East Lake Elementary
Continuous Improvement Plan
July 2016 – July 2017

EAST LAKE ELEMENTARY CSIP, FROM JULY 2016-JULY 2017

School Improvement Planning Process Team Members

Member Name	Department/Position
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Process Goal # 1: *100% of core content teachers will utilize explicit vocabulary instruction strategies daily (Word Talks) to teach vocabulary to all students during the first 10 minutes of English/Language Arts block.*

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
1.1 Teachers will be provided research on the effects of vocabulary development on student learning, the school's expectations for what full implementation looks like (non-negotiable/ Walk Through Form), and the school's common vocabulary lesson plan template.	**X Construct Knowledge** ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	administration provides non-negotiables & walk through forms	~ List of non-negotiable expectations / walk-through forms ~ common vocabulary plan template ~ Research-based, highly effect strategies	Preplanning 2016
1.2 Teachers will be provided specific strategies for implicit and explicit vocabulary instruction. Teachers will be provided grade specific Tier 2 vocabulary word lists developed by building Literacy team.	**X Construct Knowledge** ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	Administrators, Literacy team, staff members	~ Handout of specific strategies for implicit and explicit vocabulary development ~ Vocabulary lists	Preplanning 2016
1.3 During Professional Learning Community (PLC) meetings administrators and TOSA will collaborate with grade level teachers monthly to examine vocabulary data and discuss effective strategies.	☐ Construct Knowledge **X Transfer to Teaching** ☐ Practice Teaching ☐ Promote Reflection	Administration & TOSA	~ Collaboration Protocols ~ list of effective strategies ~ assessment data	Once monthly (PD calendar)

1.4 At monthly professional learning meetings, vocabulary strategies will be modeled by administration, TOSA, and Literacy Team.	☐ Construct Knowledge ☐ Transfer to Teaching **X Practice Teaching** ☐ Promote Reflection	Administration, TOSA & Literacy Team	~ Vocabulary Research Articles/Resources Collaboration Protocol	During monthly faculty meetings
1.5 Administrators will conduct walk throughs during the first 10 minutes of English/Language Arts block, at a minimum of once each nine-weeks, to provide teachers with feedback on their vocabulary instructional practices.	☐ Construct Knowledge ☐ Transfer to Teaching **X Practice Teaching** ☐ Promote Reflection	Administrators	Vocabulary walk through instrument	August – April, at minimum once each 9 weeks
1.6 Teachers will develop and administer Pre/Post vocabulary assessments for each 9 week list of words. (Pre & Post word list assessments will take place according to the Vocab. Calendar)	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching **X Promote Reflection**	Teachers	Tier 2 Vocabulary Word Lists by grade level	August - April
1.7 Administrators and TOSA will guide grade levels through collaboratively examining assessment results to determine impact of practices on student learning.	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching **X Promote Reflection**	Administrators & TOSA	Pre/Post test Vocabulary scores. Examination of Student Work Protocol.	Second week of each month during collaborative planning

Process Monitoring of Goal #1

How will you monitor change in adult	*Measure you will use/develop to monitor changes in adult practices:* Locally developed vocabulary focused walk through form aligned to TKES standards.

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How will you monitor change in adult practice? How will you know if your staff is at full implementation?	**Process you will use to monitor changes in teacher practices:** *Teacher Knowledge*: Administrators will develop a pre, formative, and summative survey (i.e. Survey Monkey) to ascertain Teacher Knowledge regarding vocabulary instruction best practices. (i.e. Explicit, Implicit, Vocabulary Instruction, 3 Tiers of Vocabulary) *Teacher Implementation*: Administrators will conduct vocabulary focused walk through on each core content teacher once each nine week period to monitor the % of teachers at full implementation at the end of each 9 weeks. Further, data will be compiled and examined for trends (across grade level, across content area, aspects of the school's vocabulary model) to identify teacher growth over time, areas where additional PD is needed to support full implementation.

What student achievement measure will you use to monitor the impact of this process? *How will you know if this process goal is impacting student learning (formative & summative)?*	**Measure you will use to monitor impact on student achievement:** *Core content teachers will develop common vocabulary assessments for each Tier 2 word list and will administer them formatively (weekly word quizzes) and summatively (cumulative assessment at the end of each 9 week period).*
	What is your current baseline on this measure: *Performance on pre-assessment of each Tier 2 word list will serve as baseline data once those assessments are developed and administered.* **What is your goal/target on this measure:** *Goal is for 80% of students to score 80% or above on the post test.*
	Timeline for monitoring student performance via this measure: *At the end of each 9 weeks, teachers will collaboratively examine vocabulary assessment data to identify impact on student learning and inform instructional revisions.*

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Process Goal # 2: *By the end of the 2016-2017 school year, 100% of teachers will incorporate level 3 and level 4 DOK assignments for each unit of study across all subjects.*

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
2.1 Teachers will complete survey on rigor and DOK to establish a baseline understanding of each. Results will be shared at PL meeting and discussed. This will lead into "The Beginner's Guide to Rigor" and discussing the four levels of rigor.	**X** **Construct Knowledge** ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	Administrators	Rigor / DOK survey Beginner's Guide to Rigor	August 17 PLC mtg.
2.2 Teachers will be provided with professional learning on Depth of Knowledge from Melissa Thomas at monthly Professional Learning meeting and grade level PLCs.	**X** **Construct Knowledge** ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	Melissa Thomas		August 24 – Faculty PL August 31 – PLC; DOK1 Sept. 7 – PLC; DOK2 Sept. 14 – PLC; DOK3
2.3 Teachers will be provided professional learning on various components of DOK throughout the school year during monthly meetings. These will include: • DOK research, charts and question stems • DOK fork and tree activity (slides) • DOK questioning in the classroom • What it is- What it is NOT • Webb's DOK task Analysis Protocols (modeled by admin.)	**X** **Construct Knowledge** ☐ Transfer to Teaching ☐ Practice Teaching Promote Reflection	Administrators & TOSA	DOK chart /question stems <u>Rigor in your School</u> book	September - March

2.4 Teachers will be provided professional learning on increasing rigor during monthly meetings. These will include: • *Seven Myths of Rigor* (Blackburn) • Ways to Increase Rigor (Blackburn) • 22 Ways to Add Rigor to Your Classroom • 13 Essential Strategies (Marzano) • Examining rigor of assignments	**X** **Construct Knowledge** ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	Administration & TOSA	*Seven Myths of Rigor* article, posters	September - December
2.5 Teachers will work collaboratively with their PLC group to create lessons that include level 3 and/or level 4 tasks in each unit of study.	☐ Construct Knowledge **X** **Transfer to Teaching** ☐ Practice Teaching Promote Reflection	Administration & TOSA	Standards, frameworks	January – May
2.6 Administrators will conduct Focus Walks to examine DOK questioning strategies and classroom assignments to provide feedback.	☐ Construct Knowledge ☐ **Transfer to Teaching** **X** **Practice** Teaching ☐ Promote Reflection	Administrators & Melissa Thomas	Focus Walk form	January – May, at minimum once each 9 week grading period
2.7 At monthly professional learning meetings staff will share how they intentionally increased the rigor in their classroom. (either through intentional questioning or assignment sharing) Administrators will conduct "Name It, Claim It, Explain It" time with faculty. (Blackburn, pg. 35)	☐ Construct Knowledge ☐ Transfer to Teaching **X** **Practice Teaching** Promote Reflection	Administrators & Teachers	Photos and videos of rigorous student work	September – March
2.8 Teachers will examine and revise (as needed) their assignments using Webb's DOK Task Analysis Protocols (taught and modeled previously by admin.) in grade level Professional Learning Communities.	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching **X** **Promote Reflection**	Administrators & TOSA	Web's DOK Task Analysis protocols & sheet	September - March

How will you monitor change in adult practice? How will you know if your staff is at full implementation?	***Measure you will use/develop to monitor changes in adult practices:*** • *Focus walks – questioning strategies* • *Analyzing learning activities in PLC meetings* • *Monitoring, examining, and providing feedback to teachers on their lesson plans*
	Process you will use to monitor changes in teacher practices: ***Teacher Knowledge:*** *Administrators will develop a pre-survey and summative survey (Survey Monkey) to ascertain teacher knowledge regarding rigor and Depth of Knowledge* ***Teacher Implementation****: Administrators will conduct unannounced DOK focus walks on each content teacher once each nine week period to monitor the % of teachers implementing high level questioning strategies. Data will be compiled and examined to determine trends and identify areas for professional development.*

What student achievement measure will you use to monitor the impact of this process? ***How will you know if this process goal is impacting student learning (formative & summative)?***	***Measure you will use to monitor impact on student achievement:*** *State (Ga. Milestones) and local (Measures of Academic Progress) achievement test data will be used to determine the impact on student achievement.*
	What is your current baseline on this measure: *MAP - Pre-assessment data at the beginning of the year* *Ga. Milestones – previous year achievement levels* ***What is your goal/target on this measure:*** • *The goal is for the percentage of students scoring at level 3 & level 4 on Ga. Milestones to increase a minimum of 10% across all subject areas.*

	• *The goal is for student achievement on MAP to increase at minimum one grade level by the end of the school year (pre-assessment to post-assessment)*
	Timeline for monitoring student performance via this measure: *At the end of each nine-weeks, teachers will collaboratively examine student work to determine the level of rigor and adjust instruction to provide more rigorous tasks.*