School Improvement Plan

2015-2016

**Previous Year**: **Goal 1** Increase student engagement through rigor, relevance and the integration of technology (21st century citizenship and Social Emotional Learning). **Goal 2:** Provide students with the opportunity to deepen their academic knowledge. **Goal 3:** Increase student achievement through high functioning PLCs focused on the guiding questions and inquiry cycle.

Current School Year: _Supports all 3 district initiatives_

**Goal 1:** PLCs will continue to build a collaborative culture that engages in collective inquiry, develops a similar understanding of how to utilize the 5 guiding principles and analyze common assessments to determine if the desired outcomes for students were met.

Targets for Goal

By June 2016, students entering 2nd and 3rd grade as "emergency" will end the year having made 1.5 years' worth of growth (as measured by IRLA).
By May 2016, instructional staff evaluation data (as measured by the Marzano evaluation tool) will increase from 15% to 50% in Domain 2 (elements: Lessons within units and intentional planning for technology).
2015-2016 Gallup Staff Survey results will show an increase from 3.06 to 3.26 for the targeted area (In the last seven days, I have received recognition or praise for doing good work).
By May 2016, at least 70% of students in grades 3, 4, and 5 will score in the proficient range, as measured by the district provided assessments in the area of Reading.
By May 2016, at least 70% of students in grades 3, 4, and 5 will score in the proficient range, as measured by the district provided assessments in the area of Math.

Goal Monitoring

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	What will be done in action steps	Timeframe, frequency of progress monitoring
PLC agendas, minutes, data charts, problem solving boards for tier level of supports, coaching/mentor reflection logs, PD sign in sheets, assessment resource maps	Administration, PLC Facilitators, Learning Design Coaches	IRLA, Lowest quartile charts, instructional staff evaluation data, Gallup Survey results, District provided assessments for ELA, Math and Science, formative assessments developed within PLCs	Begin PLCs and Leadership meetings with recognition/ reflection, Survey staff for ways they like to be recognized, Teams collaboratively plan to ensure instruction is rigorous and aligned with the progression of standards, using learning targets, KUDs and scales, Teams will intentionally plan for instructional practices (41 elements), common core shifts, at-risk students, infusion of technology, and authentic tasks, Engage in professional development and coaching/ mentoring opportunities, Teams will select/ develop, administer common assessments aligned to the depth of the standards, Teams will use the inquiry cycle to make decisions across tiers	PLCs- weekly, minimum 1x monthly grade level problem solving, Gallup- November, District assessments- quarterly

Strategies
- Staff members will recognize or praise one another for doing good work/ accomplishments.
- PLCs will engage in fluid dialogue around the 5 guiding questions and the inquiry cycle.
- Teams will develop a system to collect content specific/ school-wide data.

**Goal 2:** Social emotional learning that promotes personal growth and a sense of community and belonging.

Targets for Goal

By June 2016, the number of students identified as off-track in attendance and behavior, as measured by the EWS criteria, will decrease by 20% (approximately 40 students) from the end of the 2015 school year.

By June 2016 the number of student discipline referrals will decrease by 10% in grades K-5 each quarter as compared to the 2014-2015 school year.

Goal Monitoring

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	What will be done in action steps	Timeframe, frequency of progress monitoring
SWAT team/PBIS agendas and minutes, data collected, action plans, calendar of events, photos of celebrations, staff survey and results, PD agendas, sign in sheets	Administration, SWAT (Student Wrap Around Services Team) and teacher	EWS data (attendance and behavior), Gallup Student and staff survey data, IO (pre-referral) data, and observations	The SWAT will analyze data collected for attendance and behavior, Based on data analysis, the SWAT will utilize the problem solving process to develop plan and implementation/ follow- through, Quarterly celebrations with students and staff, Monthly PBIS committee meetings, Survey staff at beginning, middle, and end of year on PBIS processes, Develop and provide professional development on student services (emotional/ behavioral health and well being)	Ongoing at weekly Student Wrap Around Service Team meetings

Strategies

- The SWAT (Student Wrap Around Services Team) will engage in weekly problem solving PLCs.
- The PBIS (Positive Behavior Intervention and Supports) committee will engage in monthly PLCs and provide professional development and ongoing support to staff.

Goal 3: Intentional planning for high impact instruction that focuses on standards-based instruction (understanding how the rigor of the standards progresses through grade levels and common core shifts), infusion of technology and authentic tasks.

Targets for Goal

By June 2016, students entering 2nd and 3rd grade as "emergency" will end the year having made 1.5 years' worth of growth (as measured by IRLA).
By May 2016, instructional staff evaluation data (as measured by the Marzano evaluation tool) will increase from 15% to 50% in Domain 2 (elements: Lessons within units and intentional planning for technology).
2015-2016 Gallup Staff Survey results will show an increase from 3.06 to 3.26 for the targeted area (In the last seven days, I have received recognition or praise for doing good work).
By May 2016, at least 70% of students in grades 3, 4, and 5 will score in the proficient range, as measured by the district provided assessments in the area of Reading.
By May 2016, at least 70% of students in grades 3, 4, and 5 will score in the proficient range, as measured by the district provided assessments in the area of Math.

Goal Monitoring

Evidence of progress monitoring	Person who leads progress monitoring	Tools/data for progress monitoring	What will be done in action steps	Timeframe, frequency of progress monitoring
PLC agendas, minutes, data charts, problem solving boards, instructional plans, observational data within PLCs and classroom walkthroughs, PD sign in sheets, coaching logs	Administration, PLC Facilitators, Learning Design Coaches	IRLA, Lowest quartile charts, instructional staff evaluation data, Gallup Survey results, District provided assessments for ELA, Math and Science, formative assessments developed within PLCs	PLCs will utilize the Evidence Guide provided for Humanities and Math to plan for and deliver instruction, PLCs will plan instruction reflecting the common core shifts (ELA- text based answers and evidence, academic vocabulary, writing from sources; Math- number sense fluency), K-3 teachers will implement IRLA (conferencing, goal setting, reading ready routines), Teachers will plan for and utilize collaborative structures (establish routines/ expectations for groupings and student interactions), Teachers will create authentic tasks for students to engage in critical thinking, real world problems, and take ownership of their learning, Teachers will provide students with a variety of tools and resources and infuse technology as a means to enhance and deepen their learning, Learning Design Coaches will conduct a needs assessment with instructional staff, Learning Design Coaches will provide instructional staff with feedback and support through the coaching cycle, Learning Design Coaches will collaborate with Administration and Teacher Leaders to design Professional Development aligned to school focus areas	PLCs- weekly, minimum 1x monthly grade level problem solving, Gallup- November, District assessments- quarterly, Classroom Walkthroughs/ Feedback- daily

Strategies

- Teachers will deliver instruction that is aligned to the rigor of the standards and reflects the common core shifts and integrates the Marzano instructional framework.
- Teachers will provide a classroom learning environment that engages students through collaborative structures, authentic tasks and the use of technology to deepen learning.