



2014-17 Executive Summary


School Name: **Shiloh Point Elementary School**

AdvancED Standards	FCS Departments		
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Purpose and Direction Governance and Leadership Teaching and Assessing for Learning Resources and Support Systems Using Results for Continuous Improvement	Educational Leadership Facilities and Operations Finance and Operations Food and Nutrition Services	Human Resources Public Information and Communications School Safety and Discipline Special Education	Student Support Services Superintendent Teaching and Learning Technology and Information Services Transportation
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Continuous Improvement Goal	AdvancED Standards	Support from FCS Department(s)
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<p>An increase in Shiloh Point’s CCRPI score will be a direct result of:</p> <p>Goal 1: Promote professional growth and improvement of instruction to optimize student learning through:</p> <ol style="list-style-type: none"> 1. Targeted intervention on the achievement of male students in reading. 2. Data Team Processes 3. Personalized Professional Learning 4. TKES feedback (authentic, timely, specific) 	<p><u>Standard 3: Teaching and Assessing for Learning: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</u></p> <p>FOCUS: Indictors 3.1, 3.2, 3.5 , and 3.11</p> <p><u>Standard 5: Using Results for Continuous Improvement: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.</u></p> <p>FOCUS: Indicators 5.2,5.4, and 5.5</p>	<p>FCS Learner Profile Connection:</p> <ul style="list-style-type: none"> • Seek Knowledge and Understanding • Listen, Communicate and Interact Effectively <p>Execute the following elements from the FCS 2013-16 Strategic Plan:</p> <ul style="list-style-type: none"> • Teaching and Learning: Data Team Support, Professional Learning, An Expectation of True Collaboration • Human Resources: Develop Continuity/ Expectations for TKES, “Build system norms and common values that strengthen our brand and principles.” • Technology Services: “Technology is used to support engagement and learning.” “Technology supports personalized
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AdvancED Standards	FCS Departments	
Purpose and Direction Governance and Leadership Teaching and Assessing for Learning Resources and Support Systems Using Results for Continuous Improvement	Educational Leadership Facilities and Operations Finance and Operations Food and Nutrition Services	Human Resources Public Information and Communications School Safety and Discipline Special Education Student Support Services Superintendent Teaching and Learning Technology and Information Services Transportation
		learning.” “Technology transforms practices and improves efficiencies.”
Continuous Improvement Goal	AdvancED Standards	
	Support from FCS Department(s)	

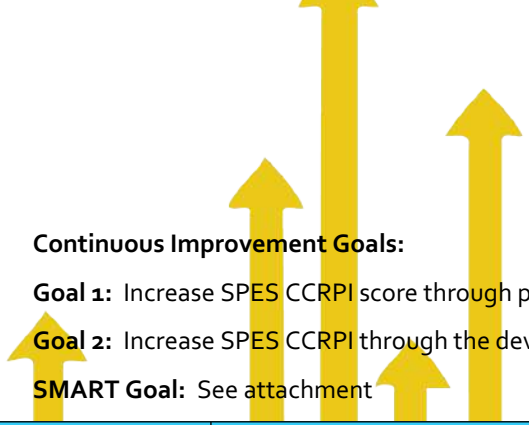


AdvancED Standards	FCS Departments		
Purpose and Direction Governance and Leadership Teaching and Assessing for Learning Resources and Support Systems Using Results for Continuous Improvement	Educational Leadership Facilities and Operations Finance and Operations Food and Nutrition Services	Human Resources Public Information and Communications School Safety and Discipline Special Education	Student Support Services Superintendent Teaching and Learning Technology and Information Services Transportation
<p>Goal 2: Develop culture and community through:</p> <ol style="list-style-type: none"> Building school wide participation in class meetings and house meetings. Building trust through gathering of perception data and the development of a strategic plan to address cultural needs. 	<p><u>Standard 1: Purpose and Direction- The school maintains and communicates a purpose and direction that commit to high expectations.</u></p> <p>Focus: Indicator 1.2</p> <p><u>Standard 2: Governance and Leadership: The school operates under governance and leadership that promote and support student performance and school effectiveness.</u></p> <p>Focus: Indicator 2.4</p>		<p>FCS Learner Profile Connection:</p> <ul style="list-style-type: none"> Exhibit Strong Personal Qualities Engage and Compete in a Global Environment <p>Execute the following elements from the FCS 2013-16 Strategic Plan:</p> <ul style="list-style-type: none"> Teaching and Learning: “Expand non-traditional learning.” “Increase participation in co-curricular and individual activities” “Build Global/Cultural Awareness.”

AdvancED Standards
(check all that apply)



2014-15 School Improvement Plan



Continuous Improvement Goals:

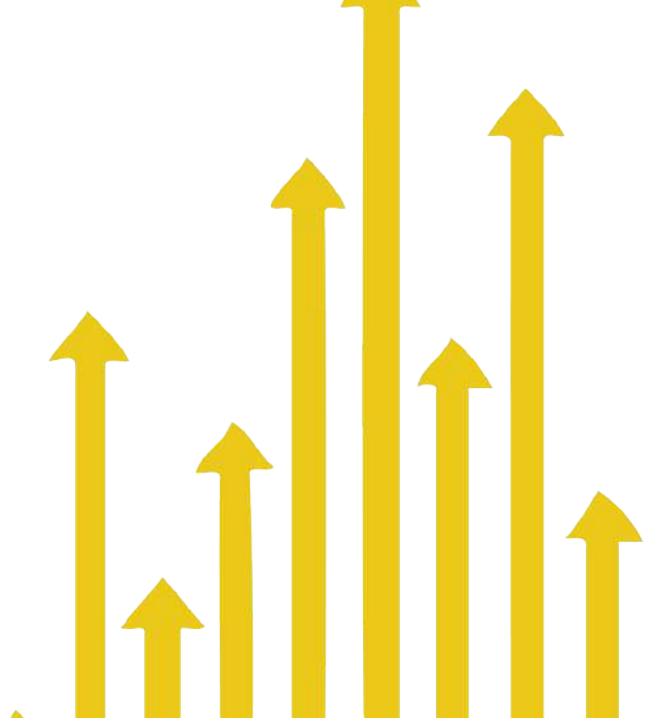
Goal 1: Increase SPES CCRPI score through professional growth and improvement to instruction.

Goal 2: Increase SPES CCRPI through the development of culture and community.

SMART Goal: See attachment

x	Purpose and Direction
x	Governance and Leadership
x	Teaching and Assessing for Learning
x	Resources and Support Systems
x	Using Results for Continuous Improvement
AdvancED Standard(s)	
Goal 1: Instructional Goal	
See Data Team SMART Goals on the attached page.	
See correlation to AdvanceED Standards on the Executive Summary Page.	

Actions, Strategies and Interventions (Includes Professional Learning Plan) See Step 4 (DMR): Select Specific Strategies	Impact on Student and Adult Behavior ("If...then..." Statements) See Step 5 (DMR): Determine Results Indicators	Timeline	Resources Needed? Who is Responsible? See Step 6 (DMR): Monitor and Evaluate Results
<ol style="list-style-type: none"> 1. Collect beginning, middle and end Fountas and Pinnell data for grades k-5. 2. Collect perception data from boys. 3. Disaggregate/ monitor multiple measures of reading achievement by gender 4. In Data Team analyze pre/post data, identifying most effective strategies. 5. Research gender specific strategies and test their effectiveness through the data team process. 	<ol style="list-style-type: none"> 1. Baseline data serves as a foundation for instructional decisions and monitoring growth. 2. Pre and Post survey data will give insight into boys' perceptions of reading and impact instructional practice. 3. Monitor progress of male students 4. Reflection and adjustment instruction based on measurable growth toward goal. 5. Professional knowledge will be gained and implemented in classrooms. 	<ol style="list-style-type: none"> 1. Sept 9, Jan 9, and May 15 2. Oct and May 3. Yearly through Data Teams 4. Yearly through Data Teams 5. Yearly through Professional Learning 	<ol style="list-style-type: none"> 1. Fountas and Pinnell Benchmark System; Teachers 2. F & P Guided Reading 3-8 Reading Survey and the Garfield Reading Inventory; Teachers 3. Multiple measures of gender specific data; Instructional Leadership Team, Administration, and Coaches 4. Highly effective Data Team processes; Instructional Leaders 5. Personalized Professional Learning; Admin and Coaches



AdvancED Standards (check all that apply)				
<input checked="" type="checkbox"/> Purpose and Direction <input checked="" type="checkbox"/> Governance and Leadership <input checked="" type="checkbox"/> Teaching and Assessing for Learning <input type="checkbox"/> Resources and Support Systems <input type="checkbox"/> Using Results for Continuous Improvement	Actions, Strategies and Interventions (Includes Professional Learning Plan) See Step 4 (DMR): Select Specific Strategies	Impact on Student and Adult Behavior ("If...then..." Statements) See Step 5 (DMR): Determine Results Indicators	Timeline	Resources Needed? Who is Responsible? See Step 6 (DMR): Monitor and Evaluate Results
AdvancED Standard(s)				
<u>Goal 2: Community and Culture Goals</u> Community Goal This year, the percentage of staff members actively participating in responsive classroom meetings and vertical house meetings will increase from 90% to 100%.	<ol style="list-style-type: none"> 1. Familiarize all staff with the connections among Olweus, Seven Mindsets, and the responsive Morning Meeting models. 2. Develop a list of resources and lessons to support implementation 3. Monitor and support implementation 	<ol style="list-style-type: none"> 1. Schedule all meetings with established expectations and appointed leaders; Core and Organizational Leadership 2. Align meetings across all grade levels with a common message; Organizational Leadership; Captains, Navigators/Counselors 3. Assign Core Leaders to meetings and take attendance: Core Leadership 	<ol style="list-style-type: none"> 1. August 2. September 3. September - May 	<ol style="list-style-type: none"> 1. Bulletin Board, Blogs, pictures, posters, resource list; Organizational Leadership, Counselors, Admin 2. Electronic resources, lesson plans; Counselors 3. Schedule for visiting Friday morning meetings; Core Leadership

<p>Cultural Goal This year, trust, as measured through the use of authentic feedback and courageous conversations, will increase from 51% to 75% as measured by the fall and spring Shiloh Cultural Survey.</p> <p>Data: Cultural Survey indicated that only 51% of the staff believed that disagreements were voiced and courageous conversations held at Shiloh. In studying school culture, the Cultural Leadership Team came to understand that TRUST is a foundational principle of highly effective teams. The leadership team believes that the inability to give/receive honest feedback is indicative of cultures where there is an absence of trust.</p>	<ol style="list-style-type: none"> 1. Form a Cultural Leadership Team with the purpose of improvement of Shiloh's <i>"Teaching and Learning Culture"</i> 2. Develop team norms and beliefs 3. Research school culture and develop a cultural survey. 4. Administer a fall teacher survey 5. Disaggregate perception data and identify an action plan to address the area of greatest need (survey says "honest conversations"). 6. Monitor the plan 7. Administer the cultural survey for a second time to measure the effectiveness of actions. 	<ol style="list-style-type: none"> 1. A strategic and research based plan for cultural improvement will be developed and monitored. 2. Teacher leaders will lead the cultural initiative. 3. Professional knowledge will be gained and research will support initiatives. 4. Baseline data will be gathered 5. Needs will be addressed and the culture will grow. 6. Results will be reliable if the plan is implemented with fidelity 7. Effectiveness of the action plan will be monitored. 	<ol style="list-style-type: none"> 1. July 2. August-September 3. September 4. October 5. October 6. November- April 7. May 	<ol style="list-style-type: none"> 1. Teacher Leaders who understand SPES vision" Principal 2. Team purpose and mission: Cultural Leadership team, Principal 3. Professional Development and Knowledge, sample surveys, survey development; Cultural Leadership Team 4. Shiloh Pre-Survey: Staff 5. Action Plan and goal setting; Cultural Leadership Team 6. Cultural Leadership Team 7. Data analysis, goal reflection and next steps; Cultural Leadership Team; Principal
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2014-15 Professional Learning Plan

Professional Learning Goal(s):		Connection to Continuous Improvement Goal(s):
Personalized and Vital Professional Learning aligned with the SPES 5 Year Plan (YEAR 3 INSTRUCTIONAL DESIGN: Independent Studies, Differentiated Reading, Differentiated Math, Student Owned Learning, Instructional Design)		Data Driven Professional Learning: Data gathered from GAPSS, TKES Self Surveys, TKES Pre Conference Activities, and Instructional Leadership Team, Observations All professional learning supports SI Goal 1 and 2
Date	# Hours	Description of Learning Activities
July 31 <i>Pre-Planning</i>	3	Jon Gordon Presentation
August Technology Session	2	Optional
August 1 <i>Pre-Planning</i>	3	Performance Based Teaching
August 4 <i>Pre-Planning</i>		none
August 5 <i>Pre-Planning</i>		none
August 6 <i>Pre-Planning</i>	6	SLO Training
August 27 <i>Early Release/Prof. Dev. (District)</i>	3	Data Team Review
September Differentiated PL	Tier 1- 0 Tier 2- 2 Tier 3- 2 Tier 4- 4	Tier 1: Participate only in school and district wide professional learning. Tier 2: Goal setting and professional learning action plan for Independent studies Tier 3- Goal setting and professional learning action plan for content specific groups (Differentiated Reading,

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		Differentiated Math, Student Owned Learning, Instructional Design) Tier 4: Goal Setting and professional Learning action plan for content specific groups and leadership forms
September Technology Session	2	Optional
September 26 <i>Early Release/Prof. Dev. (School)</i>	2	Data Teams
October Technology Session	2	Optional
October Differentiated PL	Tier 1- 0 Tier 2- 2 Tier 3- 2 Tier 4- 4	Tier 1: Participate only in school and district wide professional learning. Tiers 2: follow the individualized professional learning plan (see attached example) Tiers 3 and 4: follow the content specific plans created by each group (see attached example).
October 17 <i>Early Release/Prof. Dev. (District)</i>	3	Feedback
November Differentiated PL	Tier 1- 0 Tier 2- 2 Tier 3- 2 Tier 4- 4	Tier 1: Participate only in school and district wide professional learning. Tiers 2: follow the individualized professional learning plan (see attached example) Tiers 3 and 4: follow the content specific plans created by each group (see attached example).
November Technology Session	2	Optional
December Technology Session	2	Optional
January Differentiated PL	Tier 1- 0 Tier 2- 2 Tier 3- 2 Tier 4- 4	Tier 1: Participate only in school and district wide professional learning. Tiers 2: follow the individualized professional learning plan (see attached example) Tiers 3 and 4: follow the content specific plans created by each group (see attached example).

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January Technology Session	2	Optional
January 5 <i>Prof. Dev. Day (School)</i>	3	Data Team
February Differentiated PL	Tier 1- 0 Tier 2- 2 Tier 3- 2 Tier 4- 4	Tier 1: Participate only in school and district wide professional learning. Tiers 2: follow the individualized professional learning plan (see attached example) Tiers 3 and 4: follow the content specific plans created by each group (see attached example).
February Technology Session	2	Optional
February 16 <i>Prof. Dev. Day (District and School)</i>	3	Questioning
March Differentiated PL	Tier 1- 0 Tier 2- 2 Tier 3- 2 Tier 4- 4	Tier 1: Participate only in school and district wide professional learning. Tiers 2: follow the individualized professional learning plan (see attached example) Tiers 3 and 4: follow the content specific plans created by each group (see attached example).
March Technology Session	2	Optional
April Technology Session	2	Optional
May Differentiated PL	Tier 1- 0 Tier 2- 2 Tier 3- 2 Tier 4- 4	Tier 1: Participate only in school and district wide professional learning. Tiers 2: follow the individualized professional learning plan (see attached example) Tiers 3 and 4: follow the content specific plans created by each group (see attached example).
May Technology Session	2	Optional
Viewpath Pilot Professional Learning	TBD	Select Team

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May 26 <i>Post-Planning</i>		none
May 27 <i>Post-Planning</i>		none
Total Hours:	20- 85 hours per teacher	