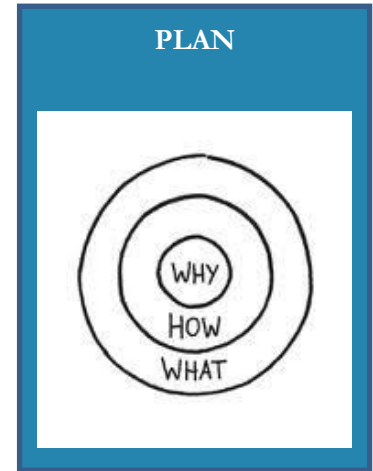


SCHOOL IMPROVEMENT PLANNING



5 STEPS TO CONTINUOUS IMPROVEMENT:

1. Establish a School Leadership Team
2. Assess needs and set priorities – Comprehensive Needs Assessment (CNA)
3. Determine Priorities, Rationale, Strategies and create a School Improvement Plan
4. Implement the plan
5. Monitor and regularly reassess needs, priorities and strategies

SCHOOL IMPROVEMENT PLAN EXPECTATIONS:

- School Improvement Plans (SIP) are due September 27, 2019. **FIRM DEADLINE.**
- Three-year SIP updated annually at a minimum. Schools may update/revise their SIP as needed at any time during the school year.
- SLTs will commit to reviewing the SIP quarterly as a measurement of progress. (October, January, March, May).
- Principal check-ins will include a discussion of progress towards meeting the goals.
- Title I Schools identified for CSI, TSI and Non-Title I schools identified for Graduation Rate are required to submit their first progress report to MDE March 2019, with ongoing updates. (More information coming from MDE).
- All schools will need to identify Co-Teaching as an Evidence Based Practice/Strategy.
- Resources for the SIP goals and strategies will include Teacher Leader, Title I and building funds.

STUDENT TARGET GROUPS

| | |
|--|--|
| Racial and Ethnic: All Student Groups * 20 students to report publicly | All Students, American Indian, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, White, Two or more races, English Learners (EL), Special Education (SPED), Eligible for free or reduced-price lunch (FRL) |
| Counter Groups * 20 students to report publicly | EL/Students who are not EL SPED/Students who are not SPED FRL/ Students who are not FRL |

PART I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

PURPOSE: The CNA is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The CNA process includes reviewing school data and prioritizing the needs of the school.

DATA SOURCES TO BE REVIEWED BY THE SLT:

| | |
|---|--|
| √ Academic Achievement (MCA Reading and Math) | √ ACCESS 2.0 - Progress towards EL Proficiency |
| √ Consistent Attendance | √ Behavior |
| √ Student Demographics | √ Graduation |
| √ School Climate | √ Suspension |

1. Describe your SLT's process for reviewing the data:

Summer Leadership Team Data Dig (Leadership Team) - MCA achievement levels and discipline/suspension data
August Leadership Team Data Dig (Leadership Team) - Consistent attendance, student demographics, school climate survey results, student demographics, academic achievement on MCAs (including changes in proficiency from year to year), suspension and behavior referrals
August ESSA Data Retreat (Principal, AI, AC, and Sped. Lead Teacher) - Academic achievement on MCAs, academic growth on MCAs, attendance over past 3 years, suspension data
August Back to School Professional Development (All Licensed Staff) Data Dig - Academic achievement on MCAs, consistent attendance, and discipline/suspensions

2. Identify your school's strengths...

STRENGTHS:

EL Attendance & Growth

5th Grade MCA Reading Achievement- 3rd Grade MCA Math Achievement

Decreased percentage of "Does Not Meet" for MCA Math from previous year. Significant decrease of Suspensions in March and during the entire school year 2018-19.

Climate Survey Results:

- 92% of Students say "My teachers believe I can learn."
- Nearly 90% of students have positive perspectives around other cultures
- 93% of students report that their family believes they can do well in school
- 90% of parents say the school's atmosphere seems open and friendly
- 100% of licensed staff believe the vision of the school is clear and shared

2b. Identify your school's challenges...

CHALLENGES:

Academic Achievement and attendance for FRL, Special Education, and two or more races

Climate Survey Results:

- Less than half of the students participating in the climate survey believe students are kind to each other
- Two thirds of parents believe bullying is a problem at our school
- Less than 15% of non-licensed staff are satisfied with student behavior
- In 2019, we merged Talahi and Lincoln, with Lincoln hosting grades 3-5
- Our school has a highly mobile population, with many families transferring to Lincoln through the school year

3. Identify the student target group(s) and indicators identified for prioritized support. (see Page 2 – Student arget Groups).

Comprehensive Support: Building Wide

Targeted Support: Free/Reduced Price Lunch, Special Education, 2 or More Races

4. Based on the findings in questions 1-3, what are the prioritized needs that will ensure your school is working towards meeting the identified goals?

After reviewing school wide data, it quickly became apparent that we need to build social-emotional learning skills for both students and staff in order to support access to education and academic achievement. Because of this, we identified the 5 SEL competencies as critical to developing skills necessary for learning: Self Awareness, Self -management, Social Awareness, Relationship Skills, and Responsible Decision Making. Before students are able to access learning, we need to ensure that staff are clearly contributing to the development of SEL skills. Both explicit and infused instruction around these skills are integral to moving forward with academic achievement.

Overriding Goals= "Collective Teacher Efficacy"- With our newly merged community forming, it will be incredibly powerful to create synergy in our work and help staff to understand their rile in our success.

Academics: AVID – the WICOR strategies support our students with college and career readiness. Because we are a grades 3-5 school this year, we can be school wide with our approach. Social-Emotional Learning: PBIS – With a high number of mobile families and students exposed to trauma, it is essential to ensure safety and develop relationships in order to support academic learning.

School climate – creating a welcoming environment for the merge of two buildings, including Students, Families, and Staff.

PART II: ACTION PLAN

PURPOSE: Set SMART goals for each **PRIORITY**, determine the **RATIONALE/WHY** and explain how Equity is evident within the goal. Identify the **EVIDENCE BASED STRATEGIES/ACTION** to achieve the goal, **EXPECTATIONS/WHAT/HOW** for the strategy, **WHO** is ultimately responsible, **RESOURCES** needed to ensure the strategy is implemented with fidelity, the **TIMELINE/WHEN** to achieve the strategy and the **MEASUREMENT/MONITORING** of progress towards meeting the strategy.

PRIORITY 1: EQUITY

All schools will set an overarching Equity goal that must be embedded within the SIP priorities

PRIORITY 2: SUSPENSION

All schools will set a SMART Suspension goal to reduce the number of suspensions.

PRIORITY 3: LITERACY

All schools will set a SMART Literacy goal aimed at increasing student achievement.

PRIORITY 4: MATH

All schools will set a SMART Math goal aimed at increasing student achievement.

PRIORITY 5: GRAD RATE

Schools graduating students set a SMART Grad goal. Schools are encouraged to set a supporting Grad goal.

PRIORITY 1: EQUITY:

We commit to ... ensuring ALL students and families have an authentic opportunity to share their voice, values, and feedback in order to make each child's educational experience representative of each family's hopes and dreams for their child.

GUIDING QUESTIONS:

1. Describe how staff will be reintroduced to the Courageous Conversation protocol.

As a staff, we will review the Protocol prior to a Staff Meeting including the Compass, Agreements, and Conditions. We will utilize our Protocol tents at every meeting as a staff and integrate reflection in our Professional Development Journals throughout the year. During our embedded teacher planning sessions, we will utilize the protocol as well.

2. What is the 'look for' evidence indicating that all staff are utilizing the Courageous Conversation protocol on an ongoing basis?

Use of the Protocol verbally during Staff PD/Meetings
Reference to the Protocol in PD Journals
Teams will use the protocols during their planning sessions

3. What is the 'look for' evidence indicating there is a deepening of the use of the Courageous Conversation protocol?

Protocol is used in a wide variety of school settings
Protocol is recognized and utilized by ALL stakeholders
Incorporate intentional use of the Compass
Connections will be made to the protocol as a "Why"
Staff will validate and affirm the use of the protocol

4. What is the 'look for' evidence to ensure RACE remains part of the conversation?

Equity Dashboards will be utilized to monitor Data
Race will be clearly identified during Teacher Talks, Data Teams, and Arts Integration PD
Our Dashboards this year will be all on one page to monitor school-wide implementation

5. What professional development/support will staff need to engage in deepening their racial equity skill set?

We will utilize Professional Development Journals throughout this year where we will dig into personal identity, implicit bias, and cultural frames of reference
During our Early Out professional development, we will continue to dig into mindset and skillset in terms of racial equity of staff

6. How will classrooms and the rest of the school be authentically represented? What will this look like?

All art/displays will be created by students, representing who they are and their voice
Students will be given opportunities to express their voice through leadership in School Wide Launches and Arts Integration
We will actively seek out information around our families' "Core Values" and honor their feedback by making sure it is represented in our building
Family Engagement events will be planned around feedback given by families and with intent to actively seek out multiple perspectives

PRIORITY 2: SUSPENSION SMART GOAL:

In the spring of 2020, our school's out of school suspension rate will equate to less than 20 out of school suspension incidents for the year

RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Persons Involved | Resources/PD | Timeline | Measurement of Progress |
|---|---|--|--|--|--|
| <p>SEL Social Practices (<i>Explicit</i> Instruction of SEL):</p> <ol style="list-style-type: none"> 1. Student- Centered Discipline 2. Teacher Language 3. Responsibility and Choice 4. Warmth and Support | <p>Staff will explicitly teach Social-Emotional Competencies during Morning Launch (Morning Meeting);</p> <p>School-wide Morning Launch;</p> <p>Implement essential components of PBIS (Matrix, etc.);</p> <p>Restorative, Reflective, and Instructional practices considered for all discipline occurrences;</p> <p>Staff will assess their own SEL competency</p> | <p>All Classroom Teachers; Co-Teachers; Guidance Counselor; TDAS Teacher; EEOC; BCSS; Academic Coach</p> | <p>CASEL's SEL Competencies;</p> <p>First Six Weeks of School;</p> <p>PBIS websites; Restorative practices; MTSS; Arts Integration;</p> <p>NUA Core Values, Journey Line, and TPOV</p> | <p>Daily Morning Launch;</p> <p>Bi-Monthly School Wide Launch;</p> <p>Monthly Data Share</p> | <p>90% of all students will remain in their learning environment 100% of the time as measured by our Student Support log</p> |

PRIORITY 3: LITERACY SMART GOAL:

In the fall of 2020, the percentage students proficient in grades 3-5 will increase from 26% to 40% as measured by the MCA III.

RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Persons Involved | Resources/PD | Timeline | Measurement of Progress |
|--|---|--|--|---|--|
| <p>SEL Instructional Practices (<i>Infused</i> Instruction of SEL):</p> <ol style="list-style-type: none"> 1. Cooperative Learning 2. Classroom Discussion 3. Self-Assessment and Self Reflection 4. Balanced Instruction 5. Academic Press and Expectations 6. Competence Building <p>AVID W.I.C.O.R. Strategies:</p> <ul style="list-style-type: none"> • Writing • Inquiry • Collaboration • Organization • Reading | <p>Data Teams studying the impact of the SEL Instructional Practices including the examination of student work; Collaboration with TDAS; Clearly planned Co-Teaching lessons utilizing SEL Instructional Strategies; Further exploration of strategies with local artists through arts integration; Monthly Progress Monitoring in STAR</p> <p>Reading Co-teaching planning and instruction will incorporate WICOR</p> <p>Co-teaching will include an assessment opportunity daily to measure understanding</p> | <p>All Classroom Teachers; Co-Teachers; Guidance Counselor; TDAS Teacher; EEOC; BCSS; Media Specialist; Academic Coach</p> | <p>Pedagogy of Confidence; National Urban Alliance; Arts Integration; TDAS; Thoughtful Classroom; CLR; STAR training AVID Training</p> | <p>Data Teams at least 2 times monthly with integrated professional development; Co-Teaching daily with at least weekly planning;</p> | <p>Percentage of students meeting the spring STAR proficiency benchmark in reading will increase each month</p> <p>80% of all students will meet their monthly “Ambitious Growth” goal in STAR reading</p> <p>End of the year STAR proficiency will increase during each benchmarking and progress monitoring attempt.</p> |

PRIORITY 4: MATH SMART GOAL:

In the fall of 2020, the percentage students proficient in grades 3-5 will increase from 24% to 40% as measured by the MCA III.

RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Person’s Involved | Resources/PD | Timeline | Measurement of Progress |
|--|---|--|--|---|--|
| <p>SEL Instructional Practices (<i>Infused</i> Instruction of SEL):</p> <ol style="list-style-type: none"> 1. Cooperative Learning 2. Classroom Discussion 3. Self-Assessment and Self Reflection 4. Balanced Instruction 5. Academic Press and Expectations 6. Competence Building <p>AVID W.I.C.O.R. Strategies:</p> <ul style="list-style-type: none"> • Writing • Inquiry • Collaboration • Organization • Reading | <p>Data Teams studying the impact of the SEL Instructional Practices including the examination of student work; Collaboration with TDAS;</p> <p>Clearly planned Co-Teaching lessons utilizing SEL Instructional Strategies;</p> <p>Further exploration of strategies with local artists through arts integration; Monthly Progress Monitoring in STAR</p> <p>Reading Co-teaching planning and instruction will incorporate WICOR</p> <p>Co-teaching will include an assessment opportunity daily to measure understanding</p> | <p>All Classroom Teachers; Co-Teachers; Guidance Counselor; TDAS Teacher; EEOC; BCSS; Media Specialist; Academic Coach</p> | <p>Pedagogy of Confidence; National Urban Alliance; Arts Integration; TDAS; Thoughtful Classroom; CLR; STAR training AVID Training</p> | <p>Data Teams at least 2 times monthly with integrated professional development; Co-Teaching daily with at least weekly planning;</p> | <p>Percentage of students meeting the spring STAR proficiency benchmark in reading will increase each month</p> <p>80% of all students will meet their monthly “Ambitious Growth” goal in STAR reading</p> <p>End of the year STAR proficiency will increase during each benchmarking and progress monitoring attempt.</p> |

PRIORITY 5: GRAD RATE SMART GOAL:

In the fall of 2020, our 4-year graduation rate will increase by _____% from fall of 2019.

RATIONALE and evidence of Equity:

| Evidence Based Practice/Strategy | Expectations | Responsible Person's Involved | Resources/PD | Timeline | Measurement of Progress |
|---|--|--------------------------------------|--|---|--|
| 1) Data Teams / Standards Focus | 1) Review student data with a focus on grade level standards; develop common assessments and instructional strategies through the 6 Step or Collaborative Inquiry process using DuFour's guiding questions | 1) Classroom teachers | 1) Data Team meetings. Support from Admin and district as needed | 1) E/O Wednesday during the school year | 1) Increased alignment between initiatives, Classroom Walk-Throughs, teacher pedagogy, increased student achievement |