having an action plan helped your students?

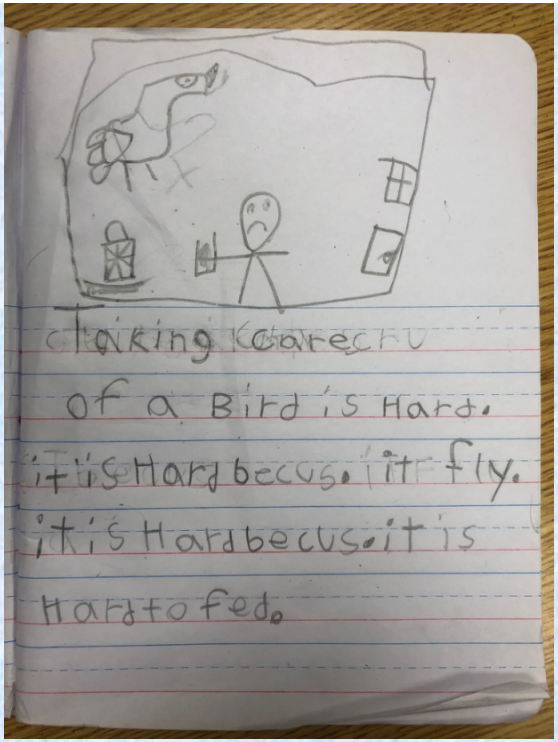
- They know the routine and are prepared for what will come next
- They have shown growth in their ability to understand sounds and manipulate them and in their writing.

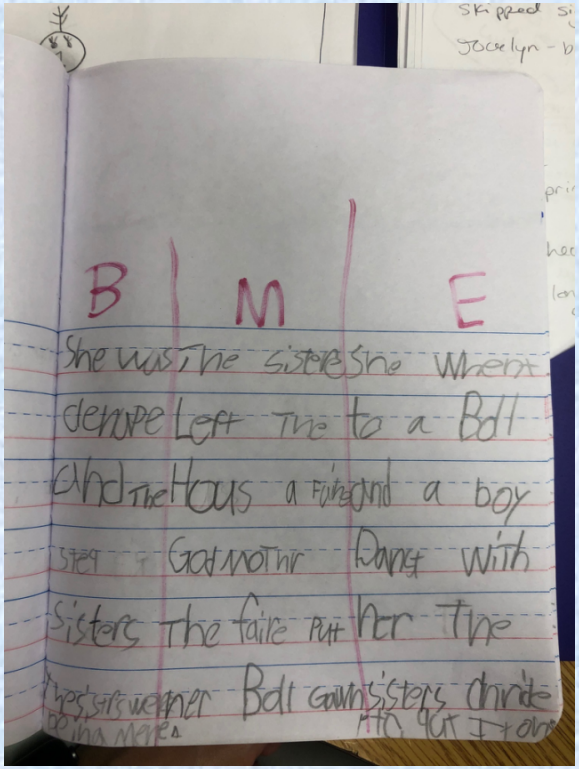
Our Data

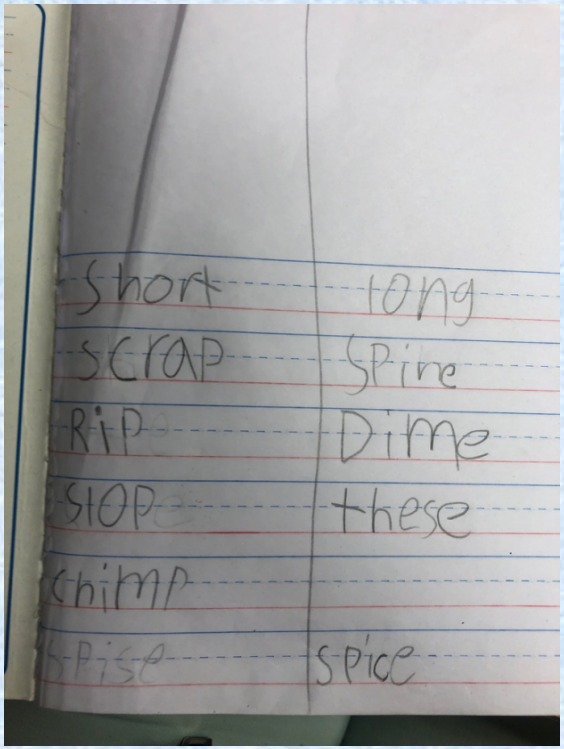
Kensinger: Examples of student work











Data Collection

GREENBRIAR 2018-2019 SMART GOAL/ACTION PLAN		
Name: Emily Dills	Date: 12-20-18	Grade: 1
	Professional Growth Goal	
Math Goal: How will achieveing this goal improve student learning and engagement?		
	Goal: By May of 2019 75% of my students will increase their math fact fluency in addition and subtraction to an average of 75% mastery based on grade level assessments	
	Action Steps: incorporate daily math fact fluency communication for parents to support students at home, math fact fluency station during math workshop and weekly leveled assessments	
	How will you measure your progress: weekly grade level math fact fluency assessments	
Reading Goal: How will achieveing this goal improve student learning and engagement?		
	Goal: By Math of 2019 75% of my students will increase their sight word recgonition to an average of 75% mastery based on grade level assessments.	
	Action Steps: incorporate word study station in reader's workshop to develop independance and exposure to sight word recgonition	
	How will you measure your progress: sight word checklists	

How has Having an action plan helped you as a teacher?

- helped to focus in on what my areas of improvement
- Focus on what is important and not worry about the little things

How has Having an action plan helped your students?

- Helped students work ethic and engagement level
- added accountability
- taught them strategies to use on their own

Our Data

Dills: Lesson Plans

Daily Schedule 4/7-4/12	Monday	Tuesday	Wednesday 7:20 meeting	Thursday after school planning	Friday
Arr/Brkfast/MM 8:20-8:50	Attendance, breakfast, ne jobs, morning choice grou Sensory, Small group, Mr Burns, breakfast, gym Focused attention:brain b and introduce stamina gro	Attendance, breakfast, ne jobs, morning choice grou Sensory, Small group, Mr Burns, breakfast, gym Focused attention:tapping review Reader's worksho expectations	Attendance, breakfast, ne jobs, morning choice grou Sensory, Small group, Mr Burns, breakfast, gym Focused attention:guided mindfulness, review Reade workshop expectations	Attendance, breakfast, ne jobs, morning choice grou Sensory, Small group, Mr Burns, breakfast, gym Focused attention:studen choice, review Reader's workshop expectations	Attendance, breakfast, ne jobs, morning choice grou Sensory, Small group, Mr Burns, breakfast, gym Focused attention:singing b
Literacy Whole group 9:40-9:50 Interactive Read Aloud 9:50-10:20 Word Study 10:40-10:55 Shared Reading	Morning Meeting: Greeting: Quarter pass, morning message, share Reflect on Dojo data last week's doho data and goal setting, how will we reach our goal this week? what should be our new goal? how will we celebrate? Second Steps lesson Interactive Read Aloud: Making Cookies: connect to IB unit of Where does food come from? Discuss the step by step process of making cookies, comprehension skill: sequences first, next, last Introduce High Frequency words and draw a picture of each word: above, bear, even, pushed, studied, surprised, teacher, toward	Morning Meeting: Greeting: Silent ball toss, morning message, share, Review Monday's dojo data and reflect how we did, discuss how we will celebrate at the end of the week, Second Steps Lesson Interactive Read Aloud: The Littlest Gardener, Brain Garden, Model comprehension skill: visualize (what does it look like to nurture your brain? what does a healthy brain need?) Base words with -ed, -ing endings sort Reread: The Dot Strategy: Compare and Contrast: do venn diagram activity with hula hoops	Morning Meeting: Greeting: whisper greeting, morning message, shareShare pictures that were taken showing students keep hands/feet to themselves and hang in classroom, review dojo data, Second Steps lesson Interactive Read Aloud: My Garden, Brain Garden, Model comprehension skill: visualize and context Long e patterns with y, ie Reread: The Dot: describe the main character graphic organizer	Morning Meeting:Greeting: speed greeting, morning message, share, students draw what keeping hands/feet to self looks like and how they will do this, review dojo data, second steps Lesson Interactive Read Aloud: Ishi Read Aloud,Model comprehension skill: repetition, evaluate Give each student their very own rock to represent themselves Draw a happy face on one side, sad face on the other and discuss what we can do to manage these emotions as a class family Anchor Chart on Calming Strategies and how and	Morning Meeting: Greeting: compliment circle, morning meeting, sharereview our goal and how we will celebrate today, second steps lesson Interactive Read Aloud: Dr. Pott's Animals have Spot and connect to Amazing Animals in Journey's text: compare context of fiction vs. non fiction text Lesson 26 Flipchart to review Brain Interval: Drumming Pattern Focused Attention:Sing Bowl, breathing Weekly Reading Assessment

Monday Mindful Choices

Sensory	Jobs	Mrs. Burns	Gym	Mrs. Dills
Royce	Kaycee	RJ	Marcus	Genesy
James	Taniya	Rhiyan	Jazmine	Joleine
Sa'Ryiah	Tyler	Dylan	Jonathan	Ny'Lah
Roze	Amelia		Emily	

Data Collection

GREENBRIAR 2018-2019 SMART GOAL/ACTION PLAN			
Name: Stefanie Harris	Date: 12/17/18		Grade: 3
	Professional Growth Goal		
Math Goal: How will achieveing this goal improve student learning and engagement?			
	Goal: I will integrate math facts small groups to better reach my students' needs.		
	Action Steps: Small group facts practice during 10 minute math. Observe colleagues leading math fact small group lessons		
	How will you measure your progress: District benchmarks and Xtra math.		
Reading Goal: How will achieveing this goal improve student learning and engagement?			
	Goal: I will improve student engagement during literacy stations.		
	Action Steps: I will use extrinsic motivations for my students. I will try new independent work stations for my students.		
	How will you measure your progress: On-task points on Class Dojo.		

How has having an action plan helped you as a teacher?

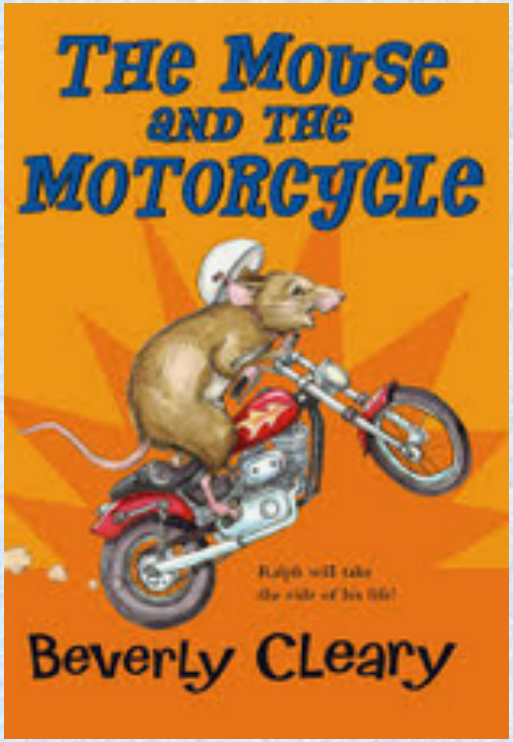
- I was able to target 4 specific students that struggled with effort and engagement
- Changing activities and looking into things that met their interests to help plan
- opened eliminate interruptions

How has Having an action plan helped your students?

- increased engagement with teacher
- Increased engagement with independent stations

Our Data

Harris: Book Talks



Data Collection

GREENBRIAR 2018-2019 SMART GOAL/ACTION PLAN				
Name: Jordan	Date: 12/20/18			Grade: 4
	Professional Growth Goal			
Math Goal: How will achieveing this goal improve student learning and engagement?				
	Goal: Do a better job of differentiating teacher group lessons. (Improve yellow to green)			
	Action Steps: Group studens on ability and plan apporpriate lessons.			
	How will you measure your progress: Monitor weekly plans, NWEA scores			
Reading Goal: How will achieveing this goal improve student learning and engagement?				
	Goal:Grow students in lexia			
	Action Steps: create a process to track student work during stations			
	How will you measure your progress: track progress on data tracker			

How has having an action plan helped you as a teacher?

- I have focused more on who I am helping and why
- I have more awareness & intentional planning & instruction
- I am able to reflect on these specific goals and modify
- Helped to create goals for the whole 4th grade team

How has Having an action plan helped your students?

- Students have become more aware and have had more accountability
- They have taken more ownership of their work and of their mistakes

Our Data

Jeran: Math Fact Data

Addition				Subtraction					Multiplication					Division			
Q1	Winter	Q3	Spring	Fall	Q1	Winter	Q3	Spring	Fall	Q1	Winter	Q3	Spring	Fall	Q1	Winter	Q3
100	100	100		48	58	80	83		55	63	63	95		30	38	50	78
70	58	80		33	43	50	18		30	43	58	60		38	58	58	65
100	100	100		90	90	90	90		38	68	70	73		0	25	50	70
100	100	100		100	100	100	100		100	100	100	100		100	100	100	100
83	100	100		60	25	45	63		20	38	50	83		8	18	35	63
83	95	95		100	100	100	100		48	88	100	100		28	70	70	95
98	98	98		52	88	95	95		35	100	100	100		18	90	90	90
100	100	100		40	38	63	65		33	60	68	50		13	40	60	45
		100					95					83					78
95	95	95		100	100	100	100		20	95	95	95		35	88	100	100
95	95	95		50	48	60	73		33	98	98	98		55	75	98	98
80	80	95		55	40	60	70		13	50	60	85		4	4	28	43
80	90	90		35	45	55	83		30	52	48	55		20	40	45	50
60	60	90		13	10	23	38		30	50	45	30		5	15	23	13
90	90	90		48	38	55	48		30	50	63	75		28	30	23	38
85	85	88		38	20	52	65		25	38	50	52		25	18	30	55
100	100	100		100	100	100	100		100	100	100	100		100	100	100	100
98	98	98		65	75	85	90		30	52	75	80		8	20	73	70
88	93	93		70	70	90	90		52	93	93	93		30	68	90	90
93	93	93		80	65	98	98		50	90	90	90		73	68	100	100
100	100	100		60	35	100	100		38	95	100	100		55	73	95	95
88	88	83		45	45	60	58			40	55	43			8	18	25
30	75	100			5	23	28			20	52	78			8	70	95

Data Collection

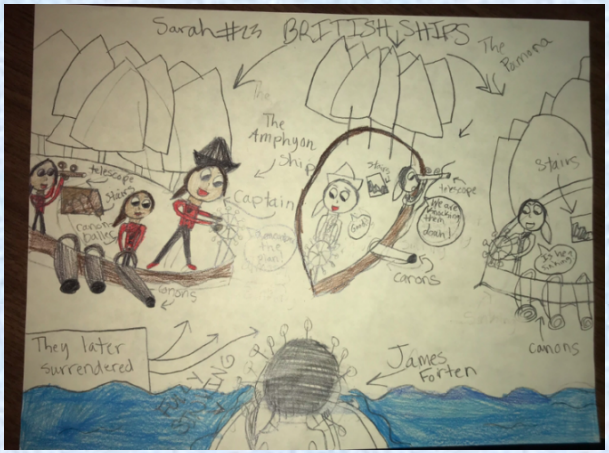
GREENBRIAR 2018-2019 SMART GOAL/ACTION PLAN				
Name: Matt Mackowiak				Grade: 5
	Professional Growth Goal			
Math Goal: How will achieveing this goal improve student learning and engagement?				
	Goal: Keep making changes and adapting ON THE FLY daily.			
	Action Steps: When there's a teaching moment, "come to the carpet". Make everything more visual.			
	How will you measure your progress: Canvas data. % of assignments turned in.			
Reading Goal: How will achieveing this goal improve student learning and engagement?				
	Goal: Stick to the routine. Change habits within the routine.			
	Action Steps: Meeting with students about Canvas answers. Re-doing assignments with students or sending it home.			
	How will you measure your progress: Canvas scores + small group progress monitoring.			

How has Having an action plan helped you as a teacher?

- Recognizing areas of improvement
- use data as a baseline
- teaching has been more fluid with less interuptions
- Able to adapt my teaching style and routines that aren't working

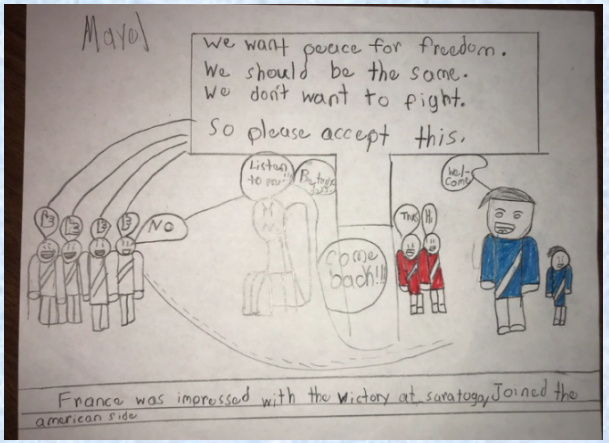
How has Having an action plan helped your students?

- Students have felt comfortable talking openly about what does and doesn't work for them
- They give specific feedback on how to help them learn



Our Data

Mackowiak: Enhancing Engagement



A teacher wants to distribute 250 pencils evenly to 36 students. What is the largest number of pencils each student will receive? Explain how you determined your answer.

Your Answer:

The answer I got was 43. How did I get it you ask well look.

1. I did the box method but that took to long.

2. So I did the quicker one and did 36 x 10, 36 x 2, 36 x 4.

3. I found the one that was closer to 250 and it was four.

4. So I subtracted 144- 250 and got 206.

5. then I looked to see what timed 36 equaled 206.

6. I did not have 36 x 6 so i did that It was to small.

7. I did not have 3 so I tried that It was a little over board but I could not go lower so that is how I found my answer.

A teacher wants to distribute 250 pencils evenly to 36 students. What is the largest number of pencils each student will receive? Explain how you determined your answer.

Your Answer:

1 I did 250 divide by 36

2 then I did 36 times 5 =180

3 then I did 25- 180=70

4 I did 36 times 1=36

5 I put 70 -36 =34

6 I did 5+1=6

7 I put 6 r 34

8 The largest number of pencils each student will receive is 6

Our Discoveries

- Learning Statement 1:
  - What you monitor will move!
- Learning Statement 2:
  - When teachers take ownership in their growth and data, we see positive results

Learning Statement 1:
What you monitor will move!
Data Celebrations

- 37/42 Bubble students grew at least 1 F/P Level (grades 2-5)
- Kindergarten Pre A Levels
    - August- 90 students at Pre A level
    - September- 68 students in Pre A level
    - October- 38 students in Pre A level
    - January-14 students in Pre A level (12%)
- 97% of Greenbriar teachers are utilizing math workshop at least 2 days a week (up from 50%)
- 97% of Greenbriar teachers conduct guided reading in small groups based on students' individual needs to support and develop student agency as readers (up from 79%)

Learning Statement 2:
When teachers take ownership in their growth and data, we see positive results.

Creating a goal based on a self-perceived weak area can help teachers stay intentional toward improvement. A blog from Bright Hub Education, written by Lady Lit, shares "If a teacher does not take time to evaluate his/her performance, a teacher will have a tendency to do the same things in the same way, to teach the same concepts the same way, and to use the same exercises again and again.

- 28/35 teachers came prepared with updated reflections and data to share with the team 4/9

Where We Are Heading Next

- Meet with individual teachers in May to review final data
- Utilize the final data collected to help drive our SIP Professional Development Plan for 19/20
- Celebrate our work!
- Meet with teachers in the fall of 2019 to create individual action plans based on beginning of the year student data and teacher reflections
- Learning walks to align with action plans

Bibliography

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- Harris, Stefanie. Personal interview 28 Feb. 2019
- Jeran, Jordan. Personal interview. 25 Feb. 2019
- Mackowiak, Matthew. Personal interview. 26 Feb. 2019
- Marzano, R. J., (2014). High reliability schools: The next step in school reform. Bloomington: Marzano Research Laboratory.

INDIANA Principal Leadership INSTITUTE

Lights, Camera, Action Plans

Principal Name: Jamie Alexander
School Name: Greenbriar Elementary
Team Members' Names: Kendall Kreinhagen and Heidi Kensinger
Principal's Email Contact: jalexander977@gmail.com

Background Leading to Our Inquiry

Greenbriar Elementary is part of the MSD of Washington Township corporation. Greenbriar Elementary has an enrollment of 803 students. It is the largest elementary in the district. Our ethnicity groups are 1% American Indian, 3% Asian, 53% Black, 28% Hispanic, 5% Multi Racial and 10% White. Our overall free and reduced lunch count is at 87% for this school year. Greenbriar has 35 classroom teachers and a total staff of 98. At the end of the 17-2018 school year, teachers completed a Marzano survey to determine school effectiveness. The results of the survey focused on a safe and collaborative culture, effective teaching in every classroom and a guaranteed and viable curriculum. After reviewing the survey data, the leadership team chose to focus on 2.2-Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. This was the beginning of our wondering.

The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to create individual action plans to positively enhance a teacher's pedagogical skills while also impacting student achievement at Greenbriar.

Our Wondering

With this purpose, we wondered how creating individual professional growth plans would enhance their pedagogical skills through reflection?

Based upon data from 2.2, it stated that support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans was an area we needed to grow. Therefore, the team set out to help teachers create professional growth plans. We began to dive into these questions:

- Based on our 18/19 SIP goals, what was the teacher's comfort level in reading, math and writing instruction?
- What supports could admin and coaches provide teachers?
- How will the teacher raise achievement in their class?
- What was the student's BOY and MOY reading and math data telling the teacher?

Our Actions

To gain insight into our wondering, teachers completed a school improvement assessment to determine their comfort level with our school improvement (SIP) goals in reading, math and writing. Administration and the curriculum coaches met with teachers in September to review their self assessment and determine the direction they needed to go during the school year professionally. We utilized beginning of the year data from students to create a math and literacy growth goal for each teacher which included ways to improve their craft. Teachers created a SMART goal to ensure we would be able to measure student data throughout the year.

Administration and the curriculum coaches met with teachers in October, December, February and April to review student progress and teacher progress on their specific goals. Teachers completed a reflection portion of the action plan prior to attending the meeting. Each teacher completed a self assessment on our school improvement goals in December and April. All teachers participated in learning walks once a month from Dec-April focused around their individual need to grow professionally based on our SIP goals.

Data Collection

Our team collected individual teacher data focused around two questions. Here are a few responses from our teachers:

- How has having an action plan helped you as a teacher?
    - I have always been very good at differentiating plans and making them very difficult, sometimes because of this, I "run out of time." This has helped me be more aware of my time and how I am using it throughout my lesson.
    - helped to focus in on what my areas of improvement
    - I have more awareness & intentional planning & instruction
    - I am able to reflect on these specific goals and modify
    - helped to create goals for the whole 4th grade team
    - I was able to target 4 specific students that struggled with effort and engagement
- How has having an action plan helped your students?
    - students know the routine and are prepared for what will come next
    - students have shown growth in their ability to understand sounds and manipulate them and in their writing
    - helped students work ethic and engagement level
    - added accountability
    - taught them strategies to use on their own
    - increased engagement with teacher and independent stations

Our Discoveries

As a result of analyzing our data, two important things we learned include:

- Learning Statement One: What you monitor will move!
- Learning Statement Two: When teachers take ownership in their growth data, we see positive results.

Monitoring student data closely with individual teachers and having specific goal setting conversations, will allow us to see improvement. We saw an increase of teachers utilizing math workshop from 50% to 97% during the school year which was a new initiative from the district for our math block this year. Our kindergarten students working at a Pre A level decreased from 72% to 3% utilizing the Jan Richardson approach to guided reading. 97% of our teachers conducted guided reading in small groups daily based on individual student needs to develop student agency. Overall, our students met district growth and proficiency targets based on NWEA.

Creating a goal based on a self-perceived weak area can help teachers stay intentional toward improvement. A blog from Bright Hub Education, written by Lady Lit, shares "If a teacher does not take time to evaluate his/her performance, a teacher will have a tendency to do the same things in the same way, to teach the same concepts the same way, and to use the same exercises again and again. If we always do what we have always done, we will get the same results. Overall, our 28/35 teachers came prepared each time with reflections and data to share with the instruction team.

Where We Are Headed Next

Our team felt the action research project helped us unify our efforts toward growing our teachers professionally and increasing our academic achievement through our SIP goals. We felt the processes we added helped teachers reflect on their instructional practices and move student data. Our teachers want to take risks and grow.

Based on our processes this year, and the feedback we received from our teachers, we plan to continue the process of the action plans next year and expand our learning walks. Our leadership team would like to see teacher action plans posted outside classrooms and allow other staff to give teachers feedback on their goals based on observations of the classrooms. Our leadership team will review the action plans to align our professional development sessions to their needs, and feedback during walkthroughs can be easily given. This process has provided the team the opportunity to work through school improvement in a specific and manageable way. Action Research provides a framework that students, teachers, administrators, and other school staff can collaborate to work toward school improvement.

Bibliography

Marzano, R. J., (2014). High reliability schools: The next step in school reform. Bloomington: Marzano Research Laboratory.