



**ST. JOSEPH SCHOOL DISTRICT**  
**SCHOOL IMPROVEMENT &**  
**PROFESSIONAL**  
**DEVELOPMENT**  
**PLANS**

**2019-2020**

## **EXECUTIVE SUMMARY**

In the St. Joseph School District, our goal during the 2018-19 year was to grow our collective capacity in the implementation of innovative practices, the 4 C's, comprised of communication, collaboration, critical thinking, and creativity, and to bring consistency to our second year of use of adaptive diagnostic and growth monitoring resources in iReady and Lexia. The work in these areas is growing in consistency, with implementation bringing deeper understanding of the role of instructional resources in day-to-day instruction. We continue in 2019-20 to build these shared goals for teaching and learning, as well as embarking on a focused study of the Multi-Tiered Systems of Support (MTSS) that will assist our students in their journey through both school and life.

We have often spoken of continuous improvement and the value of feedback in the growth mindset. It is time that we demonstrate action around these ideals. We must embrace the work that comes with challenges. In our school district, attitude and mindset—both for adults and students—is going to determine the trajectory of our district. It is cliché to say that we must believe to achieve, but it is, in fact, the case. We must believe that ALL students are capable, that ALL students are worthy of the care and attention of mentoring adults in our schools, and we must believe that ALL really does mean ALL. It is our purpose and mission. Intelligence is not dependent upon income or advantage, but perseverance and success are dependent upon strong relationships. To improve outcomes, we must tend to relationships. If the relationships are strong, the outcomes will improve.

Our growth and progress in the coming year depends upon our beliefs and our willingness to change in the face of new learning. It will not be easy. Leadership in our classrooms, schools, and district must embody positivity, focus, and skill; we are writing the narrative of the lives of children and of communities through our daily work. This is a weighty responsibility. It is also a gift to have the opportunity to inspire young people to believe in the possibilities of their futures. We have accepted this challenge and embrace this opportunity. Now we are ready to act in order for these ideals to grow from the abstract to the tangible.

## Deeper Learning Goals for SJSD

### **SJSD Deeper Learning**

Deeper learning shifts the focus from traditional academic skills and content delivery to building learner agency, where students learn in an environment that builds self-regulation, critical thinking, and creativity, using an inquiry-based, experiential model. Through real-world problem-solving, voice and choice, and authentic audiences, students will increase their engagement and simultaneously build the skills that will make them successful students, engaged professionals, and productive community members. A notable difference in the design of instruction is the 21<sup>st</sup> Century relationship between the teacher and student, where teachers are facilitators of learning rather than deliverers of content, partnering with students to ideate, create, and solve complex learning challenges.

#### ***Goal 1: Reduce the gap between present and desired student achievement.***

- Increase student achievement in literacy and numeracy in all areas through differentiated, personalized instruction and the use of strategic diagnostic and progress-monitoring tools.
- Develop student skills that are applicable in college, career, and community life.

#### ***Goal 2: Increase the hope and engagement of students so they are motivated to meet rigorous academic goals.***

- Utilize the Gallup Student Poll to establish a baseline for students' Hope, Engagement, Entrepreneurial Aspiration, and Career and Financial Literacy.
- Develop SJSD indicators for proficiency in the areas of communication, collaboration, critical thinking, creativity, and citizenship.

#### ***Goal 3: Build meaningful relationships with families and the community as a bridge to achieving Deeper Learning Goals.***

- Engage in regular, meaningful, two-way communication with families and the community.
- Build and grow community partnerships that provide experiential opportunities for real-world education.

### **Resources for Deeper Learning**

**Deeper Learning Competencies** are outlined by the Hewlett Foundation (2013) and include six tenets: 1) Mastery of core academic content, 2) Critical thinking and problem solving, 3) Collaboration, 4) Effective communication, 5) Self-directed learning, and 6) An academic mindset.

**The Gallup Student Poll** is designed to use student voice to help educators build a higher-quality educational experience for students. To date, nearly 4 million students have participated in this free survey. The Gallup Student Poll measures student input around four themes: Engagement, Hope, Entrepreneurial Aspiration, and Career/Financial Literacy.

**Open Educational Resources** (OERs) are rigorous, high-quality, openly licensed educational materials that provide teachers and students with free access to customizable, differentiated instructional materials.

***SJSD Foundational Concepts for Learning***

21 <sup>st</sup> Century Relationships	Data-Informed Decision making	Personalization	Learner Agency	Growth Mindset
<i>The 4 C's + Citizenship</i>	<i>Academic Skills</i>	<i>Deeper Learning Competencies</i>	<i>Engagement &amp; Skill Transfer</i>	<i>Academic Mindsets</i>
<ul style="list-style-type: none"> <li>▪ Citizenship</li> <li>▪ Creativity</li> <li>▪ Communicate Effectively</li> <li>▪ Collaboration</li> <li>▪ Critical Thinking</li> <li>▪ Solve Complex Problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ideation</li> <li>▪ Iterative Process</li> <li>▪ Creative Investigation</li> <li>▪ Revision</li> <li>▪ Progress Monitoring</li> <li>▪ Key Knowledge, Understanding, &amp; Success Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning</li> <li>▪ Use of Resources</li> <li>▪ Production</li> <li>▪ Reflection</li> <li>▪ Idea Generation</li> <li>▪ Voice &amp; Choice</li> <li>▪ Relevance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Courage to Explore</li> <li>▪ Self-efficacy</li> <li>▪ Initiative to Learn</li> <li>▪ Learn how to Learn</li> <li>▪ Develop Academic Mindsets</li> <li>▪ Sustained Inquiry</li> <li>▪ Challenging Problem or Question</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curiosity</li> <li>▪ Integration of Ideas</li> <li>▪ Mindset</li> <li>▪ Openness to new Ideas</li> <li>▪ Critique &amp; Revision</li> </ul>

### *Access Points for SJSD Deeper Learning*

SYSTEM	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>Gallup Student Poll <i>Perspectives from students around the four themes (Hope, Engagement, Entrepreneurial Aspirations, &amp; Career/Financial Literacy) inform practice, culture, and learner agency</i></p> <p><i>*All 5<sup>th</sup>-12<sup>th</sup> grade students will complete the Gallup Student Poll</i></p>	<p>Inquiry Learning Models, including the 4 C's (Communication, Collaboration, Creativity, &amp; Critical Thinking)</p> <p>Project Based Learning (PBL) Professional Development and instructional implementation</p>	<p>Inquiry Learning Models, including Career Exploration through Lunch &amp; Learn opportunities</p> <p>Project Based Learning (PBL) Professional Development and instructional implementation</p>	<p>Inquiry Learning Models, including Career Exploration through Breakfast with the Experts opportunities</p> <p>Project Based Learning (PBL) Professional Development and instructional implementation</p>
<p>Gallup Strengths Finder <i>Take stock of strengths and grow leaders from a strengths-based perspective rather than deficit recovery</i></p> <p><i>*All leaders will complete the Strengths Finder</i></p>	<p>Co-teaching exploration and modeling</p> <p>Site Visits to explore educational best practices</p> <p>Transitional Grade observations (6<sup>th</sup>/7<sup>th</sup>)</p>	<p>Site Visits to explore educational best practices</p> <p>Site Visits to explore educational best practices</p> <p>Transitional Grade observations (6<sup>th</sup>/7<sup>th</sup>) and 8<sup>th</sup>/9<sup>th</sup>)</p>	<p>Site Visits to explore educational best practices</p> <p>Site Visits to explore educational best practices</p> <p>Transitional Grade observations 8<sup>th</sup>/9<sup>th</sup>)</p>
<p>Innovation &amp; 4 C's <i>A focus on the difference between schooling and learning through study of collaboration, communication, critical thinking, and creativity.</i></p> <p><i>*All School Improvement Plan will include goals focused on 1) Innovation and the 4 C's and 2) Critical Thinking</i></p>	<p>STEAM Focus for Extended Learning</p> <p>Maker space, Fab Lab, Genius Hour exploration</p>	<p>STEAM Focus for Extended Learning</p> <p>PLTW—Add Medical Detectives, Green Architecture, &amp; Computer Science modules</p>	<p>Explore apprenticeships and workforce development pathways</p> <p>Experiential Opportunities through Teacher Externships, Manufacturing Day, Registered Apprenticeships</p>

<p><b>Culture</b>  <i>Develop and maintain an organization where leaders share credit, differences are embraced, and where everyone is a learner who embraces change</i></p> <p><i>*Implement Shining Star Award recognition program (quarterly) and Support Person of the Year and Teacher of the Year in each building</i></p>	<p>Leadership Cohorts will meet monthly, observe and reflect upon instructional practices and academic outcomes</p> <p>Supported the creation of #EdCamp StJoe for personalized professional learning</p> <p>Design and implement an Aspiring Leaders Cohort</p>	<p>Leadership Cohorts will meet monthly, observe and reflect upon instructional practices and academic outcomes</p> <p>Supported the creation of #EdCamp StJoe for personalized professional learning</p> <p>Design and implement an Aspiring Leaders Cohort</p> <p>Transitional Grade Collaboration—Teachers build systematic practice for collaborating between levels, particularly 6<sup>th</sup> to Middle School and 8<sup>th</sup> to 9<sup>th</sup></p>	<p>Leadership Cohorts will meet monthly, observe and reflect upon instructional practices and academic outcomes</p> <p>Supported the creation of #EdCamp StJoe for personalized professional learning</p> <p>Design and implement an Aspiring Leaders Cohort</p> <p>Workforce Readiness—Community &amp; Business Partnerships beyond Work Ready Community Certification and Work Keys implementation</p>
<p><b>Multi-Tiered Systems of Support</b>  <i>Defined Tier 1, Tier 2, &amp; Tier 3 interventions system-wide</i></p> <p><i>*Provide professional development to support implementation of MTSS and system-wide adaptive resources</i></p>	<p>Adaptive Resources to target individual student learning needs</p> <p>iReady Diagnostic &amp; Progress Monitoring in Math &amp; Reading</p> <p>Lexia—Skill Builder &amp; Gap Reducer; strong correlate to iReady</p> <p>Continue existing support and intervention structures, including reading and math interventionist support for Tier 2 and Tier 3 students, adding behavioral intervention support and daily intervention schedules</p>	<p>Adaptive Resources to target individual student learning needs</p> <p>iReady Diagnostic &amp; Progress Monitoring in Math &amp; Reading</p>	<p>Site-based Credit Recovery at each high school, using Edgenuity for personalized instructional pathways</p> <p>iReady Diagnostic &amp; Progress Monitoring in Algebra I &amp; ELA 9</p>

## St. Joseph School District—Academic Services Strategic Objectives

Target Goal	Short-Term Action Plan	Long-Term Action Plan	Performance Measures
<b>Subgroup Performance</b> <b>1.1 Close the achievement gap between sub-groups</b>	<ul style="list-style-type: none"> <li>Eliminate loopholes in homeschooling notification process to maintain more students in regular or alternative school educational settings</li> <li>Review special education identification process to reduce possibility of over-identification</li> <li>Research and implement digital resources that will support math and literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>Design and implement Multi-Tiered Systems of Support (MTSS) that provides consistent and appropriate academic, social, and emotional interventions in all district schools</li> <li>Evaluate digital math and literacy resources to evaluate their value as tools to assist teachers in remediating or accelerating student learning and grade-level proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Number of students exiting to homeschool will decrease</li> <li>The number of IEP students identified will decrease</li> <li>The number of students performing on grade-level in math and reading will increase as measured by progress-monitoring tools and standardized assessments</li> <li>Increase the graduation rates of free and reduced and IEP students</li> </ul>
<b>Subgroup Performance</b> <b>1.7: Support Co-Curricular Programs: Enhance student performance through all support and extra-curricular programs</b>	<ul style="list-style-type: none"> <li>Implement Teacher Externship program to bridge understanding gap between school and local businesses</li> <li>Promote student participation and connection to school</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities for student participation in interest-based co- and extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>The number of students participating in co- and extra-curricular programs will increase</li> </ul>
<b>Subgroup Performance</b> <b>1.8: Assessment: Utilize data and assessment to promote student achievement</b>	<ul style="list-style-type: none"> <li>Complete Reading Program Evaluation</li> <li>Implement: <ul style="list-style-type: none"> <li>Lexia</li> <li>iReady</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify assessment system for K-6 math enhancement</li> <li>Integrate improvement strategies into personalized learning practices</li> <li>Review and revise district assessment plan</li> </ul>	<ul style="list-style-type: none"> <li>Growth in K-5 Lexia data</li> <li>Growth in K-10 iReady ELA data</li> <li>Growth in K-10 iReady Math data</li> </ul>
<b>Academic Achievement</b> <b>1.2: English Language Arts: SJSD students will develop a variety of skills and strategies needed for comprehending and producing (writing) a broad range of high quality, increasingly challenging literature and informational text, both print and non-print, across all subject areas through a balanced literacy approach.</b>	<ul style="list-style-type: none"> <li>Provide Pre-AP training to middle school, gifted, and 9<sup>th</sup> &amp; 10<sup>th</sup> grade teachers</li> <li>Analyze enrollment and performance of students in IB and AP classes and on corresponding exams</li> </ul>	<ul style="list-style-type: none"> <li>Increase student participation in AP/DC courses at the high school level</li> <li>Adjust professional development focus based on teacher needs</li> </ul>	<ul style="list-style-type: none"> <li>Increased Math, English, and Reading subtest composite scores on ACT</li> <li>Increased performance on standardized assessments in ELA</li> <li>Enrollment in AP and IB will increase</li> <li>Performance on AP and IB exams will improve</li> </ul>
<b>Academic Achievement</b> <b>1.3: Mathematics: SJSD students will develop conceptual understanding, apply mathematical concepts, and think critically through reasoning of authentic problems</b>	<ul style="list-style-type: none"> <li>Research and analyze the practices of peer districts that surpass SJSD performance results in the respective state assessment areas</li> <li>Progress monitor K-10 iReady data</li> <li>Implement DMI practices with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Identify curricular objectives and instructional practices for improving student achievement</li> <li>Consider and evaluate platforms to support credit recovery and assessment</li> </ul>	<ul style="list-style-type: none"> <li>EOC &amp; MAP results and year-to-year trend performance data <ul style="list-style-type: none"> <li>Yearly growth/value-added data related to Advanced, Proficient, Basic, and Below Basic score ranges</li> </ul> </li> <li>ACT Sub-test score in mathematics</li> </ul>

<b>Academic Achievement</b> <b>1.4: Science: SJSD students will have the content knowledge and understanding of scientific concepts and processes required for personal decision making, prediction of natural phenomenon, and evaluation of scientific information and argument</b>	<ul style="list-style-type: none"> <li>Observe and participate in NFS research at Bode Middle School</li> <li>Continue to develop and deploy 3DMSS Assessments</li> <li>Implement new science curriculum with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Research assessment methods for 3DMSS</li> </ul>	<ul style="list-style-type: none"> <li>Survey data from parents and students</li> <li>Number of CAPS, internship, and mentoring experiences</li> <li>Performance data</li> <li>Increased participation rate in Science Investigations</li> <li>Increased number of student projects winning local, state, and national recognitions</li> <li>Increased PLTW enrollment</li> <li>Increased PLTW technical assessment scores</li> </ul>
<b>Academic Achievement</b> <b>1.5: SJSD students will have the content knowledge and understanding of history, economics, and geography along with the processes required for personal decision-making as global and US citizens and demonstrate evaluation of social studies information and argument</b>	<ul style="list-style-type: none"> <li>Revise social studies curriculum</li> <li>Provide social studies teachers with focused professional development related to project-based learning (PBL)</li> </ul>	<ul style="list-style-type: none"> <li>Provide Advanced Placement and Pre-Advanced Placement training to teachers to increase AP course assessment outcomes—both the number of students enrolled in AP courses who take the exams and the AP exam scores students earn</li> </ul>	<ul style="list-style-type: none"> <li>ACT reading sub-test scores will increase</li> <li>Government and Civics EOC scores will increase</li> <li>9<sup>th</sup> and 10<sup>th</sup> grade iReady results will show an increase in student growth in reading</li> <li>EOC &amp; MAP results and year-to-year trend performance data <ul style="list-style-type: none"> <li>Yearly growth/value-added data related to Advanced, Proficient, Basic, and Below Basic score ranges</li> </ul> </li> </ul>
<b>College &amp; Career Readiness</b> <b>1.6: College and/or Career Readiness: SJSD students will be post-secondary, college and/or career ready upon graduation.</b>	<ul style="list-style-type: none"> <li>Create additional CTE pathways that increase the number of student concentrators (students who complete three or more courses in a career and technical education sequence).</li> </ul>	<ul style="list-style-type: none"> <li>Greater alignment will exist between students' designated college and career pathways and high school coursework</li> <li>All students will graduate having completed or participated in at least one experiential activity, including community service, job-shadowing, internship, or other experience.</li> <li>Create a collaborative community college/technical education/concurrent enrollment model similar to Cape Girardeau's model</li> </ul>	<ul style="list-style-type: none"> <li>MSIP5 score for SJSD on CCR Standard 3, Indicator 6</li> <li>Number of students completing TSAs (Technical Skills Assessment) will increase</li> <li>Number of students attempting and completing MT1 certification will increase</li> <li>Work Keys score averages and student participation will increase</li> </ul>



**St. Joseph School District Comprehensive School Improvement Plan**  
**2016-2020**

**CSIP Goal 1**

Student Performance

**CSIP Objectives**

**SUBGROUP PERFORMANCE**

- 1.2 Close the achievement gap between sub-groups
- 1.7 Support Co-Curricular Programs: Enhance student performance through all support and extra-curricular programs.
- 1.8 Assessment: Utilize data and assessment to promote student achievement.

**ACADEMIC ACHIEVEMENT**

- 1.3 English Language Arts: SJSD students will develop a variety of skills and strategies needed for comprehending and producing (writing) a broad range of high quality, increasingly challenging literature and informational text, both print and non-print, across all subject areas through a balanced literacy approach.
- 1.4 Mathematics: SJSD students will develop conceptual understanding, apply mathematical concepts, and think critically through reasoning of authentic problems.
- 1.5 Science: SJSD students will have the content knowledge and understanding of scientific concepts and processes required for personal decision making, prediction of natural phenomenon, and evaluation of scientific information and argument.
- 1.6 SJSD students will have the content knowledge and understanding of history, economics, and geography along with the processes required for personal decision-making as global and US citizens and demonstrate evaluation of social studies information and argument.

**COLLEGE & CAREER READINESS**

- 1.7 College and/or Career Readiness: SJSD students will be post-secondary, college and/or career ready upon graduation.

### **2018-19 STUDENT PERFORMANCE Strategies for Focus**

- 1.7.1 The district will apply effective research-based instructional strategies to support student performance.
- 1.7.2 The district will provide research-based programming and support services.
- 1.8.3 The district will use data analysis strategies to improve teaching, learning and student achievement.

### **2018-19 STUDENT PERFORMANCE District Action Steps**

1. Study, define, and implement the 4C's (creativity, communication, critical thinking, and collaboration) as a framework for innovation in PK-12 instructional processes using a wide variety of strategies in the learning environment.
2. Study critical thinking, as defined by P21, and design and implement a lesson or problem-based lesson centered on critical thinking.
  - P21 Components of Critical Thinking:
    - i. **Reason Effectively:** Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
    - ii. **Use Systems Thinking:** Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
    - iii. **Make Judgements and Decisions:** Effectively analyze and evaluate evidence, arguments, claims, and beliefs; Analyze and evaluate major alternative points of view; Synthesize and make connections between information and arguments; Interpret information and draw conclusions based on the best analysis; Reflect critically on learning experiences and processes.
    - iv. **Solve Problems:** Solve different kinds of non-familiar problems in both conventional and innovative ways; Identify and ask significant questions that clarify various points of view and lead to better solutions.
3. Implement a consistent, district-wide approach to student support and intervention processes through the Multi-Tiered Systems of Support (MTSS) model.

**SJSD Academic Services**  
**Continuous Improvement Plan—Innovation**

*For schools, innovation is about taking different things that already exist and piecing them together and making them work in a profoundly different way that makes teaching and learning better.*

*--Grant Lichtman, #EdJourney*

**Background**

In meeting the needs of students and our community, we are charged with balancing rapidly changing innovations and technologies with a central focus on academic skills. As Lichtman (2014) states in #EdJourney, “schools are people places. Change makes people uncomfortable, and schools generally don’t like to make people uncomfortable.” While change can be uncomfortable and unpredictable, in the SJSD, we are working to build a culture that focuses on a growth-mindset, understanding that risks in the area of innovation can lead to reward—and that failure can be productive when used to reflect and refine our work.

To frame innovation in the SJSD, it is important to define innovation as it is used in this context. Innovation is first a significant positive change (Berkun, 2013) that, as Lichtman says, is not just the act of creating and implementing new ideas. He challenges that successful innovation demands that new ideas create new value. Further explaining this idea, he shares that innovation is not invention. . .3M did not invent glue or cellophane, but they did invent Scotch tape. For schools, according to Lichtman, “innovation is about taking different things that already exist and piecing them together and making them work in a profoundly different way that makes teaching and learning better “(p. 28).

As we prepare our students to successfully navigate careers, college, and postsecondary endeavors, we must maintain a focus on content knowledge and sound instructional practices, as well as work to innovate in ways that incorporate 21<sup>st</sup> Century skills, specifically the 4C’s (creativity, communication, critical thinking, and collaboration) into educational outcomes. By balancing innovation and academic readiness, staff becomes skilled at understanding, designing, and implementing engaging instruction that prepares students for their next grade, course, and post-secondary experience.

**References:**

- An Educator’s Guide to the “Four C’s.” <http://www.nea.org/tools/52217.htm>
- The Best Definition of Innovation (2013). <http://scottberkun.com/2013/the-best-definition-of-innovation/>
- Lichtman, G. (2014). #EdJourney: a roadmap to the future of education. San Francisco: Jossey-Bass.

**District Support:**

- The district will provide professional development support for exploration of the 4C's, personalized and individualized learning, and innovative practices.
- The district will provide professional development support for the ongoing implementation of iReady and Lexia adaptive learning resources.
- The district will provide professional development support for project-based learning (PBL).
- The district will provide professional development support for Multi-Tiered Systems of Support (MTSS).

**School Action Plan:**

Provide professional development for K-12 staff that supports the study and implementation of meaningful and relevant strategies in classrooms, with the goal of increasing student engagement and increasing personalized learning opportunities.

**Resources for Study and Implementation:**

- An Educator's Guide to the "Four C's"
  - <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- <https://www.edutopia.org/blog/21st-century-leadership-teacher-support>
- <http://www.p21.org/our-work/resources/for-educators/1007>
- EdLeader Video: The 4C's: Making 21<sup>st</sup> Century Education Happen
  - <https://www.youtube.com/watch?v=ghx0vd1oEzM>
- Framework for 21<sup>st</sup> Century Learning (2011). Partnership for 21<sup>st</sup> Century Skills. Washington, DC.  
[http://www.p21.org/storage/documents/1\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf)
- P21 Framework Definitions (2009). Partnership for 21<sup>st</sup> Century Skills. Washington, DC.  
[http://www.p21.org/storage/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf)
- Assessing the Four C's: The Power of Rubrics (2012). EdLeader21. [https://www.youtube.com/watch?v=oYL\\_l1Ylkbc](https://www.youtube.com/watch?v=oYL_l1Ylkbc)
- Critical Thinking and Problem Solving Rubric (2014). Envision 21 Deep Learning. Catalina Foothills School District, Tucson, AZ. <http://www.cfsd16.org/application/files/7214/7024/6209/CriticalThinkingProblemSolving.pdf>
- STEM Coalition
- Job-embedded Professional Development
- Digital Tools
- SAMR tool (Substitution, Augmentation, Modification, Redefinition)
  - <https://www.commonsensemedia.org/videos/ruben-puentedura-on-applying-the-samr-model>
  - <http://www.hippasus.com/rrpweblog/archives/2014/06/29/LearningTechnologySAMRModel.pdf>
  - <http://www.csudh.edu/fisher/tbe518/samr.pdf>

- TPCK (Technology Pedagogical Content Knowledge)
  - <http://www.hippasus.com/rrpweblog/archives/2011/12/08/BriefIntroTPCKSAMR.pdf>
- Digital Promise
  - <https://digitalpromise.org/>

**Evidence of Effectiveness:**

- PD schedules from buildings will demonstrate focused learning on the 4C's and innovation.
- 75 percent of teachers will indicate on staff survey that they have increased their understanding of the 4C's.
- The Gallup Student Poll district grand mean related to engagement, the involvement in and enthusiasm for school, will be 4.0 or higher in 2019.
- The Gallup Student Poll district grand mean related to hope, the ideas and energy students have for the future, will be 4.5 or higher in 2019.
- At least 90 percent of the student population who have been in the district for more than one year will demonstrate growth towards meeting district and state proficiency target in reading and mathematics.
- Student attendance will increase in all schools and in every grade level until all schools and grade levels are meeting the district attendance goal.

**Carden Park Elementary School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

APR	CP 94.3%	SJSD 91.2%	
	<b>Math 2018</b>	<b>ELA 2018</b>	<b>Sci. 2017</b>
	CP SJSD State	CP SJSD State	CP 75.4% SJSD 41.4%
MAP Proficiency	37.6% 34.8% 41%	44.6% 43.1% 47.6%	
CP iReady Diagnostics	97% annual typical growth EOY data 12% Tier 3 39% Tier 2, 49% Tier 1	115% annual typical growth EOY data 13% Tier 3, 34% Tier 2, 52% Tier 1	
CP Lexia		71% at or above Grade Level 294,003 Overall Units Gained	

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Ongoing	Standards Mastery ELA and Math	Classroom Teachers/ Interventionists/ Principal	Data Teams focused on ELA and Math Priority Standards	0	Use of iReady SM/Informed Instructional Groups/ Digital Data Walls
Ongoing	Digital Data Walls	Classroom Teachers/ Interventionists/ Principal	iReady Standards Mastery/Lexia	0	RADAR Chart/ Google Spreadsheets

2/3 <sup>rd</sup> - 8/27, 10/2, 12/4 K/1 - 1/15, 2/13, 4/2 1W 7/24- 25	Blended Learning	Principal/Blended Literacy Consultant /Participating Teachers K-3	Best Practices for Digital Learning	Sub Costs District Funded	K-3 Classroom Model Lessons
9/10-11 Gr.3/4 9/17-18 Gr. 5/6 9/24-25 Gr. K-2 11/5-6 Gr. 3/4 11/12-13 Gr. 5/6 11/19-20 Gr. K-2 2/5-6 Gr. 3/4 2/11-12 Gr. 5/6 2/25-26 Gr. K-2	Comprehension Strategies & Module	Principal/Curr. Advisors	Observation of 3 Comprehension Strategy Model Lessons	Sub Costs \$1,200	Lesson Observations w/Reflection
October December January Dates TBA	Instructional Rounds - Math	Principal/Math Interventionist/ Curr. Advisors	Host Teachers Plan, Present, Debrief	Sub Costs \$2,450	Plan, Deliver Model Lesson, Debrief. Utilization of Current Resources ex. iReady Toolbox & Math in Practice Sue O'Connell
Ongoing	SJSD iReady PD Module	Principal/Curr. Advisors/ Teachers	Online Module	0	Participation

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

**Nine CP PBL Trainers**– Project Boards, Community Partnerships, Model Lessons, NWMSU PBL Partnership are established.  
**Evidence of 4C's** –Student Choice, 3 Makerspaces, Lego Walls, Design Club, Co-teaching, 3D printer purchase

Gallup Poll 2018 Data:

**Hope**

**Engagement**

CP 4.06 SJSD 3.84 Nat'l. 3.85

CP 4.27 SJSD 4.21 Nat'l. 4.20

**Entrepreneurial Aspiration**

**Career/Financial Literacy**

CP 2.79 SJSD 2.30 Nat'l. 2.42

CP 3.29 SJSD 3.27 Nat'l. 3.28

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
1 <sup>st</sup> Qtr.	PBL Grade Level Collaboration	Principal/ Classroom Teachers	Design Process	Sub Costs \$2,800 ½ day sub per Teacher	Teacher Lesson Plans
1 <sup>st</sup> Qtr.	PBL Board Look For List	Principal/ Classroom Teachers	Develop Expectations of PBL Boards	0	PBL Board Look For List
Ongoing	Audience & Choice	Classroom Teachers	Teachers will explore new opportunities for using technology to collaborate	0	Evidence of Technology Documents i.e. Padlet, Google etc.
Ongoing	Co-teaching	Classroom Teachers	Instructional practice	0	Differentiation Marilyn Friend Model



Ongoing	SJSD NEE PD Module	Principal	Staff Training	0	Observations Standard/Indicators
June 18-19	NEE Training	Principal	Principal Training	0	Training Assessments
Fall 2019	NWMSU PBL Practicum Partnership	Principal/3 <sup>rd</sup> Grade Teachers/Sue Wood	New Partnership with NWMSU Students – Collaborating in PBL's/ College Readiness	0	Onsite and Electronic Collaboration/ Community Experience to NWMSU Campus
Ongoing	SJSD Foundational Practices	Principal/ Teachers	Embedded Within Daily Instruction	0	Classroom Walkthroughs
Ongoing	SJSD PBL Module	Principal/Curr. Advisors/ Teachers	District Module	0	Participation
TBA	PBL Cohort	Academic Services	PBL Buck Institute Training for New Cohort	District Funded Sub Costs	Participation

- Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

Implementation of MTSS Team, BrightBytes, PBIS, Student Success Plans and BIP's. Next year's learning will focus on about social emotional learning (SEL) and implementing a behavior interventionist.

Discipline data:

	2016-17	2017-18	2018-19 Mid-Year
ISS	182	67	36
OSS	217	87	29

2018 Attendance data 3% overall increase -opportunity for growth specifically in K/1 grade levels, see PDSA

BrightBytes Report: Data demonstrates a gap in online collaboration

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Monthly	MTSS	Principal/ Behavior Interventionist	Help for Billy Book Study	\$500	Intervention Plans, BrightBytes Usage, Success Plans, Agendas, Meeting Notes
8/23/19 8-11:30 & 10/29/19 12-3:00	Zones of Regulation	Principal/ Behavior Interventionist	18 Lessons Designed to Foster Self-Regulation and Emotional Control	Sub Costs \$2,800 ½ day Sub per Teacher 2 Webinars \$2,250	Evidence of 18 Lessons K-6 and Resources (questionnaires, tracking forms
Ongoing	Strive for Five	Attendance Cadre	Data Informed Plan	\$1,500	PDSA

Ongoing	SEL/CASEL	Principal/ Behavior Interventionist	Staff will explore 5 Competencies <a href="https://casel.org/core-competencies/">https://casel.org/core-competencies/</a>	0	CASEL Rubrics, Surveys, Classroom Observations, Gallup Student Polling
Ongoing	SJSD BrightBytes PD Module	Principal/ Behavior Interventionist/Te achers	Utilize BrightBytes to Create and Monitor Student Intervention Plans	0	Reports of Concerns/Intervention Plans
Ongoing	SJSD MTSS PD Module	Principal/ Behavior Interventionist/Te achers	District Module	0	Participation
Ongoing	Behavior Intervention	Principal/ Behavior Interventionist	Support for Students and Staff	0	MTSS Data
Ongoing	Care Portal	FIC	Partnership with Community Organizations	0	Participation, Orientation, Point Person, Student Needs Met
Monthly	Character Traits	Principal	Growth mindset traits	\$700	Mighty Titan Awards, Angela Duckworth Lessons
Bi- Monthly	Big's and Little's	Leadership Cadre	Student Mentors	0	Buddy Rooms/Peer Collaboration
Ongoing	Comfort Corners	Behavior Interventionist	Self-Regulation Area in Classrooms	\$800	Dedicated Physical Space
June 11-13	SW PBIS Conference	Principal	Summer SW PBIS Institute	Academic Services	Reflection
Ongoing	PBIS	Principal	Incentives	\$2,800	Titan Ticket Incentives

**Coleman Elementary School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

**Building Data in Math 2018**

**MAP Data:** Coleman 40.8 District 36.4 State 41

Grade Level	Percent Advanced & Proficient
3rd	43.1%
4th	39.2%
5th	44.2%
6th	35.1%

**iReady Data in Math 2018**

**2019 End of Year Data- Distribution of Progress to Annual Typical Growth**

100+Met%: 49%

80-99%: 8%

60-79%: 13%

40-59%: 11%

20-39%: 7%

<=19%: 12%

Subject

Math

School

COLEMAN  
ACCELERATED ELE...

Key

Comparison Diagnostic

Window 3

Placement Definition

End-of-Year View

03/25/19 - 05/10/19

Students Assessed/Total: 347/364

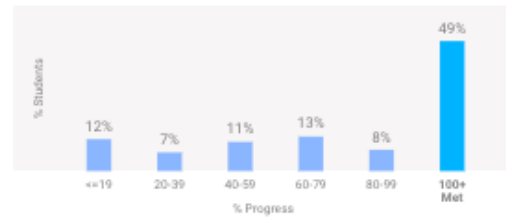
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

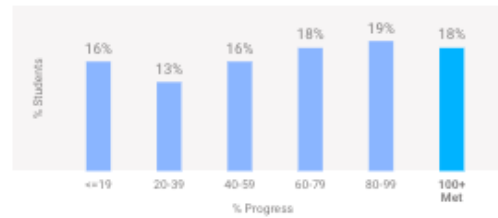


The median percent progress towards Typical Growth for this school is 97%. Typical growth is the average annual growth for a student at their grade and placement level.

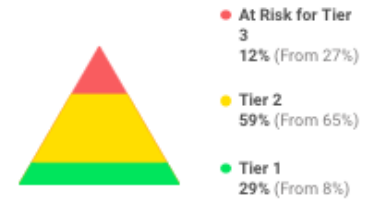
Distribution of Progress to Annual  
Typical Growth



Distribution of Progress to Annual  
Stretch Growth



Current Placement Distribution



Show Results By						
Grade						
Showing 7 of 7						
Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	80%	37%	64%	13%	46%	52/58
Grade 1	79%	45%	62%	23%	57%	44/46
Grade 2	105%	56%	69%	16%	58%	57/58
Grade 3	66%	22%	45%	0%	52%	46/50
Grade 4	130%	76%	81%	32%	88%	41/42
Grade 5	106%	56%	61%	14%	67%	57/58
Grade 6	127%	54%	71%	30%	52%	50/52

**i-Ready Diagnostic Data: Geometry**

**Domain Data in i-Ready: Weakest domains on End of Year Diagnostic (#3)**

Kdg.: Number and Operations 44%

1<sup>st</sup>: Measurement and Data 42%

2<sup>nd</sup>: Geometry 32%

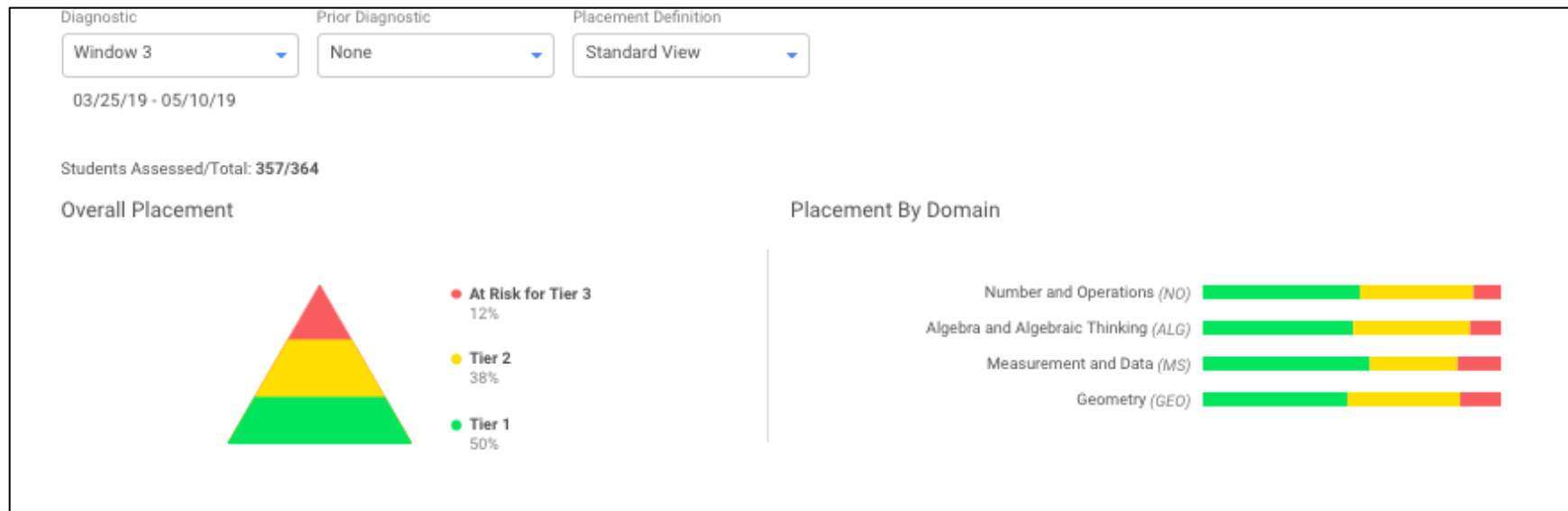
3<sup>rd</sup>: Number and Operations 33%

4<sup>th</sup>: Geometry 54%

5<sup>th</sup>: Geometry 47%

6<sup>th</sup>: Geometry 39%

Coleman: Geometry 48%, Algebra & Algebraic Thinking 50%, Number & Operations 53%, Measurement & Data 56%



### Building Data in ELA 2018

**MAP Data:** Coleman 44.0 District 43.4 State 50.3

Grade Level	Percent Advanced & Proficient
3rd	44.9%
4th	45.8%
5th	38.5%
6th	48.6%

## iReady Data Reading 2018

### 2019 End of Year Data- Distribution of Progress to Annual Typical Growth

100+Met%: 48%

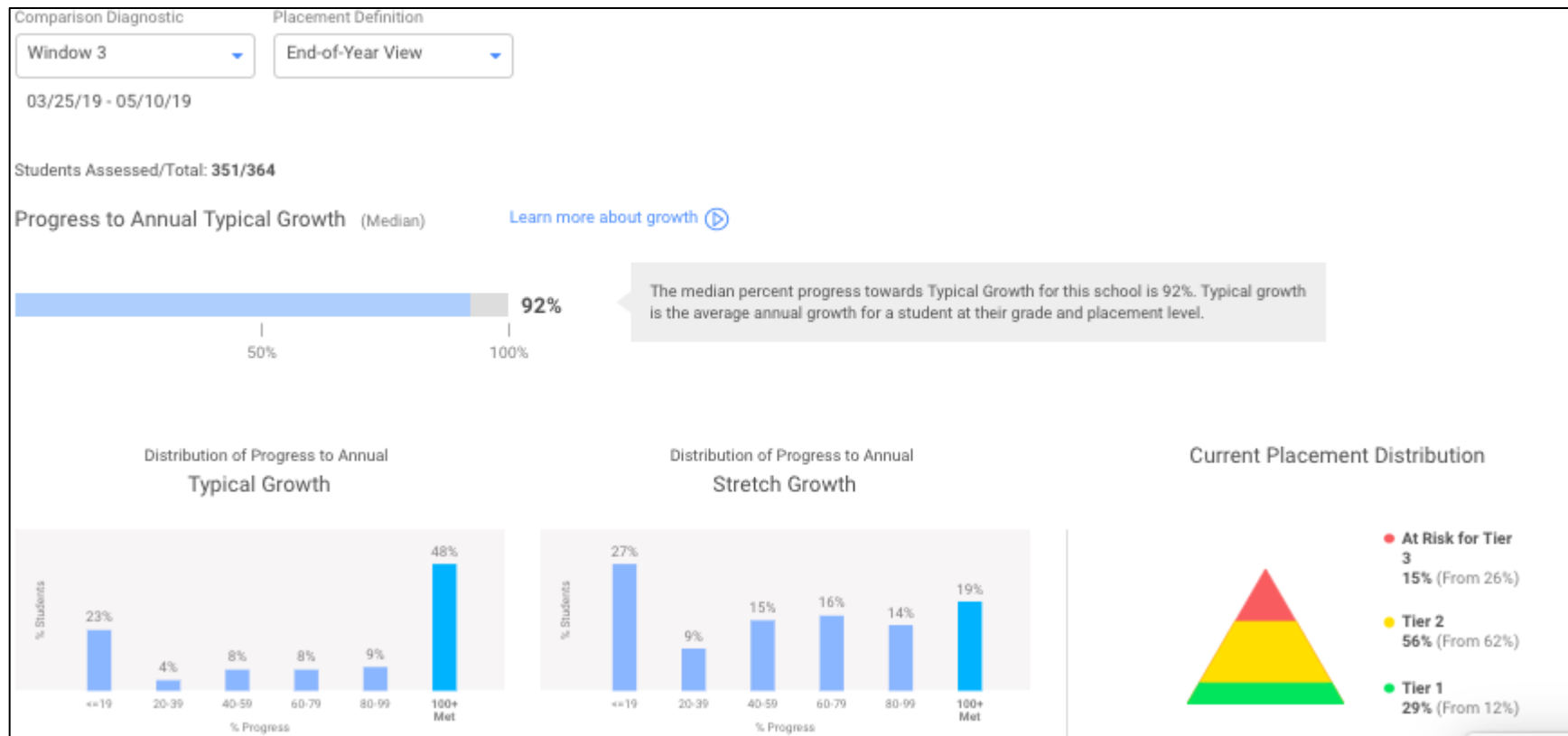
80-99%: 9%

60-79%: 8%

40-59%: 8%

20-39%: 4%

<=19%: 23%





Show Results By						
Grade						
Showing 7 of 7						
Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	78%	33%	57%	7%	60%	55/58
Grade 1	93%	45%	70%	20%	64%	44/46
Grade 2	97%	49%	70%	26%	60%	57/58
Grade 3	54%	39%	38%	20%	50%	46/50
Grade 4	136%	63%	75%	24%	66%	41/42
Grade 5	110%	53%	48%	19%	49%	57/58
Grade 6	100%	53%	37%	20%	41%	51/52

**i-Ready Diagnostic Data: Vocabulary**

**Domain Data in i-Ready:** Weakest domains on End of Year Diagnostic (#3)

Kdg.: High Frequency Words 57%, Comprehension of Informational Text 57%

1<sup>st</sup>: Vocabulary 44%

2<sup>nd</sup>: Vocabulary 35%, Comprehension of Informational Text 35%

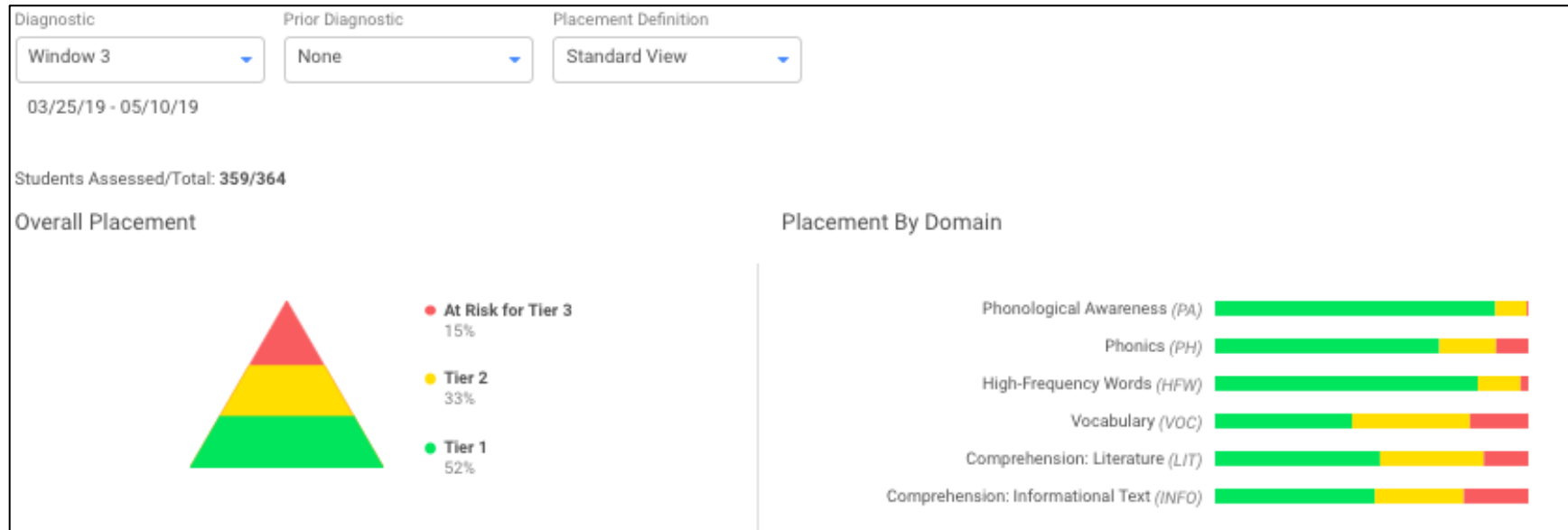
3<sup>rd</sup>: Comprehension of Informational Text 58%

4<sup>th</sup>: Vocabulary 41%

5<sup>th</sup>: Vocabulary 34%

6<sup>th</sup>: Vocabulary 25%

Coleman: Vocabulary 44%, Comprehension of Informational Text 51%, Comprehension of Literature 53%, Phonics 72%, High Frequency Words 84%, Phonemic Awareness 89%



**Lexia Data:**

	In and Above (August 2018)/2017	In and Above (April 2019)/2018	Usage (August 2018-April 2019)
Coleman	25%/20%	65%/53%	32%
District	24%	66%	

**ELL Population:**

	No of ELL's/Percent of Population	NES (Based on Access Data)
<b>2016-2017</b>	120/30.5%	
<b>2017-2018</b>	111/28.6%	17 (9 in US less than 12 mos)
<b>2018-2019</b>	90/24.5%	21 (7 in US less than 12 mos)

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Aug. 8 <sup>th</sup> , am 2019	SJSD Module	Principal	2019-20 Information from Directors/Staff Meeting	n/a	Compliance and district expectations displayed.
Aug. 8 <sup>th</sup> , pm 2019	NEE-Network for Educator Effectiveness  SJSD Module	Principal Staff	NEE is a teacher evaluation tool that provides a positive impact on our teachers and our students. Teachers receive invaluable conversations and timely feedback. Used as a growth tool. This will develop a higher level of awareness in teaching resulting in higher student learning.	n/a	NEE provides professional development targeting the areas of need reported in data.  Identifies professional development needs by individual, building, and school district  Professional development resources embedded in the system for use at Coleman.  This will serve as the SJSD Evaluation model.
JEPD	i-Ready Implementation	Principal Staff Curriculum Advisors	Lessons from tool-box utilized for reading, writing and math.	n/a	Lesson plans, walk-through observations, and learning rounds will show proof of implementation. How

			Standards Mastery tests will be assigned to grades 2-6.		<p>are you using data to motivate your students?</p> <p>Data protocol to analyze Diagnostics and lessons will be assigned whole group, small group, or individually.</p> <p>Teachers will analyze usage, pass rate, and data from lessons to guide instruction.</p> <p>Teachers will map out Standards Mastery Assessments at the BOY to assist in implementation. (2 per quarter)</p>
4 Dates TBD	Blended Learning	<p>Glenda Monachino Curriculum Advisors</p> <p>Bridget N Rachael M Kelli N</p>	<p>Blending components of Reader's Workshop, specifically Independent Reading, Guided Reading, and Vocabulary along with use of technology to support personalized learning. Include differentiation for all levels of students.</p> <p>Bookmaker, FlipGrid, Seesaw, etc...</p>	<p>4 Days of Training w/ Curriculum Advisors (K-3)</p> <p>4 Days of Training with Curriculum Advisors (4-6)</p> <p>Subs for all days</p>	<p>Hyperdocs will be utilized in grades 3-6.</p> <p>Playlists will be utilized in grades K-2.</p> <p>Use of Bookmaker, FlipGrid, Seesaw.</p> <p>Vocabulary Accountability Tool</p> <p>Look at data from Bright Bytes Survey (4 C's)</p>
<p>Sept 23</p> <p>Nov 21</p> <p>Jan 27</p> <p>March 2</p>	Learning Rounds	Principal Staff Curriculum Advisors	Collect descriptive, not evaluative information about a problem of practice and observing teachers.	Three .5 day subs each time which equals 12 .5 day subs	What will impact your practice from the observation or professional learning? Self-Reflection; work together as a team to provide feedback to entire staff.

6-8 Dates TBD	Math Monthly Learning Sessions	Principal Amy Weiser Grade-level teachers	Math Interventionist, Amy Weiser, will lead monthly sessions with grade-level teams about strategies that can be used to teach numerical fluency.	Six-eight 40-minute optional sessions will be offered throughout the year.	Reflection and discussion of implemented strategies.  Review/compare data from 2018-2019 Math iReady Diagnostics to 2019-2010 Math iReady Diagnostics.
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- Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

**TalentEd:**

2019 4.1 Critical Thinking Avg 5.15

**PBL:**

There is no less than one teacher that has been trained in BIE (K-Nigh, 1-Wilson, 2-Cecil, 3-Nelson, Willis, 4-Brinkley, 5-Hines, Schildknecht, Swartz, 6-Kelly, Pierson). Each grade level continues to implement various PBL's that connect with their content. At this time, there is no data available to show or prove the effectiveness of the PBL's within the classroom setting.

**Gallup Poll Data:**

	Engagement 2016	Engagement 2017	Engagement 2018	Hope 2016	Hope 2017	Hope 2018
Coleman	4.43	4.22	4.23	4.62	4.16	4.27
SJSD	3.98	3.94	3.84	4.29	4.24	4.21
Nationwide	3.88	3.85	3.85	4.24	4.20	4.20

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
JEPD	Maker Spaces/ Design Challenges  Innovation	Principal Staff Curriculum Advisors	<p>Coleman staff will continue to learn about the implementation of Maker Spaces and Design Challenges</p> <p>Connect Makerspace to objectives in the curriculum.</p> <p>Staff will continue to engage in the study of learning and innovation, technology, and creativity.</p> <p>Possible topics: Genius Hours Coding MakerSpace Design Challenges PBL Stem Bins</p>	n/a	<p>Open MakerSpace.</p> <p>Students will utilize and access MakerSpace weekly.</p> <p>Data as reported through BrightBytes Survey.</p> <p>Implementation of Cougar Clubs.</p> <p>Increase in Engagement Data in Gallup Poll.</p>
<p>August 12<sup>th</sup>, pm district grade level PBL Collaboration</p> <p>BIE District Training</p> <p>Follow-up district PBL assigned days.</p>	PBL Buck Institute Training	Principal & PBL teachers from BIE Bridget N Amber W Ashton C Sara W Shelly B Ann H Emily Swartz Dakota S Jennifer K Andrea P	The principal and the lead BIE teachers will help to monitor and guide discussions around Gold Standard PBL design during planning to revise past PBL's or create new ones.		<p>Teachers will be able to:</p> <ul style="list-style-type: none"> <li>provide evidence of 3 PBL lessons implemented classroom and during JEPD discussion.</li> <li>focus on real world applications and be able to demonstrate and provide documentation of the PBL's conducted and experts utilized.</li> </ul> <p>Grade levels will invite administrators to launch event or closing/community participation event for each PBL. Google folder will house the PBL's for all school to utilize.</p>

	PBL-Math/Vertical Teaming?				Develop PBL Look Fors
Nov. 1, Jan. 6 (1/2 day)	Vertical Teaming	Principal, All Staff	Staff will examine areas of need in mathematics. A protocol will be used to focus on grade level item descriptors and determine the DOK of learning at each grade level. Focus will be on one-two standards based on data	n/a	Staff will bring lesson plans to the JEPD table to share and will display student learning for the benefit of teacher understanding and discussion will take place during JEPD/Staff Meetings as follow up.
	Blended Learning	Glenda Monachino Curriculum Advisors  Bridget N Rachael M Kelli N	Blending components of Reader's Workshop, specifically Independent Reading and Guided Reading along with the use of technology to support personalized learning. Include differentiation for all levels of students.  Bookmaker, FlipGrid, Seesaw, etc...	4 Days of Training w/ Curriculum Advisors (K-3)  4 Days of Training with Curriculum Advisors (4-6)  Subs for all days	Hyperdocs will be utilized in grades 3-6.  Playlists will be utilized in grades K-2.  Use of Bookmaker, FlipGrid, Seesaw.  Look at data from Bright Bytes Survey

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

**PBIS Data:**

<b>School Year</b>	<b>Number of Office Referrals</b>	<b>Number of ISS Events/Days/Students Involved</b>	<b>Number of OSS Events/Days/Students Involved</b>
2015-2016	176	41/33.5/33	14/34.5/9
2016-2017	268	17/12.5/11	5/8/5
2017-2018	331	62/75.5/37	23/36/9
2018-2019	404 *	63/73.5/31	41/70.5/19

\*As of April 28, 2019

Data shows that the majority of Office Referrals over the past two years come from the classroom and from the bus. Both years the number one infractions are defiance/non-compliance and aggressive behavior (including assault, not keeping hands to self).

**Attendance Data:**



School Year	Goal is 90%
2014-2015	91.5%
2015-2016	91.9%
2016-2017	92.5%
2017-2018	92.6%
2018-2019	90.18%*

\* March 31, 2019

#### Mobility Data:

School Year	Students Move Out	Students Move In	Mobility Rate **
17-18	93	115	52%
18-19	84	137*	57%

\* Through March 27, 2019

\*\* Based on number of students in and out between the first and last day of school.

#### MTSS Data:

	Number of MTSS Referrals
2017-2018	
2018-2019	

Support will be provided to help staff with understanding the varied needs of students both academically, behaviorally, and socially. Grade-level MTSS meetings will happen monthly with the MTSS team supporting grade-levels in a deeper understanding of the process and developing Tier 1, Tier 2, and Tier 3 supports for students both academically and behaviorally.

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Monthly Mtgs	MTSS Meetings	Principal MTSS Team Staff	MTSS team will review with staff the MTSS process in August. Monthly meetings will be held with MTSS team and each grade level to discuss and develop academic and/or behavioral support plans.	n/a	Mentoring Minds Support Flip Chart of Strategies for each teacher. Discuss Tier 1, 2, and 3 strategies for academics and behavior to support students.  Use of BrightBytes.
August 2019	Tier 2 PBIS-CICO Model	PBIS Tier 2 Team	Train staff on the expectations for the Check-In/Check-Out process.	n/a	Successful implementation of CICO process; plans and charts developed, data collected through process.
Oct 2, 2019  Apr 2, 2020	PBIS Tier 1	Tier 1 Team	Three members of the Tier 1 PBIS team will participate in the Sustainability meetings and bring information back to the PBIS team.	\$50/participant x 2 days = \$300  \$100/sub = \$600  Total = \$900	Receive an 80/80 on SET and Bronze award at the state level.
Sept 19, Nov 13, 2019  Jan 23, Feb 27, 2020	PBIS Tier 2	Tier 2 Team	Three members of the Tier 2 PBIS team will participate in new training as we work to implement a Tier 2 PBIS model.	\$50/participant x 4 days = \$600  \$100/sub = \$800  Total=\$1400  Attend PBIS Summer Institute	Implementation of a Tier 2 model to support students and their behavior needs.
Monthly Mtgs	Attendance	Principal Staff	Utilize PDSA attendance plan.		Completed PDSA (August 2019) and monthly monitoring of plan to check for effectiveness.

6-8 Dates TBD	Social and Behavioral Strategies	Principal Behaviorist Staff	Behaviorist, Julia Dillon, will lead monthly sessions for staff about strategies that can be used in the classroom to support social and behavioral needs of students.	Six-eight 40-minute optional sessions will be offered throughout the year.	Implementation/Use of Behaviorist  Implementation of Success Plans  Weekly social skills lessons to be utilized with students.  Install sensory wall
Monthly Mtgs	Deeper Understanding of Trauma	Trauma Team	A school-wide trauma approach that includes strategies to use in the classroom, flow chart, questions to ask to gather information for understanding, etc.		
February 2020  June 2010	Understanding Behavior Disorders	Principal Staff	Understanding trauma and the effects it has on students socially, behaviorally and academically.	3 Teachers and Principal will attend.	Midwest Behavior Symposium in KC  Send staff to Trauma Conference in St. Louis
August 2019	Inclusion	Administrators, Staff	Watch and debrief video, <u>Including Sam</u> .		

**Edison Elementary School  
2019-2020 Student Performance Action Steps**

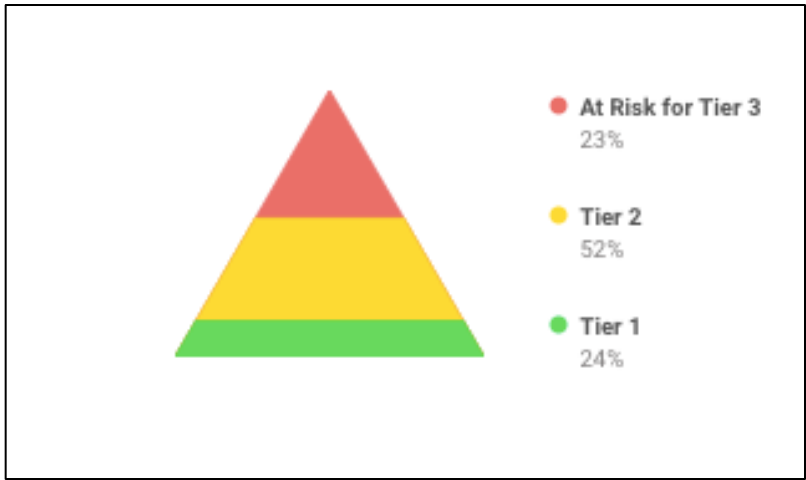
1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

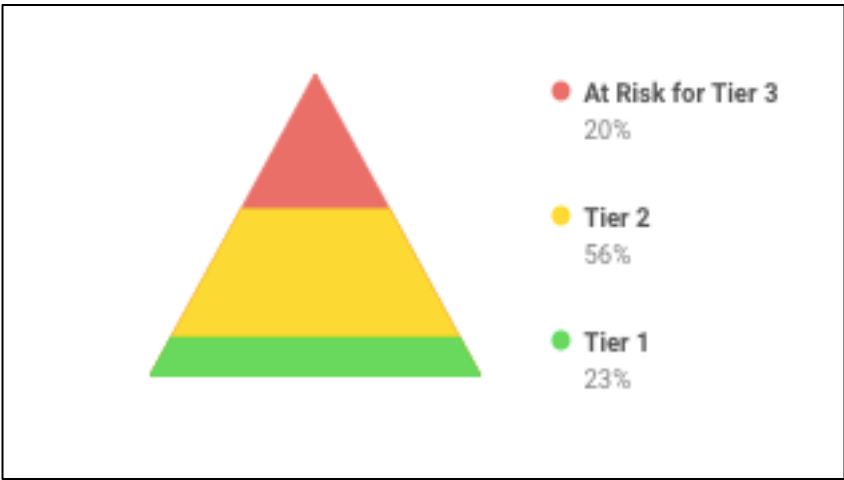
<b>ELA % A or P</b>	<b>Edison</b>	<b>SJSD</b>	<b>State</b>		<b>Math % A or P</b>	<b>Edison</b>	<b>SJSD</b>	<b>State</b>
3rd	46.5	47.5	48.6		3rd	37.2	41.3	46.9
4th	32.2	43.8	50.2		4th	42.3	43.4	45.9
5th	40.8	42.2	48		5th	34	36.2	41
6th	36.2	43.6	48.3		6th	38.3	37.5	41.1
Total	38.925	44.275	48.775		Total	37.95	39.6	43.725

**iReady Data**

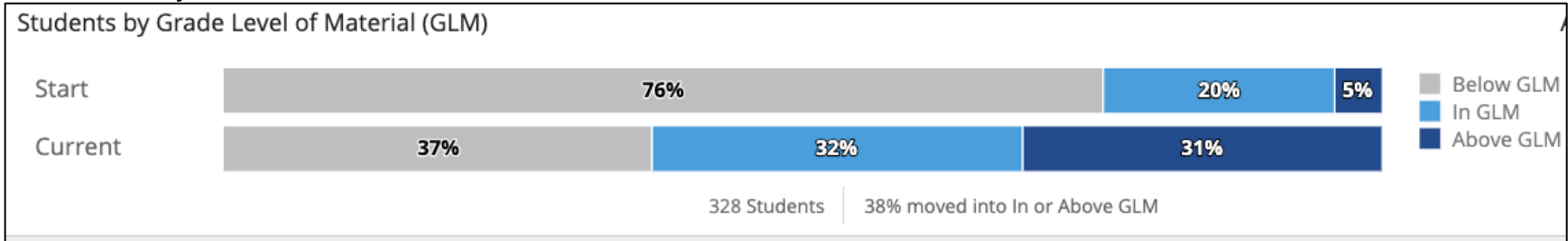
Reading as of May 8, 2019  
End of the Year View



Math as of May 8, 2019  
End of the Year View



**Lexia as of May 8, 2019**



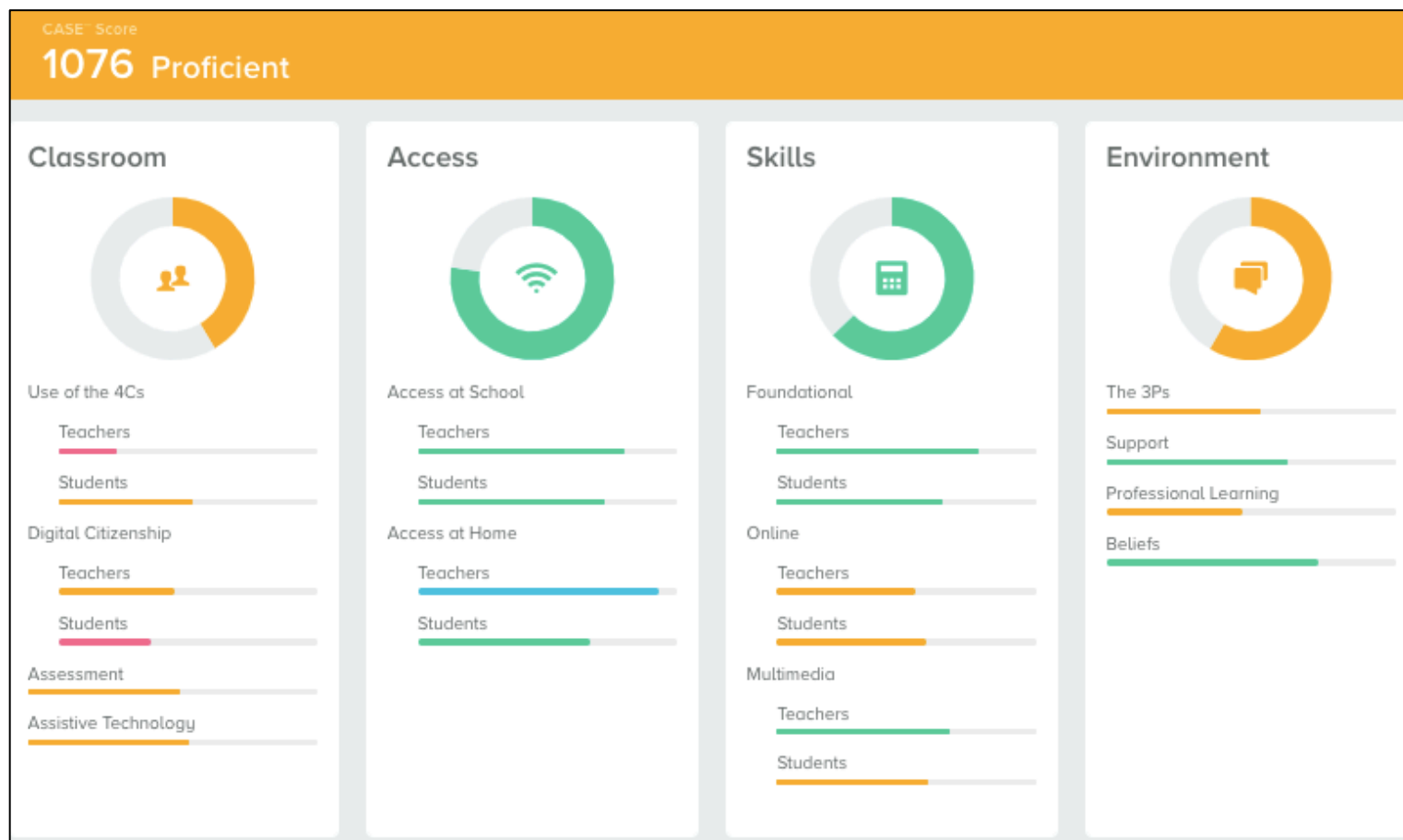
Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
TBD	Personalized Professional Learning for Teaching Staff	Principal	Teachers will be provided with professional reading as related to their professional growth plans.	\$500.00/PD	Professional Growth Plans
TBD	i-Ready & Lexia Implementation	Principal Staff Curriculum Advisors	<p>iReady and Lexia tools and reports will be utilized to drive instruction, student groups, and differentiated instruction.</p> <p>Standards Mastery tests will be assigned to grades 2-6 for data cycles.</p> <p>Teacher Toolbox and delivered Lexia lessons will be utilized to supplement personalized learning opportunities.</p>	n/a	<p>Lesson plans and walkthrough observations will be used to monitor implementation of differentiated and personalized learning opportunities.</p> <p>After each diagnostic, JEPD time will be utilized to chart student data and map progress. Teachers will analyze usage, pass rate, and data to guide instruction.</p>
August 21, 2019 and TBD	Workshop Model Professional Development	Principal Curriculum Advisors	Teachers will be provided with professional development for implementation of the ELA Workshop Model.		<p>Lesson plans and walkthrough observations will be used to monitor the implementation of a workshop model in ELA. A combination of whole group, small group, and student conferences will be used by teachers.</p> <p>Site visits will be utilized by teachers for collegial visits.</p>
October 30, 2019 and TBD	DMI Professional Development	Curriculum Advisors	Per staff request - Developing Mathematical Ideas philosophy of mathematics and the Standards of Mathematical Practices will be examined to support the conceptual understanding of algorithms in the four operations, place value in the base-ten system, and algebraic thinking.		Teachers will plan one lesson per semester to showcase student conceptual mathematical understanding.

June 26 and 27 Teacher Training /Ongoing	English Language Development Collaborative Intervention Model	Principal Gena Villegas DESE Designee and the 3 ESOL Teachers	The pilot program will engage all classroom teachers as language teachers to facilitate English language acquisition. Tier 1 instruction will be implemented by all classroom teachers. Teachers will focus on WIDA scores and individual characteristics of students to assess the need for Tier 2 targeted interventions.	District ESOL Department will pay for staff salary on June 26 and 27 per the salary schedule.	Evidence of implementation will be shown in lesson planning and in data collection.  ESOL Team will share data at the JEPD table with classroom teachers and Principal.
TBD	SJSD Foundational Practices	Principal	Collegial and site visits will be utilized to observe the workshop model, co-teaching, inclusive practices and ESOL practices.	\$600.00/Building PD	Reflection form will be used to indicate how the observation impacts practice and/or professional learning.
TBD	Learning Rounds	Principal	A problem of practice will be observed in the classrooms of participating teachers.	\$800.00/Building PD	Reflection form will be used to indicate how the observation impacts practice and/or professional learning.

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

### 2018-19 Clarity/BrightBytes Technology Survey Results





2018-19 Gallup Poll

	Edison	SJSD	Nationwide
<b>Engagement</b>	<b>4.22</b>	<b>3.84</b>	<b>3.85</b>
<b>Hope</b>	<b>4.35</b>	<b>4.21</b>	<b>4.20</b>
<b>Entrepreneurial</b>	<b>3.01</b>	<b>2.32</b>	<b>2.42</b>
<b>Career/Financial Literacy</b>	<b>3.30</b>	<b>3.27</b>	<b>3.28</b>

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
TBD	Project-Based Learning	Principal BIE-trained staff	Teachers will be provided with JEPD time to plan one PBL per semester.  Clarity Insights on “Teacher Use of 4 C’s” to facilitate JEPD and professional discussion.	n/a	Outlook calendar invite for launch event and/or final presentation and a copy of the lesson will be provided to building principal.  Google folder will be dedicated to all Edison PBL’s for the staff to utilize.
TBD	Student Digital Citizenship	Principal Classroom Teachers	Clarity Insights will be used to facilitate JEPD and professional discussion related to student digital citizenship.	n/a	JEPD agenda
TBD	Table Top Makerspace Challenges and PBL’s	Library Para and Classroom Teacher	Edison staff will continue to learn and implement the 4 c’s through Maker Spaces and PBL’s.  Staff will continue to blend innovation into our curriculum objectives using the Library as a resource.	n/a	Library Calendar and Lesson Plans

- Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

Edison Elementary is will be in our 2nd year of implementing PBIS Tier 2. However, we are still struggling with Tier 1. As of April 1, 2018 we have had 761 office referrals, many of which may have been able to be handled in the classroom. Since the original implementation of PBIS at Edison, we have had multiple staff changes and leadership changes. Therefore, we need to focus on retraining our staff on PBIS Tier 1 and continue our learning with Tier 2.

It was also identified during a JEPD session with our District Behaviorists that Edison staff would like more PD on writing success plans.

We will have one Reading/Math Interventionist, one RTI teacher and one building Para to help with academic intervention.

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
August 2019	Conscious Discipline	Principal	New teachers will be provided with new books on Conscious Discipline.	\$400.00/Building PD	
ongoing	Social-Emotional Support - Conscious Discipline	Principal Teachers Interventionists	Staff will continue to implement Conscious Discipline strategies, such as safe spots and breathing techniques in their classrooms.	n/a	Walkthrough observations to monitor Conscious Discipline implementation.
August 2019 and ongoing	Tier 2 PBIS-CICO	PBIS Tier 2 Team	Train staff on the expectations for the Check-in/Check-out process	n/a	Successful implementation of CICO process; plans and charts developed, data collected through process.
TBD	PBIS Tier 1	Tier 1 Team	Three members of the Tier 1 PBIS team will participate in the Sustainability meetings and bring information back to the PBIS team.	\$50/participant x 2 days = \$300 \$100/sub = \$600	Receive an 80/80 on SET and Bronze award at the state level.

TBD	PBIS Tier 2	Tier 2 Team	Three members of the Tier 2 PBIS team will participate in new training as we work to implement a Tier 2 PBIS model.	\$50/participant x 4 days = \$600 \$100/sub = \$800	Implementation of a Tier 2 model to support students and their behavior needs.
Weekly	MTSS Meetings	Principal MTSS Team	MTSS team will meet weekly to discuss and develop academic and/or behavioral support plans.	n/a	meeting notes and Clarity/BrightBytes site.
JEPD, Staff Meetings	Trauma- Informed Practices	Principal Jake Kretzer District Interventionist	De-Escalation and Crisis Cycle Training; First part of MANDT training  staff training (when and how to use the behavior Interventionists)  Zones of Regulation	n/a	JEPD calendar and agenda along with data from Recovery Room use.  Assess and meet student needs based on training.  Staff will be observed using and practicing these skills when faced with challenging students in all areas of the building.
JEPD, Staff Meetings	Writing, implementation, and monitoring of student success Plans	Principal Jake Kretzer District Interventionist	Per staff request - Staff will receive training on student success plans.	n/a	JEPD calendar and agenda along with data.  Assess and meet student needs based on training.  Staff will be observed implementing success plans and practicing these skills when faced with challenging students in all areas of the building.

**Ellison Elementary School**  
**2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

Needs in math according to iReady data show concerns in the areas of geometry as the lowest scoring domain. Ellison will work to analyze and plan more deeply with long range planning and deep lesson planning to make sure to include strategies to support this work throughout the year. Close reading strategies implemented in ELA will hopefully help students to better understand and break down the longer more intense math word problems for higher students success. Data over the past couple of years from MAP math has shown that there is a need for math focus at Ellison. Last year after working with Math lesson planning and deep focus with utilizing the BYOC and MAP item specifications Ellison math scores showed improvement. Teachers are utilizing and incorporating the 8 mathematical practices within their weekly lessons and are looking at the DOK level of questions that students are being asked during math review and independent work.

Needs in literacy according to iReady data show lower areas of success in comprehension in literature and informational text. Upon sitting and watching students complete lessons and from teacher feedback students are struggling to read the text deeply and look back to find needed information which correlates with close reading strategies. Our building needs to have a more laser focus with quality lesson planning making sure to utilize BYOC, resources, MAP specifications and data to get on the same path. Staff need to utilize more components of i-Ready to monitor for student success and growth.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Sept 4 <sup>th</sup> , 2019	Deep math yearlong planning using BYOC, lesson plan template	Kara Anderson  Margaret Bangerter	Math 4 U LLC  ½ day plan with each grade level for better prep for the year.  Deep math planning for yearlong using the 8 mathematical practices, math lesson planning template, BYOC, Iready , Standards mastery.	Ellison Instructional \$500  5 subs for AM 3 subs for PM  Sub Cost \$400  Total=\$900	Math Standards mastery will show 70% of students on grade level from 2018-2019 school year.  Increase in I-ready Diagnostic scores from End of 2019 school year to 2020.
October 2, 2019	Assessment Lens work and cognitive demands 4 C's	Kara Anderson  Margaret Bangerter	Math 4 U LLC Work with all grade levels during JEPD outline and discuss if our assessment lens is addressing cognitive demands appropriately and matching classroom instructional practices.	\$300	
November 6, 2019	½ day work with assessment prep and performance events grades 3-6	Kara Anderson  Margaret Bangerter	Teachers will work ½ day with Margaret to look deeply at math assessments from Iready and the performance event to help prepare students to show growth.	\$500  3 subs AM 2 subs PM \$600 Sub cost  Total=\$1100	Students will show growth in their mathematical thinking and will increase math knowledge and application. Teachers will work to incorporate the 4C's into math lessons.

December 4, 2019	Fluency work Questions Where are you at?	Kara Anderson  Margaret Bangerter	Teachers will work in JEPD time over fluency work Questions from previous work Where are you currently at and your needs?	\$300	
February 5, 2020	Assessment Items DOK of questions	Kara Anderson  Margaret Bangerter	Teachers will work on assessment items DOK of questions in math review and work time	\$300	I-Ready Math scores will show growth in each grade level.
September JEPD Monthly JEPD's	Deep ELA discussion and lesson planning ½ day upper ½ day lower grades I-Ready implementation Close reading in conjunction with i-Ready	Kara Anderson  With support from Christie Jackson or Curriculum Advisors	Implementing long range lesson planning for ELA using a lesson plan format and meshing BYOC with MAP grade level item specifications. Focusing on close reading strategies and implementation as well as making sure to set goals for i-ready and lexia implementation due to lower areas of comprehension. Lesson plans should show evidence of the 4 C's weekly. Writing will be intertwined in lessons for a better focus. Focus will be on taking the workshop model and our strategies and resources and making sure that they are all working together.	Sub costs  6 subs  \$600	I-Ready ELA scores will show that 80% of students in each grade will be at grade level.  ELA scores will show a 2% gain at each grade level on the MAP.
JEPD	IReady/Lexia Teacher toolbox and implementation strategies	Kara Anderson	Staff will take time to look through and learn more about strategies to increase usage and sustain progress through the year. Teachers will set Standards mastery assessments at the beginning of the year to assist.		I-Ready ELA end of year diagnostic scores will show that 80% of students in each grade will be at grade level.
JEPD	Data look at iReady/MAP/annectodal records	Kara Anderson	Staff will look at data at different points in the year creating focused goals for student improvement. Use tools from I-Ready		I-Ready ELA diagnostic scores will show that 80% of students in each grade will be at grade level.

					I-Ready Math diagnostic scores will show that 70% of students in each grade will be at grade level or above.
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2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

Staff surveyed about PBL implementation show that we are all using them in the classrooms. Staff are still at varying levels of comfort with how easily they plan and incorporate PBL's into their classrooms. Most staff agree that Social Studies and science lessons are often the easiest for them to plan with PBL's.

All staff agree that our next steps as a building are to continue to get comfortable with PBL implementation and increasing the level of value in each PBL activity, making them meatier. They would also like to work to increase the level of experts and experiences with these PBL's.

Staff would also like to continue to work with innovation practices and we will work on a building wide book study using the Innovator's Mindset by George Couros. All staff will create a personalized PD plan that aligns with our building Innovation and SIP goals to learn and increase their capacity about something that they are passionate about.

Add about Technology survey:

Brightbytes technology survey data showed that 58 Ellison students completed the survey. Students feel there is a lack of the following: Teachers ask students to collect and analyze data online. Teachers ask students to identify and solve authentic problems using technology. Teachers ask student to conduct experiments or perform measurements online. Students also felt that they weren't being asked to write online.

Teachers feel that they need more professional development on online tools for critical thinking and collaboration.

NEE training will occur as we are switching over from Missouri Model. Staff will be shown each component of the NEE model and given explicit training for success.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
JEPD or staff meetings	Innovation	Kara Anderson	<p>Innovative practice continuation: Book Study</p> <p>Ellison staff will work to increase innovative opportunities in their classrooms through their personalized PD plans</p>		<p><b>Resource: Innovator's Mindset by George Couros , BLT will study the book</b></p> <p>Sharing of innovative practices at staff meetings.</p> <p>Implementation in classrooms: Makerspaces Coding Genius Hours Co-Teaching</p> <p>*Parent Engagement Nights will be STEAM and Technology Focus to showcase this years work.</p> <p>* Plan to work to have a night to educate parents about IReady and Lexia use and benefits.</p>



JEPD	4 C's	Kara Anderson,	Ellison's focus will center around critical thinking and one area of the teacher or grade levels focus.		<p>Staff will work to implement 4 C's into lesson plans. Focused work will happen during semester plan times and on a weekly basis. Evidence during walkthroughs of lesson plan focus</p> <p>*They will utilize the Envision 21 Catalina Foothills Deeper Learning Proficiencies Rubrics to assess the specific area of Critical Thinking as well as one other area. Staff will collectively chose 2 areas from 1 rubric or the other to focus on improving this school year.</p>
<p>JEPD Staff Meetings</p> <p>Building Staff Meetings</p>	PBL	<p>Principal and PBL teachers from Buck training</p> <p>Whitney Burgess Erica Hankins Jennifer Nanneman Beth Zahnd Julie Salsberry</p>	The principal and the lead Buck institute teachers will help to monitor and guide discussion around Gold Standard PBL design at Ellison at the JEPD table and during planning. Focus will be on real world based evidence and bringing in experts to make our PBL's have more "meat"	\$0	<p>Teachers will be able to provide evidence of PBL lesson implementation both in the classroom and at the JEPD table. Teachers will focus on real world applications and bringing in experts into the classroom.</p> <p>All classrooms will be able to demonstrate and provide documentation of the PBL's conducted and experts utilized.</p>
Persoanlized PD plans	Innovation and the 4 C's as our focus	Teachers/ Staff	Teachers/Staff will develop personalized PD plans, purchase materials and plan for pd accordingly.	<p>PDC funds</p> <p>\$2000</p>	<p>Staff will be expected to return from conferences and share with staff at JEPD and staff meetings.</p> <p>Staff are required to submit their personalized PD plans by the end of the 2018-2019 school years for preapproval. There is a check in/monitoring template to ensure all staff are completing pd and support will be offered along the way.</p>

					NEE professional plan will align with personalized pd plan template.
JEPD/staff meetings	Innovation and 4 C's using technology	Teachers Curriculum Coordinators	Teachers and curriculum coordinators will share technology tools to help implement the 4 C's with Ellison staff	\$0	Staff will work with other teachers and curriculum coordinators to use and explore technology resources to help implement and encourage critical thinking and collaboration online.
Classrooms	Innovation and the 4 C's using technology and understanding technology and the 4 C's	Teachers	Teachers will provide information to students about online work and the 4 C's	\$0	Teachers will help students to learn and understand what the 4 C's mean. They will help them to understand and learn what collaboration online, feedback and writing online means and looks like.

### 3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

Ellison currently has family groups and have implemented this for two years. Students are grouped in family groups with varying age and grade levels and led by a staff member. Students work together to learn about character traits and skills to increase Hope. Staff see a need for explicit teaching of social skills and scenarios.

Ellison has a behavior matrix that is implemented building wide. 90% of our students work quite well with this model, but staff struggle to find strategies for social skills and behavior supports for those students that aren't successful with the school wide model. We see many more students that have experienced trauma. Ellison has worked really hard this year to follow behavior plans with fidelity and have not used suspension as a behavioral strategy. As of 3-4-19 only 1 OSS has been issued at Ellison. Many of our structured learning students have shown great success and are being pushed out for periods of times with the regular education population.

Currently we utilize walkthrough data, iready usage, lexia usage, growth plans and slo's to analyze teacher instructional practices and strategies in the classroom. Next year we are moving to the NEE model and staff will be trained in all componenets used in NEE.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
August PD	Crisis Cycle Behavior scenarios	Kara Anderson	We will review and seek to understand the steps of the crisis cycle. We will talk through and practice the adult behaviors associated with each level of the crisis cycle. Staff will practice behavior scenarios and will work to develop and practice appropriate adult behaviors for the highest level of student success.		Staff sign in for training  Staff will be observed using and practicing these skills when faced with challenging students in all areas of the building.
Climate Cadre	Family groups Social skills/behavior practice and games	Kara Anderson Climate Cadre that plans family groups	Climate cadre will work to plan family groups for the entire year prior to school starting. We will work to incorporate social skills and behavior training and practice into these lessons based on need.		Family group lessons Students can communicate and express what they have worked on in family groups and can apply to situations more readily within the school. Suspension data will continue to support that staff are working to intently teach these strategies and skills to students rather than removing them from school.
Staff meetings Climate Cadre	RTI Social skills groups	Kara Anderson Ellison staff	Ellison staff will coordinate to find specific staff that will work to prepare social skills lessons and groups during RTI to help those that are most at need to explictly teach the students.		RTI groups MTSS
JEPD/Staff Meetings	NEE	Kara Anderson	Staff will be trained in each component of the NEE evaluation tool: Unit of study, professional development plan, and the evaluation tool used by administration. They will utilize NEE videos and training tools to assist in the learning process.	\$0	Unit of Study completed correctly by all staff.  Professional Development plan completed and implementated by all staff.

					All staff will be able to understand the NEE evaluation tool used by the administration and will also practice scoring lessons. (EDHub)
Staff meeting/staff PD	Trauma	Kara Anderson	<p>Using resources from the Behavioral symposium staff will learn about the affects of trauma on both students and adults, will use the ACES to better understand, will talk about misconceptions and next steps to help these students to see success.</p> <p>Utilize Angela Case Study to better understand Trauma Facts for staff sheet</p>		<p>Think of at least 1 child in your classroom that this could apply to and create a plan to help that student to see success.</p> <p>Check in check out Quick FBA (motivation checklist) Choices Safe spots/safe adult</p>

**Field Elementary School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

**Building Data in Math**

**MAP Data:** Field 69.3 District 34.8 State 41

**MAP Domain Data 2018:** Weakest

3<sup>rd</sup>: Alg thinking & Geometry/Data and Stats both 59%/District 49%

4<sup>th</sup>: Number Sense Operations Fractions 62%/District 48%

5<sup>th</sup>: Number Sense Operations Fractions 65%/District 41%

6<sup>th</sup>: Ratios and Proportional Relationships 39.3%/District 31%

**Adv and Proficient 2018**

3<sup>rd</sup>: 64.6

4<sup>th</sup>: 72

5<sup>th</sup>: 82

6<sup>th</sup>: 60.6

**2018 D2/D3 Data- Distribution of Progress to Annual Typical Growth**

100+Met%: 24%

80-99%: 13%

60-79%: 12%

40-59%: 13%

20-39%: 14%

<=19%: 22%

**i-Ready Diagnostic Data:** Geometry which aligns with Map data

**Domain Data in i-Ready:** Weakest domains in D2 & D3

Kdg.:Alg. & Alg. Thinking: 69%, n/a 1<sup>st</sup>: Numbers and Operations 66%, n/a 2<sup>nd</sup>: Alg. & Alg. Thinking 78%, n/a  
3<sup>rd</sup>: Geometry 65, Geometry 27% 4<sup>th</sup>: Geometry 59%, Geometry 33% 5<sup>th</sup>: Geometry 59%, Alg. & Alg. Thinking 30% 6<sup>th</sup>:  
Geometry 50%, Geometry 22%

**In Math Map data and i-Ready data correlate and show geometry as one of the lowest scoring domains. We will continue next year to plan more deeply incorporating the 8 mathematical practices and DOK levels.**

### **Building Data in Literacy**

**MAP Data:** Field 72.2 District 43 State 50.3 Domains: Writing domain the lowest

### **Adv and Proficient 2018**

3<sup>rd</sup>: 83.3

4<sup>th</sup>: 70

5<sup>th</sup>: 76

6<sup>th</sup>: 70.7

### **2018 D2/D3 Data- Distribution of Progress to Annual Typical Growth**

100+Met%: 44%

80-99%: 9%

60-79%: 8%

40-59%: 8%

20-39%: 6%

<=19%: 25%

**i-Ready Diagnostic Data:** Lowest three: Comprehension Literature, Comprehension Information Text, Vocabulary

**Domain Data in i-Ready:** Weakest domains on ELA D2 & D3

Kdg: Phonics 53% 1<sup>st</sup>: Comprehension-Infor Text 70% 2<sup>nd</sup>: Comprehension-Infor Text 50%

3<sup>rd</sup>: Vocabulary 65%, Vocabulary 42% 4<sup>th</sup>: Vocabulary 67%, Vocabulary 45% 5<sup>th</sup>: Vocabulary 60%, Comprehension Literature 52% 6<sup>th</sup>: Vocabulary 39%, Vocabulary 39%

**Data shows in MAP writing was our lowest domain and in i-Ready across 3-6 it was vocabulary and comprehension. Reviewing the data and observations in classrooms students are struggling to read text deeply and look back to find**

**needed information which correlates with close reading strategies. Also, during observations and feedback we need to provide personalized instruction during rotations.**

**Lexia Data:** 62% of lessons passed year to date (March 4<sup>th</sup>)- 51% on target, 99% of students on target meeting usage

Lexia Data Results:	<b>In and Above (August 2018)</b>	<b>In and Above (April 2019)</b>	<b>Usage</b>
Field	45	84	68%
District	24	66	

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 8 <sup>th</sup> , pm 2019	NEE-Network for Educator Effectiveness  SJSD Modules 2.1 5.3	Principal Staff	NEE is a teacher evaluation tool that provides a positive impact on our teachers and our students.  District Indicators 2.1 The teacher supports cognitive development of all students. 5.3 The teacher uses strategies that promote kindness and social competence among students in the classroom community.  Building Indicator		NEE provides professional development targeting the areas of need reported in data. Identifies professional development needs by individual, building, and school district Professional development resources embedded in the system for use at Field.
Aug. 8 <sup>th</sup> , am 2019	SJSD Module	Principal	2019-20 Information from Directors/Staff Meeting	n/a	Compliance and district expectations displayed.
Aug. 28 <sup>th</sup> , 2019	Eight Mathematical Practices	Principal  Angie Dorsey Bob Nash	Overview of the Eight Mathematical Practices and a in-depth study of the making sense of problems and persevere in solving them. • Teach critical and creative thinking skills in problem solving.	8subs for AM 8 subs for PM	• Implement math lessons incorporating the building wide math practice (Make sense of problems and persevere in solving them).

			<ul style="list-style-type: none"> <li>• Rigor, critical thinking and relevance</li> <li>• Emphasize the use of content (tier 3) vocabulary for students.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers will collaborate about their implementation experiences through a building wide discussion forum.</li> <li>• Teachers will understand content and implement rigor, critical thinking with high DOK to produce learners that are concept-focused tasks that call for complex thinking, and products that ask students to demonstrate and use what they learned in meaningful ways”</li> <li>• Resources: <i>Visible Learning for Mathematics</i> by Hattie, Fisher and Frey &amp; <i>Putting the Practices into Action</i> by Susan O’Connell and John San Giovanni</li> </ul>
Oct. 30 <sup>th</sup> , 2019 JEPD	Grade level debrief & Practice discussion	Principal Angie Dorsey & Bob Nash	<ul style="list-style-type: none"> <li>• Overall reflection of the implementation of make sense of problems and persevere in solving them.</li> <li>• Grade level teams will come to JEPD having an identified priority standard for a future lesson.</li> <li>• Grade level teams will determine the practice to comprehend the standard.</li> </ul>		<ul style="list-style-type: none"> <li>• Identified grade level priority standard and math practice.</li> <li>• Grade level teams will set a planning session with CA for support with planning the math lesson incorporating their chosen practice.</li> <li>• Teachers will understand content and implement rigor, critical thinking with high DOK to produce learners that are concept-focused tasks that call for complex thinking, and products that ask students to demonstrate and use what they learned in meaningful ways”</li> </ul>



10/30 – 11/30	Grade level lesson development	Angie Dorsey & Bob Nash	Grade level teams will work with CA during their plan time on scheduled dates to develop a math lesson using their identified practice.		<ul style="list-style-type: none"> <li>• Implementation of created lesson</li> <li>• Teachers will collaborate about their implementation experiences through a building wide discussion forum.</li> </ul>
Dec. 11, 2019  JEPD	Grade level debrief	Principal  Angie Dorsey & Bob Nash	Overall reflection of the implementation of makes sense of problems and perseveres in solving them.		<ul style="list-style-type: none"> <li>• Commitment to continue writing lessons incorporating the building wide standard and the grade level standard.</li> <li>• Willingness to try a new standard using expert resource from a grade level that has experienced the standard in a prior lesson.</li> </ul>
Feb. 5 <sup>th</sup> , 2020  JEPD	Grade level debrief	Principal  Angie Dorsey & Bob Nash	Overall reflection of the implementation of makes sense of problems and perseveres in solving them.		<ul style="list-style-type: none"> <li>• Commitment to continue writing lessons incorporating the building wide standard and the grade level standard.</li> <li>• Willingness to try a new standard using expert resource from a grade level that has experienced the standard in a prior lesson.</li> </ul>
Feb. 25 <sup>th</sup> 2020  JEPD	Assessment Lens work and cognitive demands	Principal  Angie D. & Bob N.	<ul style="list-style-type: none"> <li>• Using Mathematical Practices, as an integral part to focus on developing students to think and act like practicing mathematicians.</li> <li>• Teachers will have data broken down from the pre-MAP test.</li> </ul>		<p>Commitment to adjusting instruction based on the practice test results using the standards of mathematical practice</p> <p><a href="https://gifted.uconn.edu/projectm3/m3_about_curriculum/">https://gifted.uconn.edu/projectm3/m3_about_curriculum/</a></p>

April 1 <sup>st</sup> , 2020 JEPD	Performance Assessments	Principal Angie Dorsey & Bob Nash	Analyze		Assess students understanding and misconceptions.
JEPD	i-Ready Implement- ation       Close Reading & Vocabulary	Principal, Curriculum Advisors,	<p>Lessons from tool-box utilized for reading, writing and math. Virtual filing cabinet of resources for complete coverage of the comprehension standards.</p> <p>Study Close Reading Strategies for critical and analytical reading which will lead to comprehension.</p> <p>Standards Mastery tests will be assigned to grades 2-6.</p>		<p><i>Falling in Love with Close Reading</i> by Lehman and Roberts</p> <p>Lesson plans, walk-through observations, and learning rounds will show proof of implementation.</p> <p>Record data in Google: Data for Instruction Template</p> <p>Data protocol to analyze Diagnostics and lessons will be assigned whole group, small group, or individually.</p> <p>Teachers will analyze usage, pass rate and data from lessons to guide instruction.</p> <p>Teachers will use the gradual release model to incorporate Close Reading Strategies.</p> <p>Teachers will map out Standards Mastery Assessments at the BOY to assist in implementation.</p> <p>Data will inform teachers of level of student knowledge.</p>
6 full days	Blended Learning	Glenda Monachino	Creating and implementing personalized learning.	Subs for full days.	<p>Hyperdocs will be utilized in grades 3-6.</p> <p>Playlists will be utilized in grades K-2</p>

<b>K-2</b> 9/11 & 3/4  <b>3-4th</b> 10/23 & 11/20  <b>5-6th</b> 1/29				K-2 7 subs 2 x's  3-4 4 subs 2 x's  5-6 4 subs for 1 day	Rigor of instruction will increase.
JEPD  Coll. Planning Time	Data Points and Conversation s  -i-Ready -Map -Anecdotal records -Lexia	Staff Principal BLT	Staff will look at data at different points in the year creating focus goals for student improvement.	N/A	Field Google document will be utilized and analyzed for trends.  Teachers will track data from i-Ready, Lexia to help all students make growth in their learning.  Student growth will be monitored using Data for Instruction.  iReady for 45 minutes of usage per week.  Lexia data will be analyzed to determine needs of students.  Student Goal Setting
4 Dates TBD	Learning Rounds	Staff, Curriculum Advisors, Principals	Collect descriptive, not evaluative information about a problem of practice and observing teachers.	Three .5 day subs each time which equals 12 .5 day subs:	What will impact your practice from the observation or professional learning? Should see rigor of instruction increase.

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**2. Continue to support the Implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.**

**Brightbytes Tech Survey Data:** Case survey showed emerging in 4'C's in digital citizenship and teacher use of 4C's.

**Survey Given:** Teachers were given the St. Joseph School District Foundational Practices and asked to prioritize the top 3 practices they would like more professional development. Innovation, instructional processes related to authentic experiences and real-world connections, and PBL support. We will continue to refine, study and share innovation practices. PBL's will continue to be refined increasing the level of value in each PBL activity, making sure they are meaningful, include many BYOC standards, provide authentic experiences and real-world connections.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
JEPD  PD days	Innovation	Principal Teachers Curr. Adv.	Staff will continue to engage in the study and learning of Innovation, technology, and creativity.  Possible topics: Genius Hour STEM/STEAM Coding Maker Space Design Thinking	Innovation Night  \$400.00	<i>#EdJourney</i> by Grant Lichtman Resource  Each classroom will have students showing/demonstrating innovation/technology products.  Alignment to BYOC
JEPD	4C's	Curriculum Advisors	Focus: Teacher Use of 4Cs and Student Digital Citizenship.		Staff will implement 4 C's into lesson plans on a weekly basis. Focused work will

	Case survey showed emerging in this area.	Principal Field Staff	Scored emerging in these areas.		<p>happen during semester plan times and on a weekly basis. Evidence during walk-throughs. Principal will collect lesson plans randomly. Rigor of instruction should be apparent.</p> <p>Utilization of the Envision 21 Catalina Foothills Deeper Learning Proficiencies Rubrics to assess. Decide which performance area we want to study.</p> <p>Case Survey next year in the classroom will move from beginning to proficient.</p>
<p>August 12<sup>th</sup>, pm district grade level PBL Collaboration</p> <p>BIE District Training Oct. 1-3rd</p> <p>Follow-up district PBL assigned days. Jan. Feb.</p>	PBL Buck Institute Training	<p>Principal &amp; PBL teachers from BIE</p> <p><b>Trained</b> Kristy S. Katie L. Heather Y. Deanna R. Lalena S. Cindy F.</p> <p><b>Trainees:</b> <b>Jeny</b> <b>Lauren</b> <b>Taylor</b> <b>Ashley M.</b></p>	The principal and the lead BIE teachers will help to monitor and guide discussions around Gold Standard PBL design during planning to revise past PBL's or create new ones.		<p>Teachers will be able to provide evidence of 3 PBL lessons implemented both in the classroom, district PD and during JEPD discussion. Teachers will focus on real world applications and be able to demonstrate and provide documentation of the PBL's conducted and experts utilized.</p> <p>Google form and folder in conference room will house the PBL's for all school to utilize.</p>

**3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.**

**What intervention strategies are in place in your building? What supports need attention? Provide details here:**

**Student success plans:** Continue to teach all teachers how to write with a specific measurable goal and implement for students in need of one.

**MTSS:** Behavior Tier 1, Tier 2, Tier 3 Define, know and use Intentional Interventions

**Attendance:** Continue to work towards increasing attendance and monitor students that are below 90%.

**All staff will become trauma informed and know how to de-escalate a situation to meet all students needs.**

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
February 2020	Understanding Behavior Disorders	Principal Field Staff	Understanding trauma and the effects it has on students socially, behaviorally and academically.	3 Teachers and Principal will attend.	Midwest Behavior Symposium in KC. Attendees will provide resources and share what they learned with staff.
Once a month	Care Teams	Heart Team Counselor Principal	Heart team will plan lessons for the entire year to incorporate social skills/ self-regulation skills once a month during Care Teams.		Students and staff will gain ways to effectively handle situations and will be observed within the building.  Social Skills and Self- Regulation techniques will be taught and modeled. Evidence of the 18 lessons. Survey Utilized  Resource: <a href="https://www.commonsense.org/education/">https://www.commonsense.org/education/</a>

Monthly	Attendance	Heart Team Principal, staff	Utilize PDSA attendance plan.		Improve 17-18 Attendance rate which was 95.5  Field Elementary made a 3% gain in attendance between the 16-17 and 17-18 school year.
Nov. 1 <sup>st</sup> am  & Jan 6 <sup>th</sup> am	Social and Emotional behavioral learning.	Principal MTSS team	Brightbytes Student Success Model  Mentoring Minds Support Flip Chart of Strategies for each teacher.	MO SW- PBIS	<b><u>All Learning Is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond</u></b> by <u>Nancy Frey</u> , Douglas Fisher,  BLT will read and provide PD Nov. & Jan. along with Mrs. Owens.  Teachers will understand, describe and identify Tier 1, 2 & 3 behaviors and how to appropriately respond.  Reduce ISS, OSS and escalation of students.
August 13 <sup>th</sup> Am	De- Escalation and Crisis Cycle Training. First part of Mandt training.	Gary Murphy		n/a	Assess and meet student needs based on training.  Staff will be observed using and practicing these skills when faced with challenging students in all areas of the building.
Nov. 1 <sup>st</sup> pm	Trauma & Students with Disabilities	Jean West	Utilize Trauma Facts Sheet for staff to use to identify students.		Staff Book Study: Help For Billy by Heather T. Forbes, LCSW

Staff meetings		Principal			<p>Think of at least 1 child in your classroom that this could apply to and create a plan to help that student to see success.</p> <p>Intervention Plans, BrightBytes Usage, Success Plans, Agendas, Meeting Notes</p> <p>Check in check out Quick FBA (motivation checklist) Choices Safe spots/safe adult</p>
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**Hosea Elementary School  
2019-2020 Student Performance Action Steps**

1. Study, define, and implement the 4 C's (creativity, communication, critical thinking, and collaboration) as a framework for innovation in PK-12 instructional processes using a wide variety of strategies in the learning environment

**What does your building data indicate about your math and literacy performance?**

**Provide details here:**

**MAP DATA - 2017-18 (19.8% Proficient / Advanced)**

**MATH MAP DATA - (19.7% Proficient/Advanced) 18-19**

**iReady Data - ELA**

**K-** 62% On Level (Benchmark 2)

**1-** 24% On Level (Benchmark 2)

**2-** 26% On Level (Benchmark 2)

**3-** 60% On Level (Benchmark 3)

**4-** 32% On Level (Benchmark 3)

**5-** 22% On Level (Benchmark 3)

\*Lowest Domain as indicated by iReady - Comprehension (Informational Text)

**18-19 iReady Data - MATH**

**K-** 41% On Level (Benchmark 2)

**1-** 20% On Level (Benchmark 2)

**2-** 12% On Level (Benchmark 2)

**3-** 31% On Level (Benchmark 3)

**4-** 42% On Level (Benchmark 3)

**5-** 26% On Level (Benchmark 3)

\*Lowest Domain as indicated by iReady - Geometry

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
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Ongoing	NEE - Network for Educator Effectiveness	Principal Staff	NEE is a teacher evaluation tool that provides a positive impact on our teachers and students. This PD will lead to better instruction and growth in our teachers in all areas.	District PD	NEE provides professional development targeting the areas of need reported in data. Identifies professional development needs by individual, building, and school district Professional development resources embedded in the system for use at Hosea.
Ongoing JEPD	Weekly JPED	Admin All Teachers	All classroom teachers will meet weekly for JPED to focus on Math/ELA data and best practices. Week 1 - Learning round / PD Week 2 - Data (iReady/Lexia) Week 3 - Responsive planning (Data based) Week 4 - PD / Data (iReady/Lexia)	NA	Weekly meetings / Notes / Completed Assignments
Quarterly JEPD	iReady Implementation	Principals Teachers	Principals will attend webinars to support implementation of iReady. Admin will support implementation through iReady Central.	NA	Lesson plans, walk-through observations, and learning rounds will show proof of implementation.
4 Dates TBD	Learning Rounds (In District)	Administration Teachers	Focus on implementation of the workshop model in Math/ELA.	PD Budget	Implementation plan submitted to Administration.
TBD	Vertical Teaming	Admin Teachers	To review curriculum and strategies above and below grade level.	NA	Monthly Meetings / Notes / Completed Assignments
TBD JEPD	Kagan Strategies/ Comp Strategies	Admin Curriculum Advisors Teachers	Professional development on Kagan strategies /Comp strategies.	NA	Evidence of implementation will be through observation of changed practice through walkthrough observation.

Ongoing JEPD Building Days	The Artisan Teacher Book Study	Teachers Admin	All classroom teachers and the administration will participate in a book study around "The Artisan Teacher." This book study will help increase classroom achievement in all areas by improving instruction.	NA	Google Classrooms - This group will take part in a book study with tasks and discussion points through Google Classroom.
Ongoing JEPD Building Days	Book Study	SPED Teachers RTI Teachers	The Co-Teaching Book of Lists.	NA	Google Classrooms - This group will take part in a book study with tasks and discussion points through Google Classroom.
TBD	Co-Teaching	2nd Grade Team	The 2nd grade team will go to other buildings within the St. Joseph School District to watch Co-Teaching. This will occur once in the 2nd Quarter, and once in the 3rd Quarter.	Building PD Budget	Evidence of implementation will be through observation of changed practice through walkthrough observation.
7.24.19 7.25.19	Blended Learning 1.0	Glenda Monachino Kaitlyn Poage Curriculum Advisors	Follow up PD for a teacher who received PD planning with Glenda in 2018-19.	District PD	Implementation plan submitted to Administration.
8.27.19 10.2.19 12.4.19	Blended Learning 2.0	Glenda Monachino Sara Dwyer Taylor Peters Curriculum Advisors	Two teachers will participate in District Blended Learning PD to find ways to incorporate technology and innovation with literacy and math practices.	District PD	Implementation plan submitted to Administration.
1.15.19 4.2.19	Blended Learning 3.0	Glenda Monachino Erica Castor Curriculum	One Kindergarten teacher will participate in District Blended Learning PD to find ways to incorporate technology and	District PD	Implementation plan submitted to Administration.

		Advisors	innovation with literacy and math practices.		
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2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

**What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:**

2018-19 School Observation Data indicates that Hosea has a need to continue training in the area of PBL, 4Cs, experiential and authentic learning opportunities. Through observation data, these practices were isolated and limited.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
4 Dates TBD JPED	Learning Rounds (In Building)	All Teachers	All teachers will participate in learning rounds one time per month with a rotating focus on the 4 C's and best practice.	NA (During Plan)	Implementation plan submitted to Administration.
1-7-19	PBL Whole Staff	Classroom Teachers Admin	Half day PBL PD lead by teachers already trained and currently being trained.	NA	Exit Survey
TBD	Career Exposure / Curriculum connection	PIE Committee Counselor Admin	Career Exposure- Hosea will create career exposure for each student at least twice per semester per grade level This will include an outside person in the workforce working and	NA	Each student at Hosea will complete a process to identify their desired career at the end of their grade level. They will support their thinking in an activity.

		Teachers FIC	talking to students in each grade level with a connection to actual grade level curriculum.		
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3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

**What intervention strategies are in place in your building? What supports need attention? Provide details here:**

Behavioral Interventionist - Check in/Check out, teaching of correct social behaviors.

Attendance - Check in/ Check out, Monthly Incentives, Weekly notification letters, Daily phone calls.

Tutoring - School based / Community Based / Access to iReady/Lexia at home.

MTSS - Weekly meetings around concerns for students leading to implementation of interventions for specific students.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
8/13/19 (Afternoon)	Trauma Training	Jean West/Brooke	An overview of Trauma and its effects on the student.	NA	Exit Survey
Ongoing	Attendance	Admin / MTSS Team/ Teachers	PDSA attendance plan for 2019-20.	NA	As indicated within the PDSA attendance plan.
TBD	Implementation of Behavioral Intervention	Admin Behavioroal Interventionist	Behavioral Interventionist will work with district level behavioral interventionists to observe their role in other district settings. This will occur at least once per semester.	NA	Evidence of implementation will be through observation of changed practice through walkthrough observation.
Ongoing	MTSS	Admin Teacher	Hosea will continue to implement brightbytes and train teachers during JPED / PD days on the MTSS process to help meet all students where they are.	NA	Evidence of implementation will be through observation of changed practice.

**Hyde Elementary School**  
**2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

**\*\*What does your building data indicate about your math and literacy performance? Provide details here:**

**ELA MAP: 2018 Assessment Data is baseline.**

\*At Hyde we need to continue to compete with the ELA MAP district and state averages @ all grade levels. In 2018, all grade levels exceeded the state and district averages.

\*At Hyde we will always continue to strive to have the highest concentration of our students @ each grade level sitting @ Proficient or Advanced.

**ELA 2018**

	State	District	Hyde
3 <sup>rd</sup>	21.5% Adv / 27.1% Prof		
4 <sup>th</sup>	20.1% Adv / 30.1% Prof		
5 <sup>th</sup>	21.7% Adv / 26.3% Prof		
Average of all Grades	21.1% Adv / 27.8 Prof	18.6% Adv / 24.5% Prof	27.1% Adv / 27.9% Prof

\*Hyde performed above the state and the district in combined grade levels.

**ELA I-Ready Data:**

\*At Hyde we will continue to monitor ELA I-Ready Diagnostic Growth Reports, specifically Results, Status and Growth Reports. The Median percent towards typical growth for the school year is 139%!

**2018-2019 Data - Distribution of Progress to Annual Typical Growth**

	Progress:	% Growth Met:	% w/ Improved Placement:	% Meeting Stretch Growth:
K	135%	67%	88%	48%
1	121%	58%	67%	44%
2	164%	74%	80%	51%
3	142%	81%	83%	39%
4	165%	62%	60%	43%
5	135%	62%	56%	31%

**Current ELA Placement Distribution:**

9% @ risk Tier 3 (From 24%), 47% @ Tier 2 (From 64%), 44% @ Tier 1 (From 12%)

**Goal:** in 2019, ELA Standards Mastery will be an active piece that is assessed. We will also put a focus on the stretch goals for individual students. It is one thing to get them to the finish line, but it isn't a place to stop. We need to push our students to excel instead of settling for proficient.

**Domain Data in ELA iReady:**

1<sup>st</sup>: Phonological Awareness 1% at risk      2<sup>nd</sup>: Phonics 10% at risk  
 3<sup>rd</sup>: High Frequency Words 3% at risk      4<sup>th</sup>: Vocabulary 13% at risk  
 5<sup>th</sup>: Comprehension-Literature 10% at risk      6<sup>th</sup>: Comprehension-Infor Text 12% at risk

**Goal:** Our staff findings after reviewing building-wide data is that we have to get back to the basics. We need to revisit Close Reads, the Basic Workshop Model with all components, revisit the Comprehension Strategies, and dig into the new reading tool called Reading Plus.

**Math MAP: 2018 Assessment Data is baseline.**



\*At Hyde we will continue to compete with the Math MAP district and state averages @ all grade levels. In 2018, all grade levels exceeded the state and district averages.

\*At Hyde we will continue to strive to have the highest concentration of our students @ each grade level sitting @ Proficient or Advanced.

### Math 2018

	State	District	Hyde
3 <sup>rd</sup>	21.7% Adv / 25.2% Prof		
4 <sup>th</sup>	20.8% Adv / 25.1% Prof		
5 <sup>th</sup>	17.0% Adv / 24.0% Prof		
Average of all Grades	19.8% Adv / 24.7 Prof	14.0% Adv / 20.8% Prof	21.3% Adv / 31.0.% Prof

### Math iReady Data:

\*At Hyde we will continue to monitor Math iReady Diagnostic Growth Reports, specifically Results, Status and Growth Reports. The Median percent progress towards typical growth for the school year is 107%!

### 2018-2019 Data - Distribution of Progress to Annual Typical Growth

	<u>Progress:</u>	<u>% Growth Met:</u>	<u>% w/ Improved Placement:</u>	<u>% Meeting Stretch Growth:</u>
K	125%	72%	76%	53%
1	110%	57%	63%	26%
2	97%	50%	65%	26%
3	112%	57%	78%	24%
4	87%	46%	75%	17%
5	97%	50%	62%	14%

**Current Math Placement Distribution:**

6% @ risk Tier 3 (From 22%), 53% @ Tier 2 (From 71%), 41% @ Tier 1 (From 8%)

**Goal:** in 2019, Math Standards Mastery will be an active piece that is assessed. We will also put a focus on the stretch goals for individual students. It is one thing to get them to the finish line, but it isn't a place to stop. We need to push our students to excel instead of settling for proficient.

**Domain Data in Math iReady:**

1<sup>st</sup>: Number & Operations 7% at risk

3<sup>rd</sup>: Measurement & Data 9 % at risk

2<sup>nd</sup>: Algebra and Algebraic Thinking 6% @ risk

4<sup>th</sup>: Geometry 11% at risk

**Goal:** At Hyde we have a huge need to go back to the basics with Math as well. We need to go back to implementing Math Review, Number of the Day, Math Workshop, DMI Math strategies, the math foundational practices, and building number sense with fidelity across all grade levels. We need to really focus on our individual student stretch growth as well.

We will continue to look at our “yellow” students and focus on growth them and stretching our “green” students. We will look closely at instructional usage minutes and the pass rate and see how they correlate on a per student basis.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 1 & 2	New Teacher Orientation	SJSD	Staff new to Hyde and the SJSD will get initial training	SJSD	Daily observations/ Whole group & Small group
Aug. 5-7	Inclusive school leadership summer institute	Lawrence	Lawrence will travel to Syracuse NY to learn about inclusion model	SJSD	Daily implementation and data from MTSS
Aug. 8 AM & PM	SJSD Module	Lawrence	NEE	n/a	Evaluation process/procedures per NEE
Aug. 12 AM	Intruder Training	SJPD & SJSD	District Training	n/a	n/a

Aug. 12 PM	PBL Writing & planning	Lawrence and CC	Grade level teams will plan out the 4 required PBL's including Community Partnerships	n/a	Learning Rounds with PBL focus  Evidence in classrooms  Collegial Visits
Aug. 13	Sped Inclusion and Crisis Cycle	Lawrence, Murphy, West	We will learn more on what inclusion will look like at Hyde and learn about Crisis Cycle	n/a	Evidence in classroom  MTSS Data  Office Referral Data
Sept. 2,3 16, 17	JEPD: Reading Plus	Lawrence, Nancy Beach	New learning about Reading Plus	n/a	Data on staff implementation and usage
Sept. 27	Engage Summit	SJSD	New learning with pick your own PD	n/a	Implementation and share out at staff meeting about new learning
Nov. 1	MTSS	Lawrence, Lau	How to use MTSS system as individual staff	n/a	Staff implementation and MTSS committee feedback
Nov. 4,5 18, 19	JEPD: Technology PD for Makerspace and Google Tools	Lawrence & CC	Staff will continue learning how to implement technology tied to 4C's and Innovation	n/a	Data on staff implementation and usage
Jan. 6 AM	#Backtothebasics  ELA Focus	Lawrence	PD on comp strategies, close reads, basic workshop model components	n/a	Data on staff implementation and usage  Classroom observations
Jan. 13,14	JEPD: SJSD & Hyde Foundational Practices	SJSD Lawrence	Revisiting SJSD & Hyde Practices and bring examples	SJSD	Staff examples of Qtr. 1 and 2 usage/implementation
Feb. 14	SJSD PD	SJSD & Lawrence	TBD	n/a	Staff implementation and follow up
Mar. 9,10 23,24	#Backtothebasics  Math Focus	Lawrence	PD on Math Review, # of the day, basic workshop model components, DMI Math Strategies, math practices, # sense	n/a	Staff implementation  Classroom observations

JEPD Topics: #BACKtotheBASICS

Reading Plus PD with Nancy Beach, Technology PD needed for Makerspace and Google Tools, iReady Standards Mastery, 2019-20 iReady Updates, Principal/Teacher Data Chats & Teacher/Student Data Chats from iReady, Monitor Data in Lexia and iReady

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

**\*\*What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:**

**Bright Bytes Tech Survey Data: Oct. 15-Dec. 25**

\*Hyde had 23 teachers respond to the survey and 72 students respond to the survey.

\*Conclusions: The data matches what we learned as a staff when we completed our collegial data walks this year during JEPD. The link to work on more is "innovation" and the "teachers use of the 4 C's" on a consistent basis with fidelity. There are multiple pockets of this happening in the building, however, it needs to be seen building-wide.

\*Teacher Creativity: Asking students to create with technology

\*Teacher Critical Thinking: Asking student to collect and analyze data

\*Teacher Collaboration: Asking students to collaborate online with classmates, teachers, and other schools

\*Teacher Communication: Teachers asking students to get feedback from others in the classroom, from someone other than themselves, and to communicate online, use the internet to receive information, using e-portfolios, and teachers asking students to write online

i.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 12 PM	PBL	Lawrence & CC	Grade Level Collaboration and writing PBL's	n/a	
TBD	PBL	SJSD	Send 3 more to training	n/a	
Oct. 7,8 21, 22	Building-wide RTI	Lawrence	What does authentic and effective RTI look like?	n/a	
Sept. 27	Engage Summit	SJSD	Innovation Topics	n/a	
Feb. 14	District PD		TBD	n/a	

JEPD Topics: #BACKtotheBASICS

PBL  
RTI

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

**\*\*What intervention strategies are in place in your building? What supports need attention? Provide details here:**

Building MTSS Team

RTI Time

Inclusion

Need:

Define Tier 1, Tier 2, and Tier 3 intentional intervention strategies

BrightBytes

MTSS

Hyde Best Practices and Expectations

Mental Health Awareness

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 8-Oct. 31	Book Study "What about Billy"	Lawrence and staff	Book study	\$21.00 x 30 \$630.00	Protocol and Discussion
Aug. 8-Oct. 31	BLT Book Study	Lawrence and BLT	Leadership Text	\$28.00 x 12 \$336.00	Protocol, discussion, presentation to all staff
Various Dates	What is Inclusion	Lawrence, Sped staff, PC, and Thomason	Train staff on their role to inclusion	n/a	Implementation, Instructional Rounds
Various Dates	Comfort Corners, Student Self-Regulation, and Sensory Walk	Lawrence and West	Train Staff and model usage	n/a provided with Rotary Grant	Implementation and collegial visits

Various Dates	Being Trauma Informed	Lawrence and Jean West	Continue PD on trauma informed decisions	n/a	n/a
Various Dates	Conscious Discipline	Presenter and Lawrence	Connecting Conscious Discipline to PBIS - Videos	Unknown at this time	Office Referrals Staff implementation Student and staff feedback

JEPD Topics: #BACKtotheBASICS

What is Inclusion? (Thomason)

What does a good referral look like? (Thomason)

Tier 1,2,3 Instruction Review (pre/post data collection)

Crisis Cycle - Gary Murphy

Comfort Corners, Student Self-Regulation, and Sensory Walk – Jean West

PBIS & Conscious Discipline

**Lindbergh Elementary School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

Reading Data:

- For the academic year Lindbergh has 69% of our population demonstrating Annual Typical Growth attainment.
- Our total population K-5 has 21% of students in Tier 3(At Risk). There is 79% performing academically on level needing Tier 1 and 2 supports.
- Lindbergh has 53% of K-5 students passing lessons at a 70%-100% pass rate.
- In grades 1, 3, and 5 students demonstrated growth on their diagnostic placement from diagnostic 1 to diagnostic 2.
- Lexia usage as of April 1, 2019 is at 40% for our students K-5.

Math Data:

- For the academic year Lindbergh has 67% of our population demonstrating Annual Typical Growth attainment.
- Our total population K-5 only has 17% of students in Tier 3(At Risk). There is 83% performing academically on level needing Tier 1 and 2 supports.
- Lindbergh has 79% of K-5 students passing lessons at a 70%-100% pass rate.
- In grades 3, 4 and 5 students demonstrated growth on their diagnostic placement from diagnostic 1 to diagnostic 2.
- 

Goals:

1. Increase student pass rate when comparing to time on task.
2. Increase differentiation that will support meeting the needs of students for reaching Annual Typical Growth and Annual Stretch Growth.

Strategy for attaining goal:

1. Grade level develop an organizational structure to the workshop model for the week to ensure opportunity to meet the minutes required for iReady.
2. Grade level develop a consistent practice for monitoring iReady usage and pass rate during the daily setting.

3. Grade levels will develop a consistent practice for using Instructional Groupings to plan and instruct differentiated groupings.
4. Grade levels will review weekly during Teaming Time on Task, Student Pass rates, and check in on usage of Instructional Grouping skills to be taught in small group. Develop a way to monitor mastery.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Weekly Teaming (JEPD) meetings	Teaming  Student progress reflection and goal setting	Principals , Teachers, Interventionists	Teachers will use the first 10 minutes of Teaming to reflect on student iReady and Lexia data; time on task, pass rates, units achieved, domains/lessons of struggle. We will develop and use a discussion protocol to enhance opportunity for consistent procedures within the classroom and building to increase student usage and usage of Instructional groupings for differentiation.	N/A	N/A
September Instructional Council Meeting	Homework	Instructional Council Members, Principals	Grade levels will share grade level expectations, accountability measures, homework protocol to develop family friendly practices that are consistent across K-2 and 3-5 to support parent involvement.  Consistent practice to consider: Packet Day of week Length of time for completion Quantity Practicing critical thinking	N/A	N/A



Ongoing	Homework	Classroom teachers, principals	<p>Students will be provided homework, 20 minutes per night, to provide the opportunity to engage families in staying connected to their student's learning, give students effective rehearsal and repetition on skills, and strengthen responsibility and build stamina on skills for study and review.</p> <p>Homework will be purposeful providing students with opportunities to engage with someone to reinforce 4 C's and real world application of priority standards.</p>	N/A	Review data for improvement in standards which align to homework provided.
Aug.-Ongoing	<p>Teaming</p> <p>Scaffolding consistent strategies for student accountability for learning</p>	All staff, principal	<p>During the initial Teaming (JEPD) collaborative time members will share current practices on holding students accountable for learning and to assist with monitoring progress from the teacher.</p> <p>Throughout the year Lindbergh's culminating established accountability practices will drive analytical discussions when reviewing student work on independent tasks to design classroom activities and sequence all the essential steps necessary for mastery of learning standards and learning targets within BYOC. Student work will allow for making their thinking visible during diagnostics, for teacher feedback, and identifying miscues and misconceptions.</p>	N/A	Rigor and Relevance Framework
August - ongoing	Vertical Teaming	All staff, principals	Vertical teams will consist of K-5 teachers, interventionists, Rti reading specialist, and special education department to promote inclusive learning practices. Vertical alignment will be organized for each team (K-2 and 3-5) consisting of classroom teachers, interventionist, and special education teachers. The Rti reading specialist will work with the K-2 team. These teams will focus on sustaining district and building level	N/A	<p>Review and analyze student progress through independent student tasks.</p> <p>Hallway display feedback protocol</p>

			<p>professional practices in reading, writing, math, and science.</p> <p>Teams will develop a monthly agenda during the first Vertical Team meeting that will drive their opportunities to plan in these content areas during one month and then use the following month to display student learning for the benefit of teacher understanding through Hallway Display Learning Rounds.</p> <p>Teachers will use Professional Practice Feedback forms to provide feedback to colleagues and for individual professional learning.</p>		
August 2018-ongoing	Instructional Council  Identifying action teams and deploying action plan for SY	Instructional Council members, principals	<p>The Instructional Council team will review the School Improvement Plan to determine action teams required for deploying action plans for implementation and monitoring.</p> <ol style="list-style-type: none"> <li>1. Grant writing</li> <li>2. Career Fair</li> <li>3. Start Strong</li> <li>4. Conscious Discipline</li> <li>5. Skill Building (Expectation Lessons for Consistency)</li> </ol> <p>The Instructional Council will use a protocol for meetings to identify needs/weaknesses and develop plans for building growth using procedures and forms necessary for action steps. This teams work will occur once a month and be centered around data teaming results on students' progress.</p>	N/A	Action team leaders will report progress of plans to Instructional Council.
September, April	Data Consults SLO, Growth Plan	All certified staff	During grade level collaborative teaming and data consults teachers will develop goals to increase student learning outcomes during a cycle. Team	<b>Building PD Fund</b>	The teacher/grade level team will identify and document strategies for student growth and the post

Dates TBD			<p>goals will align to Missouri Learning Standards and identified as grade level priority standards within BYOC. (25% prerequisite, 50% on level, and 25% stretch)</p> <p>Growth Plans, Data Reflection Sheet, SLO, Reflection of Professional Learning</p> <p>Data Consults will drive personal learning growth for educators and an opportunity to see academic progress through data results.</p>	<b>Rotating Subs- \$500</b>	<p>test will determine impact of strategies for student growth.</p> <p>Student progress will be monitored using data from iReady and Lexia. Teacher data will show consistent usage and improvement in student pass rate. Data and results in these consults will determine and guide data cycles.</p> <p>Student discipline and attendance data will be analyzed.</p> <p>K-5: Individual teachers and grade levels will increase the number of students performing on grade level.</p>
Ongoing	Tier 3 instructional supports	RTi reading specialist, interventionists, RTi block teachers	<p>Through the MTSS process interventions will be offered for student growth. The MTSS team will determine cut scores and time frames for tracking growth. Those not meeting these requirements will be referred to the Tier 3 team for instructional supports.</p> <p>These instructional supports will provide appropriate instructional strategies for home and school. Independent level practice materials in reading and math for at-risk level students will be sent home to reinforce student practice. The at-risk student will only be required to complete Tier 3 homework, not grade level homework. There will be communication home explaining students differentiated homework.</p>	<b>N/A</b>	<p>There will be follow up data reviews scheduled on each student to monitor strategy implementation level of success with Rti team and teachers.</p> <p>Rti teachers will review student progress at a minimum of three times to determine progress for continued intervention or release from Tier 3.</p>

Ongoing	Teaming Data Cycles	Classroom teachers, interventionists, Rti reading teacher, Instructional Council, principals	<p>After the first iReady diagnostic and Lexia placement grade level teams will use student profiles and teacher observations to group students for instructional strategies. Teachers will identify student learning traits and develop plans for trait weaknesses.</p> <p>All teachers will review existing and present level data to determine areas of growth for goal setting. The fidelity of reviewing iReady, Lexia, student work will be relevant in monitoring progress.</p> <p>District best practices (workshop models, balanced math and literacy, small group differentiation) and Missouri Learning Standards will continue to be at the forefront of implementing instruction while integrating the 4 C's and innovative practices for growing 21<sup>st</sup> century learners.</p> <p>Teachers will identify priority standards for which standard mastery assessments will be deployed and identify dates for deployment for the SY.</p> <p>Reviewing data will happen at a minimum of 2 times per month.</p>	N/A	<p>Instructional Council will review data and implementation of Rti results.</p> <p>Collegial Observations</p> <p>iReady and Lexia PD</p>
August	<p>Development of Rti guidelines for identifying students' needs for growth</p> <p>K-2 Flyer and 3-5 Start Strong Guidelines</p>	Instructional Council	<p>Teachers will work to identify key components that will support critical decisions when determining differentiated groups for RTi model K-5.</p> <p>Teachers will use personal learning path platforms, iReady and Lexia, to drive instructional decisions during Rti. Homeroom teachers will provide student profiling of next steps to guide small group instructional plans.</p>	N/A	N/A

Sept.- Ongoing	RTi model “Start Strong”	All staff, principals	<p>Staff grades 3-5 will provide 30 minutes daily RTi “Start Strong” block and utilize flexible grouping across grade levels. The block will work to develop skills with at risk/below level students and extend on grade level and beyond students with STEAM activities. The activities will provide interdisciplinary experiences that will expand using the 4 C’s.</p> <p>Staff grades K-2 will provide 30 minutes daily RTi “Start Strong” block and utilize flexible grouping across grade to develop below level learners. Once the student is on grade level extension activity groups will be formed to provide STEAM activities.</p>	N/A	Review quarterly data (Identified Key Components) for who meets the requirements for the extension activities of “Start Strong”.
September 2019- Staff Meeting	Review MTSS referral process	MTSS team, principals	The referral process will be explained for identifying students, action steps for collecting data to determine next steps for student success, and tracking tool for determining student growth.	N/A	N/A
September	Teaming Brightbytes	All staff	<p>Teachers will use Brightbytes to initiate the MTSS process when a student is demonstrating a lack of progress compared to the average peer.</p> <p>Interventionists and MTSS team members will provide professional development to input student concerns, hypothesis, strategies, etc.</p>	N/A	<p>Review of teacher input for student in Brightbytes.</p> <p>Follow up professional development throughout the year as needed.</p>

Ongoing	MTSS process	MTSS team, teachers, principals	<p>Teachers will identify students with academic weaknesses through the use of iReady, Lexia, observation notes, and student independent work.</p> <p>The MTSS process will be deployed at the beginning of the year during all collaborative practices; Teaming, teacher collaborative plannings, Vertical Teaming, Instructional Council, Care Team, etc.</p> <p>Lindbergh will consistently use collaborative efforts on a daily basis to strategize practices, interventions, and plans to support all students to make behavioral and academic success.</p> <p>The MTSS team will meet bi-monthly to review referrals where Tier 1 strategies are being carried out with fidelity by the teacher and showing minimal impact on student success. Follow the process for referring a student to the MTSS team.</p>	N/A	N/A
<p>Fall 2019-4-5 meetings</p> <p>Dates TBD</p>	Jump Start/KinderClub-current students requiring additional supports	Kindergarten teachers	Lindbergh Jump Start/KinderClub is available for current students identified by United Way-Success by 6 programming/requirements. This opportunity allows kindergarten to receive additional support with specific needs in kindergarten.	Tutoring Budget-Cost TBD based on number of teachers	<p>Jump Start enrollment and attendance numbers.</p> <p>Student academic gains for grade level performance.</p>

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

- Teachers produced PBL lessons quarterly during 18-19 SY.
- This was the first year teachers worked through a Learning Study with the curriculum advisors to develop a PBL lesson and opportunity for a Learning Round at each grade level.
- Fall Data Survey at the district level indicates high percentage (61%) of teachers that do not believe they are engaging in collaboration with students.
- The Fall Data Survey indicates teachers (49%) would like to know what online tools can enhance critical thinking.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
1 (1/2) day per teacher  Date TBD	Personalized Learning	Teachers, principals	Teachers will identify a topic for learning framed around current professional development or an interest identified through personal reflection.	<b>Title I Fund</b> <b>33 ½ day</b> <b>subs X \$50</b> <b>(daily cost</b> <b>for ½ day)</b> <b>= \$1650</b>  <b>26 sections</b> <b>3 specials</b> <b>4 special</b> <b>education</b>	Teachers will provide professional development to the staff during collaborative planning, Vertical Teaming, and/or staff meeting.  Information will be shared with Instructional Council for the benefit of future professional learning building wide.

2 (1/2) days per teacher  TBD	Lesson Study- PBL & 4 C's	Curriculum advisors, principals	Teachers will be led through a lesson study of implementing 4 C's into their lesson design and developing PBL with multiple disciplines and standard integration.	<b>66 ½ day subs X \$50 (daily cost for ½ day) = \$3300</b>  <b>Title 1 Fund=2300 Building PD=1000</b>  <b>26 sections 3 specials 4 special education</b>	Teachers will use professional learning to guide a systematic approach to proactively embedding the 4 C's in to their lesson design for consistent exposure in all contents. Observe during walk through.
Ongoing Review  Development September	Instructional Council Meeting  Review and Development of Innovation Configurations	Instructional Council	Teachers will develop and use Innovation Configurations to guide collegial learning through observation, discussion, and feedback protocol.  Review during IC meetings: Workshop Text Complexity Vocabulary Non-Fiction  Identify and develop how the PBL rubric should be used as an Innovation Configuration for PBL and 4 C's		After Learning Rounds are complete. Teachers will be asked what their action steps for implementation will be for their ongoing learning and application. The action steps will be visible on daily lesson plans.



<p>October, November, January, February, March</p> <p>Dates TBD</p>	<p>PBL and 4 C's Observations</p> <p>Teaming collaborative conversations</p>	<p>Principal, Teachers</p>	<p>Teachers will perform collegial observations during one teaming session for these months in the area of PBL's and lessons designed with the 4 C's.</p> <p>Grade level teams create PBL's and assess with cross-disciplinary rubric.</p> <p>Teachers will use the anchor text PBL in the <u>Elementary Grades Authentic Learning Experiences</u> as a reflective tool for continued learning during teaming.</p> <p>Resources will be made available for staff who elect to go deeper with the learner from previous professional development via book studies.</p>	<p>N/A</p>	<p>Observation tool: Catalina Foothills Deeper Learning Proficiencies (DLP) Rubrics</p> <p>Post observation debrief</p> <p>Resources for deeper learning: <u>Setting the Standard for Project Based Learning</u> by Larmer, Mergendoller, and Boss</p> <p><u>Implementing Project-Based Learning</u> by Suzie Boss</p> <p><u>The Innovator's Mindset</u> by George Couros</p> <p><u>#EdJourney: A Roadmap to the Future of Education</u> by Grant Lichtman</p>
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September or early October:  Date TBD	Career Fair	Team	Teachers will develop, with student assistance, a fair for showcasing different careers to provide an experience of exploration and igniting possible interests while teachers build relationships with professionals in the community to rely on as they develop and teach PBL lessons.	<b>N/A</b>	Student survey
November 1- PD	Design Thinking	Jerri Fischer, Principals	<p>Mrs. Fischer will provide professional development during a professional development day and staff meeting.</p> <p>Teachers will engage in a Learning Round during Teaming.</p>	<b>N/A</b>	Staff survey

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

- MTSS Referrals
  - 11 Behavioral demonstrating 7 successful plans reducing behaviors
  - 2 Academic demonstrating growth to date
  - 0 students referred for special education
- August 2018-April 10, 2019 Lindbergh currently has 688 office referrals.
  - Fighting- 110
  - Assault-119
  - Disrespectful-303
  - Distributive-109
  - Elopement-20

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Ongoing	Care Team	Care Team-Principals, Counselor, Nurse, Family Guidance, CAC FIC	<p>The Care Team will collaborate once a week or as needed to keep lines of communication open and current by monitoring at-risk student performance and family needs.</p> <p>Action Plans will derive from attendance concerns, behavior concerns, lack of basic needs not being met.</p>	N/A	

Ongoing	Mentorship Program	Lafayette counseling staff, Lafayette students, Lindbergh counselors, principals	<p>Lindbergh will partner to develop a mentorship program to connect Lafayette students with an identified struggling Lindbergh student. The program will offer opportunities for support on reflecting on student academic achievement and emotional frustrations as a student.</p> <p>The program guidelines for the Lafayette students will be established during a beginning of the year meeting with counseling staffs and principals.</p> <p>The Lafayette students will share insights with counselors and administrators to inform about possible strategies for the school staff to have a stronger relational impact for academic and behavioral improvements.</p>		<p>Academic progress (iReady, Lexia, grades)</p> <p>Attendance</p> <p>Discipline referrals</p> <p>Insight Tool- to be developed</p>
End of each month	New Student Mixer	Family Involvement Coordinator, Counselor	A new student mixer will be held quarterly for students new to Lindbergh which will give the new students a chance to collaborate and learn who can help them with problem solving in the building.	Title I Funding \$200	
Quarterly	Assemblies	Student Council and counselor	<p>Lindbergh will hold quarterly student assemblies to reinforce</p> <ul style="list-style-type: none"> <li>• Positive character traits</li> <li>• Attendance (celebrations/awards)</li> <li>• Building Expectations</li> <li>• Special holidays (Veteran's Day)</li> </ul>	<b>Instructional Fund Supplies \$300</b>	<p>Attendance Data</p> <p>Discipline Data</p>
September	Quarterly Awards	Instructional Council, Principals	Formulate a list of quarterly awards for each grade level for consistency at awards ceremonies.	N/A	N/A
Ongoing	Character Coins	All Staff	Staff will use Character Coins to promote Conscious Discipline language "I noticed.." based on guidance lesson character trait taught each month. One student per class will be recognized.	<b>Instructional Fund \$300</b>	

			<p>Teachers will support the counselors during guidance lessons to remain consistent in building wide initiative to develop character traits.</p> <p>The counselors will promote the Character Trait on their bulletin board outside L. Cole office, front entrance bulletin board, and during morning announcements.</p>		
Ongoing	Home & School Connection	Teachers and Family Involvement Coordinator	<p>Teachers will use a Friday Folder system to be used for effectively communicating to parents/guardians with weekly updates, attendance, work habits, and individual academic progress.</p> <p>Communication template will be provided to new teachers during Success Cadre.</p> <p>Family Involvement coordinator will use a building wide Newsletter to communicate with families on upcoming events, grade level learning standards, PBL experiences, attendance, etc.</p>	N/A	N/A

Ongoing	Parent/Guardian Communication Center	Family Involvement Coordinator	Lindbergh will provide assistance to families at the welcome desk to better communicate and keeping our families informed.	N/A	
Ongoing	Partnership Connections	Family Involvement Coordinator, administrative assistants, counselor, fine arts, principals	<p>Lindbergh will host annual events for our business partners in an effort to maintain communication and collaboration between school and community.</p> <ul style="list-style-type: none"> <li>• Partnership breakfast</li> <li>• Lunch and Learns (Conscious Discipline)</li> <li>• Student mentor luncheon</li> </ul>	<b>Office of Principal Services</b> <b>\$500</b>	
2 <sup>nd</sup> quarter	Parent/Teacher Conferences	Principal, classroom teachers	<p>Lindbergh will hold end of quarter 2 conferences with parents for students performing below grade level and lack of progress determined by annual typical growth in iReady and/or units gained in Lexia. This collaboration between teacher and family will continue to drive an action plan for student improvement and success at the specific grade level for grade level promotion.</p> <p>These are proactive conferences before 3rd quarter if teachers are suspecting retention or delayed decision due to a lack of progress determined by comparison of average peer growth.</p>	N/A	N/A

September 17 4:00-5:00	Conscious Discipline	All staff	Jill Molli will provide a 1-hour session based on the feedback from staff learning during 18-19 SY.	N/A	This experience will provide an opportunity for clarification of our learning and motivation for implementation.  Staff Needs Assessment
Monthly	Success Cadre, Teaming(JE PD)  Conscious Discipline-Building Resilient Classrooms	All staff	Staff will participate in Conscious Discipline eLearning and CD FAQ during Teaming and Staff Meetings.  Staff will be provided one meeting day a month during Teaming to engage in Conscious Discipline learning and implementation practices.  Resources will be made available for staff who elect to go deeper with the learning from this experience via book studies or grade level conversations.	N/A	Staff will use the workbook to go along with the eLearning and reflect and discuss on their new learning during Teaming monthly.  Resources: <u><i>Easy to Love, Difficult to Discipline</i></u> by Becky A. Bailey, PhD  <u><i>Creating the School Family</i></u> by Becky A. Bailey, PhD  <u><i>Managing Emotional Mayhem</i></u> by Becky A. Bailey, PhD

September, October	Conscious Discipline PD-New Teachers	New Teachers, behavior interventionist, counselor, principals	New teachers will go through eLearning training in Conscious Discipline for professional learning on CD practices, structures, and language.	Building PD \$1400  2 full days per teacher	Teachers will use the workbook to go along with the eLearning and reflect and discuss on their new learning during each session.  Teachers will develop structures in the classroom that will be observable during collegial and mentor walkthroughs.
Back to School Meeting	SAW will reflect on the behavior expectations (matrix) for Lindbergh to aid in lesson development.	Counselor, action team members, Principals	An action team will work together to develop behavior expectations lessons that will reinforce the expectations for all settings through the use of modeling and interactive social contracts.  Lesson Plan template provided.	N/A	Teachers will submit lesson implementation form to counselor for lesson follow up during monthly guidance lesson.
Back to School Meeting and monthly meetings	Conscious Discipline Structures and Rituals	Conscious Discipline Action Team, principals	Develop an implementation map for building consistency through interactive lessons to promote fidelity of usage of structures and rituals.  Counselors and specials teachers will use a portion of lessons to promote and reinforce structures and rituals within their setting for fidelity of language and practices.		Staff will share, discuss, and reflection on activities implemented within the classroom and behavior data.



Ongoing	Lindbergh Family Time	All staff	<p>There will be a specific time bi-monthly for Family groups to focus on engaging with students in a playful manner with a meaningful task to build family unity across departments and grade levels.</p> <p>There will be an identification process for teachers to submit names of those needing time with students during these sessions to build stronger connections to promote student success and healthier relationships.</p>	N/A	N/A
Ongoing	Conscious Discipline Rituals and Procedure Development	Staff, Principals	Teachers will provide students with a healthy morning routine using Conscious Discipline using rituals for the first 10-15 minutes that supports a calm welcoming environment that embraces mindfulness techniques of being present in the moment.	N/A	N/A

## Mark Twain Elementary School 2019-2020 Student Performance Action Steps

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

MATH		
<b>MAP 2018 Math Results:</b> ⇒ 5.8% Advanced ⇒ 18% Proficient ⇒ 36.4% Basic ⇒ 39.8% Below Basic	<b>2018-2019 BOY I-Ready Math Grades 3-6 Results:</b> ⇒ 15% Tier 1 ⇒ 45% Tier 2 ⇒ 40% At Risk	<b>2018-2019 EOY I-Ready Math Grades 3-6 Results:</b> ⇒ 40% Tier 1 ⇒ 46% Tier 2 ⇒ 15% At Risk
According to the MAP data from Spring 2018, 40% of our students scored below basic in math, which directly correlated with the I-Ready BOY diagnostic. Although we were able to transpose those percentages from 40% At Risk to 40% in Tier 1, there is little to no movement in the percentage of students in the Tier 2 category. Additionally, when looking at the literacy data below, math scores are overall lower on both the MAP and I-Ready diagnostic assessments.		
LITERACY		
<b>MAP 2018 ELA Results:</b> ⇒ 8.2% Advanced ⇒ 24.2% Proficient ⇒ 48.3% Basic ⇒ 19.3 % Below Basic	<b>2018-2019 BOY I-Ready ELA Grades 3-6 Results:</b> ⇒ 25% Tier 1 ⇒ 41% Tier 2 ⇒ 34% At Risk	<b>2018-2019 EOY I-Ready ELA Grades 3-6 Results:</b> ⇒ 48% Tier 1 ⇒ 32% Tier 2 ⇒ 20% At Risk
According to the MAP data from Spring 2018, students scored higher overall in ELA than in math. The percentage of students scoring Basic almost directly correlated with students scoring in the Tier 2 level on their BOY I-Ready ELA diagnostic. A larger amount of students were able to shift from Tier 2 to Tier 1 between the I-Ready BOY and EOY diagnostic.		

Ultimately, our building data indicates that a majority of our students remain below Tier 1, and Tier 2 tends to remain stagnant. Overall, math demonstrates a greater need for targeted interventions.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
2019-2020 School Year	NEE	Principal, Teachers	Network for Educator Effectiveness (NEE) will be utilized as a platform to conduct teacher evaluations, provide growth feedback, resources for professional development, and a template to complete professional development plans.	N/A	Completed professional development plans and five teacher evaluations with feedback during the 2019-2020 school year.
2019-2020 School Year	I-Ready & Lexia Implementation	Principal, Teachers, Curriculum Advisors	I-Ready & Lexia will provide a personalized learning path for students targeting individualized instruction.	N/A	Reports- student growth, lessons passed. Data teaming- teachers will analyze usage, lessons passed, and diagnostic data to guide instruction and small grouping.
2019-2020 School Year	Math Solutions	Principal, Teachers, District Support	Teachers will receive training in Math Solutions which will be implemented in their daily math instruction.	SJSD	Increased percentage of students performing in the Tier 1 & 2 categories for I-Ready Math and scoring proficient or higher on the math portion of the MAP.
7/24/2019 7/25/2019 8/27/2019 10/2/2019 12/4/2019 1/15/2020 2/13/2020 4/2/2020	Blended Learning	Glenda Monachino, Teachers	One kindergarten & one 1 <sup>st</sup> grade teacher will attend Blended Learning modules 1.0 & 3.0, one 2nd grade teacher will attend module 2.0 to gain a deeper understanding of blending face to face with online learning and creating personalized learning paths using this approach.	SJSD	Strategies shared during job embedded. Application evident in walkthrough observations.
2019-2020 School Year	Learning Rounds	Principal, Teachers	Colleagues will collect descriptive, non-evaluative information.	\$800 Subs Mark Twain PD	Reflective process during job embedded. Application evident in walkthrough observations.
2019-2020 School Year	Implementation of Data Notebooks	Students, Teachers	Teachers will guide students in tracking their own data for ELA and math using data notebooks to create goals and monitor growth.	N/A	Teachers will be responsible for meeting with students on a regular basis to help facilitate data notebooks- evident by walk through observations and student examples brought to the data table during job embedded.

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

- ⇒ Curriculum and professional development implemented within the building are aligned with the 4C's.
- ⇒ Teachers currently implement project based learning in their curriculum and produce a minimum of one project each semester.
- ⇒ In the 2018 Gallup Student Poll, our school increased the overall Entrepreneurial Aspiration Grandmean by .07%
- ⇒ Students have successfully participated in authentic learning experiences such as coding, PBL's, & STEAM activities.
- ⇒ Staff members are responsible for participating in data teams, job embedded and professional growth & development.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
2019-2020 School Year	Data Cycles	Principal, Teachers	Teachers will use data from I-Ready, Lexia, and student data notebooks to develop targeted learning goals and appropriate groupings for students.	N/A	I-Ready diagnostic growth data, Lexia lessons passed
2019-2020 School Year	Digital Citizenship	Principal, Counselor, Teachers	Common Sense Education- students in grades K-6 will receive curriculum over self image & identity, relationships & communication, digital footprint & reputation, cyberbullying, informational literacy, internet safety, privacy & security, and creative credit & copyright.	N/A	Digital Citizenship unit assessments, team review of student and teacher feedback
Sept. Oct. Jan. Feb. 2019-2020 (ongoing)	PBL Buck Institute	6 teachers will participate in PBL training during the 2019-2020 school year.	Lead Buck Institute teachers will guide discussion at the job embedded table using the Buck Institute Project Design Template and Checklists.	SJSD	Implementation of 2 PBL's, minimum requirement 1 PBL per semester. Principal will observe roll out or presentation for each PBL.

2019-2020 School Year	NEE-Personalized Professional Growth	Principal, Teachers	Teachers will research and engage in innovative practices to enhance their teaching strategies in relation to the 4C's.	N/A	Professional development plan due in NEE Spring 2020
9/27/19	Engage Summit	Principal, Teachers	Teachers will have the opportunity to share resources and expertise on various topics with fellow educators to enhance professional learning experiences. Staff members will have the opportunity to participate in personalized PD by choosing from a menu of topics.	SJSD	Option to present  Reflection in professional development plan

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

**Intervention strategies in place:**

- ⇒ Students currently access RTI Reading & Math on a daily basis. The determination for need comes from I-Ready data along with data discussion during job embedded.
- ⇒ Students are referred to the MTSS team when academic or behavior needs arise, strategies are implemented to address student needs.
- ⇒ Mark Twain recently implemented a set of school-wide behavior expectations called Eagle Expectations and is working to expand on the PBIS framework.

**Supports that need attention:**

- ⇒ Trauma
- ⇒ Fully implementing Brightbytes with the MTSS process
- ⇒ Continuation of PBIS framework

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
2019-2020 School Year	PBIS	Principal, PBIS team	Principal and staff members will attend the 2019 PBS Summer Institute and meet monthly throughout the school year to evaluate and implement schoolwide positive behavior supports.	Building PD	PBIS team will continue to implement school wide behavior expectations (Eagle Expectations), publish matrices, intergrade student incentives, and improve the percentage of office referrals through a proactive approach of teaching expected behaviors.

2019-2020 School Year	MTSS (Multi-Tiered System of Supports)	Principal, MTSS Team	MTSS Team will meet bi-monthly to discuss at-risk students and create support plans to address academic, behavioral, social/emotional, and attendance concerns.	N/A	Teachers and staff will participate in the MTSS process by assessing student needs in the tier 1, 2, & 3 setting, submitting appropriate data, and participating in the planning process.
2019-2020 School Year	Implement Eagle Care Team	Care Team: Principal, Nurse, Counselor, Family Involvement Coordinator, Behavior Interventionist, Secretary	Mark Twain will develop a care team that meets bi-weekly to discuss student needs within the building.	N/A	Implementation of care team will create a proactive approach to meeting students' physical, social, and emotional needs, which will lead to a decreased percentage of office referrals, and an increase in student attendance.
2019-2020 School Year	Trauma Training w/ Jean West	Principal, Staff, Jean West	Jean West will present staff members with trauma informed practices during job embedded.	Building PD	Successful use of proactive and deescalation strategies.

**Oak Grove Elementary School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

iReady Building Results	Reading			Math		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Diagnostic 1	42%	46%	12%	33%	56%	10%
Diagnostic 2	62%	32%	6%	57%	39%	4%
Diagnostic 3	76%	17%	7%	73%	23%	4%

iReady diagnostic data indicates that we were effective in moving students from tier 2 to tier 1 over the course of the school year in both Math and Reading. We saw a decrease in students in the tier 3 category from diagnostic 1 to 2; however, we were stagnant from diagnostic 2 to 3. While I am pleased to see the percentage of students in tier 3 is small in both content areas, I would like to dig more deeply to determine which students remained in tier 3 and what we could be doing to further support their growth. These conversations can and should be taking place at the grade level data team collaboration meetings.

Lexia Building Results	Above GLM	In GLM	Below GLM
Beginning of Year	10%	33%	57%
Current	45%	40%	15%

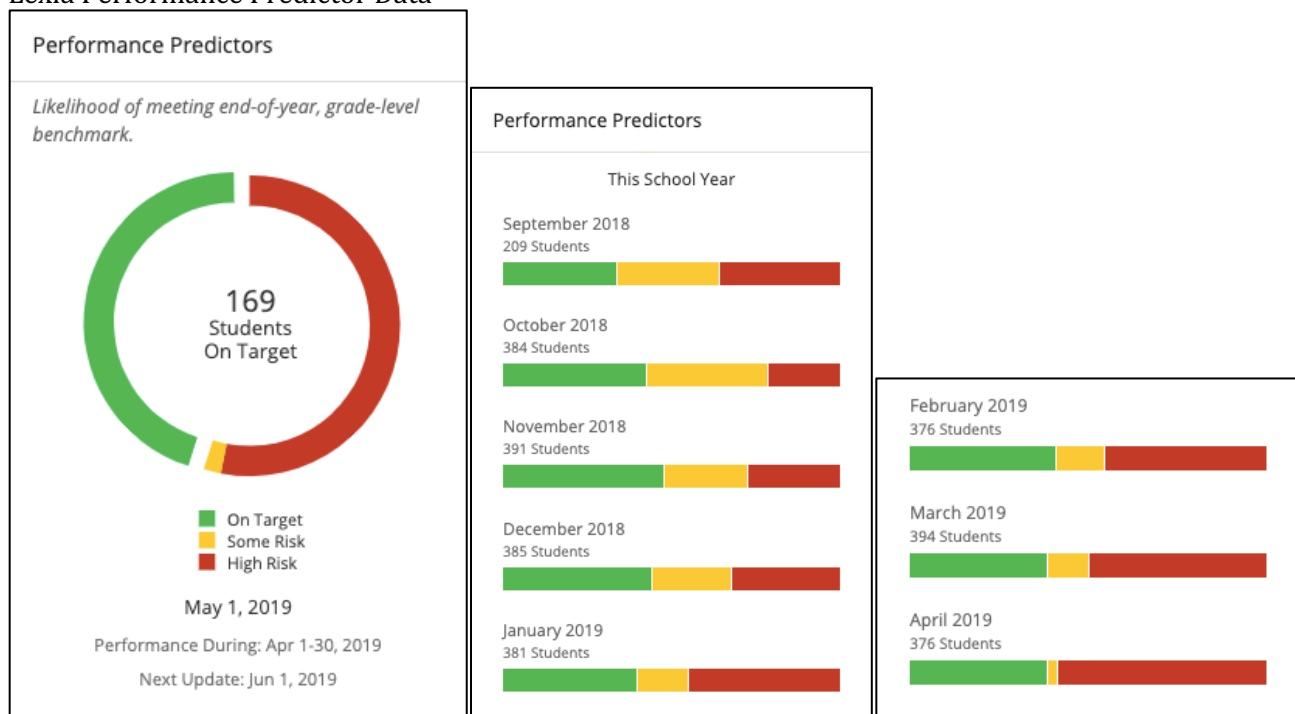


Lexia data indicates that we moved a significant percentage of students out of the Below GLM category from the beginning of the year to our current date. 85% of our students are currently performing in or above grade level material, and this is exciting to see. When looking at the next data set, I see opportunities to move even more students in to the Above GLM category.

Lexia Building Usage-Goal is 60%								
August	September	October	November	December	January	February	March	April
63.7%	52%	59.3%	60.8%	58.3%	54%	49.5%	55%	61.25%

Building usage in Lexia is an area where I have identified a huge opportunity for growth. Oak Grove only met the usage goal in August, November and April. I plan to drill this data down even further and determine where the classroom and grade level issues may lie. I have also been examining staff log-in information to better understand which staff members are using Lexia data at high levels to plan for instruction and who may be in need of additional support in this area.

#### Lexia Performance Predictor Data



The Lexia Performance Predictor Data report indicates that the percentage of students at high risk for meeting end of year and grade level benchmarks increased as the year progressed. This does not directly correlate with our usage reports; however, January, February and March were three of our lower usage months with three of our largest percentages of high-risk students. Usage and performance typically go hand in hand; therefore, by addressing our usage concerns, we may directly impact performance results as well.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
August 2019 and ongoing	Data Cycle Development	Arnold, Lake, K-6 Teachers	Identify priority standards, set data cycle dates and schedule Standards Mastery assessments	n/a	iReady Data
Ongoing	Collaborative Data Teams	Arnold, Lake, K-6 Teachers	Cyclical meetings to analyze data and collaborate regarding effective instructional practices and strategies. Discuss usage reports and strategize for increased implementation.	n/a	iReady Data Lexia Usage and Performance Predictor Data
Ongoing	Teacher Toolbox Exploration	Arnold, Lake	Dig deeply into iReady Teacher Toolbox and plan for differentiated instruction. Consider how we can better meet the needs of Tier 3 students.	n/a	iReady Data
Ongoing	Data Chats	Curriculum Advisors	Work with curriculum advisors to coach teachers through the data chat process to improve goal setting conversations and overall student performance.	n/a	iReady Data
Ongoing	Reading Plus	Curriculum Advisors, 3-6 Teachers	Explore Reading Plus program to provide opportunities for students completing Core 5	n/a	Lexia Data, Reading Plus Data
Ongoing	Workshop Model & Anecdotal Records	Curriculum Advisors, K-6 Teachers	Revisit key components of the workshop model and analyze examples of anecdotal records in each content area	n/a	Classroom Observations, Collaboration Discussions

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

Staff members were required to complete one PBL each semester this year. Post-PBL conversations indicated that teachers feel inadequate in creating and delivering effective PBL units and would like additional support moving forward. During our November building professional development day, staff also identified the need for additional professional development in PBL and the 4 Cs as we unpacked the SJSF Foundational Practices. They also articulated a strong desire for more time to plan for PBL with grade level teams. Additionally, the staff expressed an interest in studying and implementing opportunities for more real world and interest-based learning. Finally, teachers shared a desire to learn more about the Maker Movement and better understand how they can integrate curriculum standards into these creative and authentic learning experiences.

BrightBytes survey data for Oak Grove Elementary indicated growth opportunities in the follow areas:

- Teachers ask students to collaborate with teachers online
- Teachers feel recognized for integrating technology
- Teacher reported ease of collaborating using online documents

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
September November January March	PBL Development	Curriculum Advisors	Provide PBL development support, as well as assistance during reflection and revision.	n/a	Classroom Observations, Staff Reflection Survey
August September November February	Maker Mindset and Other Innovative Tools	Curriculum Advisors	Launch MakerSpace and Design Challenge support. Model use of various technology pieces incorporated in the MakerSpace and for regular classroom use. Identify curricular tie-ins.	n/a *Technology pieces have been purchased out of 18-19 budget	Classroom Observations, Student Satisfaction Survey

August September February	Personalized PD Plans	Arnold, Lake	Assist teachers in developing personalized learning paths for growths plans. Substitute coverage provided for each teacher to observe a colleague within the building or district in conjunction with the growth plan.	\$200/teacher (sub cost plus professional resources) Building PD Budget	Evaluation of Professional Growth Plans, Collaboration Discussions
November January	Online Collaboration Tools	Oak Grove Tech Team, All Staff	The OG technology lead team will provide sessions for fellow staff members regarding the use of online tools for collaboration (ie: Google Classroom, etc.). Quarterly Techno Tuesdays will be held to allow for modeling and observation opportunities.	\$200/quarter (\$800 total-sub to cover coaching teachers and/or observing teachers) Building PD Budget	Classroom Observations, Staff Reflection Survey, Post Techno Tuesday Reflections
October	Site Visit	Innovation Focus Group	The Innovation Focus Group will visit Epic Elementary and two SJSJ schools to research MakerSpace and other innovative practices.	\$800 sub costs \$125 mileage PDC	Presentation to staff during November Building PD
August Ongoing	Google Community	Arnold, Lake	Establish an Oak Grove Google Community for resource sharing.	n/a	Classroom Observations, Collaboration Discussions
Ongoing	Voluntary Book Studies	Arnold, Lake	Each quarter a book will be selected, and staff may voluntarily opt in to participate. Titles will be selected from a list of books provided by staff.	TBD-Cost of books each quarter based upon interest and book price. PD Budget	Collaborative Conversations, Classroom Observations
October March	Learning Rounds	Arnold, Lake	Staff members will participate in Learning Rounds during Collaboration once per semester.	n/a	Collaboration Discussions, Classroom Observations

- Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here: MTSS continues to be a work in progress in our building. We are consistently referring students and meeting regularly to create intervention plans. We continue to struggle with the basics of Clarity, and there is a need to expand our “toolbox” when brainstorming solutions for each child.

PBIS T1, T2 and T3 are in place in our building; however, tier 1 has grown stagnant. Our staff could benefit from revisiting tier 1 systems and determining where updates are necessary and appropriate. Through a staff planning survey, it was repeatedly requested to receive additional professional development in addressing student behaviors. Staff also submitted requests for professional development resources during a fourth quarter survey, and most requests centered around behavior and discipline topics.

Care Bears is a program we implemented during the 18-19 school year which affords students in specialized programs the opportunity to interact with general education peers. This took place in one classroom, and I would like to see the program expand to reach multiple classrooms in 19-20.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
August	Tier 1 Tune Up	PBIS T1 Team	Review and revise T1 systems and tools (ie: lesson plans, teaching schedule, incentive plan, reward menu, discipline flowchart, effective safe seat usage)	n/a	Discipline Data, Staff PD Survey
September	Clarity Support	Amanda Grier, MTSS Coordinator MTSS Team	Receive onsite support or participate in a Clarity Zoom session to troubleshoot issues in Clarity.	TBD	Discipline Data, MTSS Data

Ongoing	Conscious Discipline	Arnold, Lake	Provide onsite professional development in Conscious Discipline (Ashley Furnell/Cathy Lancelotta).	TBD	Discipline Data, MTSS Data, Staff Survey Results
Ongoing	Inclusive Classrooms	Arnold, Lake	Provide information to staff members regarding inclusive practices. Work collaboratively to identify more opportunities for Care Bear integration throughout the building.	n/a	Observation Data, Staff Feedback, Parent Feedback, Student Feedback

## Parkway Elementary School 2019-2020 Student Performance Action Steps

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

ELA MAP Data: Parkway-35% Proficient/Advanced, District-43.1% Proficient/Advanced

3<sup>rd</sup>-30.3%

4<sup>th</sup>-40%

5<sup>th</sup>-38.9%

6<sup>th</sup>-31.8%

I Ready Diagnostic Results through Diagnostic 2

	Tier 1	Tier 2	Tier 3
Phonological Awareness	68%	27%	5%
Phonics	40%	38%	22%
High-Frequency Words	62%	31%	7%
Vocabulary	8%	66%	26%
Comprehension-Literature	14%	58%	27%
Comprehension-Informational Text	12%	58%	30%

Math MAP Data: Parkway-26.8 Proficient/Advanced, District 34.8 Proficient/Advanced

Proficient/Advanced

3<sup>rd</sup> Grade-25.7%

4<sup>th</sup> Grade-31.6%

5<sup>th</sup> Grade-26%

6<sup>th</sup> Grade-23.8%

I Ready Diagnostics Results through Diagnostic 2

	Tier 1	Tier 2	Tier 3
Numbers & Operations	19%	53%	28%
Algebra & Algebraic Thinking	21%	54%	25%
Measurement & Data	27%	47%	26%
Geometry	21%	48%	31%

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
8/8/19 AM	Intruder Training	SRO	District Training		
8/8/19	SJSD Module	Principal	NEE Introduction		
8/13/19	SJSD Module	Principal	Back to School Information		
8/13/19	Blended Learning	Jennifer Romeiser	Introduce staff to Blended Learning Strategies		
8/13/19	Technology	Zac Scheeflock	PD on new interactive projector		Utilize the new technology in the classroom. Evaluate-Walk throughs and learning rounds.
JEPD	I-Ready-Reading	Curriculum Coordinators	Unpacking the resources in I-Ready to help guide instruction.		Utilize Diagnostic results to guide instruction for whole group and small group. Evaluate through lesson plans, walk throughs and learning rounds.
JEPD	Comprehension Strategies	Principal/ Teachers	Teaching comprehension for Understanding, Engagement and Building Knowledge	\$800	Book Study-Strategies that Work-3 <sup>rd</sup> Edition Evaluate-Walk throughs and learning rounds.
JEPD	I-Ready-Math	Curriculum Coordinators	Unpacking the resources in IReady to help guide instruction.		Utilize Diagnostic results to guide instruction for whole group and small group. Evaluate through lesson plans, walk throughs and learning rounds.
TBD	Teacher Collaboration	Teachers		\$1,900	Development of lessons based on student data. I Ready, Lexia, MAP
TBD	Teacher Observations	New Teachers			New teachers will be given the opportunity to observe other teachers. Evaluate-walkthroughs and principal observations.



2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

Brightbytes Technology and Learning Survey

Teacher Use of the 4Cs-Emerging

Teachers ask students to collect and analyze data-40% responded Never

Student Use of the 4Cs-Proficient

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
8/12/19	PBL	Curriculum Coordinators	Grade level collaboration		Implementation of at least 4 PBLs. Evaluate-walk throughs and learning rounds.
9/27/19	Engage Summit	SJSD	TBD		
2/14/19	District PD	SJSD	TBD		
TBD	PBL		PBL Buck Institute Training		Teachers will implement at least 4 PBLs
JEPD	4 C's	Principal, teachers	Teacher focus on 4C's through students collecting and analyzing data.		Walkthroughs, implementation of PBLs. Examples brought to JEPD for discussion. Lessons plans Survey-Case

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

Building MTSS Team

PBIS-Will be in year 3 in 2019-2020 school year.

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
8/13/19	Dealing with difficult students	Principal, Counselor, Behavior Interventionist	Provide Strategies to teachers to help with dealing with student in crisis.		Development of success plans for students. Teachers will be observed using the techniques from the training.
11/1/19	Students who have experienced trauma	Counselor	Provide strategies to teachers to help students who have experienced trauma.		Development of success plans for students. Lessons on relationships. Buddy Rooms for community building. Continue Panther Packs. Calm down corners and calm down buckets.
10/3, 11/19, 1/22, 3/12	PBIS	Karen Wigger	Emerging Advanced Training	\$2,920	Explicitly teach positive behaviors to increase positive behaviors and on task behaviors and reduce office referrals.
JEPD	MTSS	MTSS Team			Plans will be developed in BrightBytes for students. Evaluate-The team will meet every 4-6 weeks to review progress of the plan.

**Pershing Elementary School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

**ELA MAP: 2018 Assessment Data is baseline.**

\*Continue to exceed the ELA MAP state averages @ all grade levels. In 2018, all grade levels exceeded the state average except grade 4 which was -4.2% below the state average in ELA.

\*Continue to strive to have the highest concentration of our students @ each grade level sitting @ Proficient or Advanced.

2018	3 <sup>rd</sup> :	40.4% Proficient
	4 <sup>th</sup> :	50% Basic
	5 <sup>th</sup> :	34.9 Proficient
	6 <sup>th</sup> :	31.8 Advanced

Basic defined: Basic demonstrates partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in the MLS. These students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

**ELA I-Ready Data:**

\*Continue to monitor ELA I-Ready Diagnostic Growth Reports, specifically Distribution of Progress to Annual Typical Growth:

2018 D2 Data- Distribution of Progress to Annual Typical Growth.

100+ Met %:	33%
80-99%:	10%
60-79%:	10%
40-59%:	9%
20-39%:	5%
<=19%:	32%

Goal: on 2019 ELA D2: All students achieve 40-59% or beyond in Progress to Annual Typical Growth

Domain Data in I-Ready: Weakest domains on ELA D2:

1 <sup>st</sup> : Phonics (69% BGL)	2 <sup>nd</sup> : Vocabulary (50% BGL)
3 <sup>rd</sup> : Comprehension-Lit (33% BGL)	4 <sup>th</sup> : Comprehension-Infor Text (65%BGL)
5 <sup>th</sup> : Comprehension-Infor Text (52% BGL)	6 <sup>th</sup> : Comprehension-Infor Text (53% BGL)

**Math MAP: 2018 Assessment Data is baseline.**

\*Continue to exceed the Math MAP state averages @ all grade levels. In 2018, all grade levels exceeded the state average except grade 3 which was -2.3% below the state average in ELA.

\*Continue to strive to have the highest concerntration of our students @ each grade level sitting @ Proficient or Advanced.

2018	3 <sup>rd</sup> :	40.4% Basic
	4 <sup>th</sup> :	32% Advanced
	5 <sup>th</sup> :	39.5% Basic
	6 <sup>th</sup> :	29.5% Advanced

Basic defined: Basic demonstrates partial proficiency in the knowledge and skills necessary at this grade level/course of learning, a specified in the MLS. These students need additional academic support to ensure success in the next grade level or course and to be on track for colleage and career readiness.

**Math I-Ready Data:**

\*Continue to monitor Math I-Ready Diagnostic Growth Reports, specifically Distribution of Progress to Annual Typical Growth:

2018 D2 Data- Distribution of Progress to Annual Typical Growth.

100+ Met %:	23%
80-99%:	10%
60-79%:	16%
40-59%:	13%
20-39%:	15%
<=19%:	23%

Goal: on 2019 ELA D2: All students achieve 40-59% or beyond in Progress to Annual Typical Growth

Domain Data in I-Ready: Weakest domains on Math D2:

1<sup>st</sup>: # & Operations (62% BGL)

3<sup>rd</sup>: # & Operations (67% BGL)

5<sup>th</sup>: Geometry (39% BGL)

2<sup>nd</sup>: # & Operations (67% BGL)

4<sup>th</sup>: Geometry (63%BGL)

6<sup>th</sup>: Geometry (62% BGL)

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
July 24-25, 29-31	PTR Year 1 Staff	SJSD	Initial Training-2 <sup>nd</sup> grade teacher (DeLeone)	SJSD	Daily observations/ Whole group & Small group PTR Assess.
Aug. 8 AM	SJSD Module	Wells	NEE	n/a	Evaluation pieces per NEE
Aug. 8 PM	SJSD Module	Wells	New Year Info from Directors/Staff Meeting	n/a	n/a
Aug. 12 AM	Intruder Training	SJPD	District Training	n/a	n/a
Aug. 13 AM	Reading Comp Strats.	Wells & CC	Launching Study of Thinking Strategies  Instructional Rounds  Develop CS Look-Fors	\$10,500	Teachers sign up for observation  Evidence of CS Look-Fors in classrooms  Record of Practice after each set of IR
Sept. 10, 11 17, 18 24, 25	CS Inst. Rounds-Round 1	Wells & CC	Strategy 1: Making Connections	n/a	Same as above
Nov. 5, 6 12, 13 19, 20	CS Inst. Rounds-Round 2	Wells & C	Strategy 2: Inferring	n/a	Same as above
Feb. 4, 5 11, 12 25, 26	CS Inst. Rounds-Round 3 (Pending approved budget)	Wells & CC	Strategy 3: Determining Importance	n/a	Same as above

Jan. 6 PM	Reading Comp. Strats (3-6)  PTR Brush Up & Revisions to program	Wells & CC  P. Dade	Continuing PD on comp strategies  Brush up for veterans	n/a  \$475 (split?)	Same as above
Various dates	Blended Learning PD	SJSD Wells Glenda CC	Erin Dillon-3 <sup>rd</sup> Lindy Rockers-1st	SJSD	Share with staff
Various dates	Language Essentials for Teachers of Reading	Nett  <b>Degase</b>	NWRPDC  <b>Subs</b>	\$2900	Share with staff
Various dates	Math I. Rounds @ CP		<b>Subs; Pershing will simply observe lessons</b>	Subs-TBD	n/a

JEPD Topics:

2019-20 I-Ready Updates  
I-Ready Math Standards Mastery  
Principal/Teacher Data Chats & Teacher/Student Data Chats  
Monitor Data  
SJSD Foundational Practices  
Shuffle: Tier 2 Basics (pre/post data collection)

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

**Bright Bytes Tech Survey Data: Oct. 15-Dec. 25, 2018**

<b><i>Framework: Tech &amp; Learning Domain: Classroom Success Indicator: Student Use of The 4 C's</i></b>	<b><i>Pershing Weekly</i></b>	<b><i>SJSD Weekly</i></b>	<b><i>Pershing Monthly</i></b>	<b><i>SJSD Monthly</i></b>	<b><i>Pershing Never</i></b>	<b><i>SJSD Never</i></b>
<b><i>Elementary student-reported frequency of computer use in the classroom</i></b>	94%	85%	3%	12%	3%	3%
<b><i>Elementary students are asked to receive feedback from others in the classroom</i></b>	45%	39%	29%	31%	26%	30%
<b><i>Elementary students are asked to share their work with someone online</i></b>	18%	17%	27%	17%	55%	66^
<b><i>Elementary students are asked to use chat or video chat applications</i></b>	4%	6%	3%	4%	93%	90%
<b><i>Elementary students are asked to create e-Portfolios</i></b>	12%	13%	43%	18%	45%	69%

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 12 PM	PBL	CC	Grade Level Collaboration	n/a	
TBD	PBL	SJSD	Send 3 more to training	n/a	
Dates for CS I. Rounds	Connecting Comp & Technology	Wells & CC	What does authentic and effective connection of comp and technology look like?  Connects to our Instructional Rounds	n/a	Teachers sign up for observation  Evidence of CS Look-Fors in classrooms  Record of Practice after each set of IR
Sept. 27	Engage Summit	SJSD	Innovation Topics	n/a	
Feb. 14	District PD		TBD	n/a	



- Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:  
 Building MTSS Team  
 Shuffle Time

Need:  
 Define Tier 1, Tier 2, and Tier 3. Intentional Intervention.  
 Bright Bytes  
 In-House Common Practices (Matrix)  
 Mental Health Awareness

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 8-Oct. 31	Parent Engagement Cadre Book Study Zones of Reg.	Wells PEC Cadre	Book study to gain Zones foundation	n/a	Tier 1 Lesson Delivery; Student Pre & Post Questionnaire; Tier 2 Google Doc; Physical Evidence
Aug. 8-Oct. 31	BLT Book Study	BLT Wells	All Learning is Social and Emotional-Helping Students Develop Skills	n/a	n/a
Aug. 23 8:30-11:30	Zones of Regulation Webinar	Wells	Train Half Staff	\$2450 Webinar: \$1750 Subs: \$350	Same as above
Oct. 29 12-3	Zones of Regulation Webinar	Wells	Train Other Half Staff	\$2450 Webinar: \$1750 Subs: \$350	Same as above

Nov. 1	Zones of Regulation Collabor-Ation  Also, continue to discuss building expectations	Wells  PEC Cadre	Zones & Build In-House Pershing Matrix	See MO SW-PBIS website	Same as above
Nov. 22	Jean West Trauma	Wells/JW	Discussing working with kids who have experienced trauma.	n/a	n/a

JEPD Topics:

What is Inclusion? (Thomason)

What does a good referral look like? (Thomason)

Tier 1,2,3 Instruction Review; Shuffle: Tier 2 Basics (pre/post data collection)

Crisis Cycle

**Pickett Elementary School  
2019-2020 Student Performance Action Steps**

1. Continue to study and deepen understanding of the 4C's (creativity, communication, critical thinking, and collaboration), as a framework for innovation in classrooms focused on personalized learning.

What does your building data indicate about your math and literacy performance? Provide details here:

APR	Pickett 100% (SY2017-18)	SJSD 91.2%	
	<b>Math 2018</b>	<b>ELA 2018</b>	<b>Sci. 2017</b>
	Pickett SJSD State	Pickett SJSD State	Pickett SJSD
MAP Proficiency	41.4% 34.8% 41%	46.1% 43.1% 47.6%	42.9% 41.4%
Pickett iReady Diagnostics	103% annual typical growth EOY Tier 1: 56% Tier 2: 32% Tier 3: 12%	133% annual typical growth EOY Tier 1: 65% Tier 2: 21% Tier 3: 14%	
Pickett Lexia		61% at or above Grade Level	

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
August 2019	NEE-Network for Educator Effectiveness	Principal Staff	NEE is a teacher evaluation tool that provides a positive impact on our teachers and our students. Teachers receive invaluable conversations and timely feedback. Used as a growth tool. This will develop a higher level of		NEE provides professional development targeting the areas of need reported in data.  Identifies professional development needs by individual, building, and school district

			awareness in teaching resulting in higher student learning.		Professional development resources embedded in the system for use at Pickett.
October 2019	Math yearlong planning using BYOC, and the 8 mathematical practices		1 day plan with each grade level for better prep for the year.  Blueprint/deep math planning for yearlong using the 8 mathematical practices, math lesson planning template, BYOC, I- ready , Standards mastery	Teacher PDC  16 Teachers Full Day Subs \$100	Math Standards mastery in grades K-6 will assigned to students to assess level of knowledge.
JEPD	I-Ready Implementation  Provides a combination of adaptive diagnostic assessment and individualized, explicit instruction for students. Approved for Missouri Dyslexia Screening, with teacher-friendly reports pinpointing student needs at the sub-skill level.	Principal, Curriculum Advisors,	Lessons from tool-box utilized for reading, writing and math. Virtual filing cabinet of resources for complete coverage of the comprehension standards.  Standards Mastery tests will be assigned to grades 2-6 and will be used to create RTI groups		Lesson plans, walk-through observations, and learning rounds will show proof of implementation.  Data protocol to analyze Diagnostics and lessons will be assigned whole group, small group, or individually.  Teachers will analyze usage, pass rate and data from lessons to guide instruction.  Teachers will map out Standards Mastery Assessments at the BOY to assist in implementation.  Data will inform teachers of level of student knowledge.
JEPD	The Artisan Teacher Field Guide	Teachers Principal	Teachers will continue to study various themes presented in the	Books Purchased Previous Year	Grade levels will share how the themes are being used in their classroom.

			book that affect student performance in math and reading		Lesson plans, walk-through observations, and learning rounds will show proof of implementation.
JEPD	Educators Learning Network	Teachers Principal	Specific ELN webinars will be viewed by teachers to enhance student performance in reading and math.	Videos included in MAESP Membership	Grade levels will share how the themes are being used in their classroom.  Lesson plans, walk-through observations, and learning rounds will show proof of implementation.
JEPD  Grade Level Planning Time	Data Points and Conversations  -I-Ready -Map -Anecdotal records -Lexia	Staff Principal BLT	Staff will look at data at different points in the year creating focus goals for student improvement.	N/A	Google document will be utilized and analyzed for trends.  Teachers will track data from i-Ready, Lexia to help all students make growth in their learning.  Student growth will be monitored using Data for Instruction.  I-Ready for 45 minutes of usage per week.  Lexia data will be analyzed to determine needs of students.  Student Goal Setting
4 Dates TBD	Learning Rounds	Staff, Curriculum Advisors, Principals	Collect descriptive, not evaluative information about a problem of practice and observing teachers.	Four 1/2-day subs Total 12 half-day subs	What will impact your practice from the observation or professional learning?

2. Continue to support the Implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

Fifty percentage of Pickett's teachers have been trained in PBL. Every grade level has at least one teacher trained by the Buck Institute and all grade levels complete at least 2 PBLs annually.

Gallup Poll 2018 Data:

**Hope**

Pickett 4.35 SJSD 4.21. Nat'l. 4.20

**Engagement**

Pickett 4.18 SJSD 3.84 Nat'l. 3.85

**Entrepreneurial Aspiration**

Pickett 2.21 SJSD 2.30 Nat'l. 2.42

**Career/Financial Literacy**

Pickett 3.17 SJSD 3.27 Nat'l. 3.28

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
JEPD	4C's  Case survey showed emerging in this area.	Curriculum Advisors Principal Teachers	Focus: Teacher Use of 4Cs and Student Digital Citizenship.  Scores indicated that this is an area for improvement		Staff will implement 4 C's into lesson plans on a weekly basis. Focused work will happen during semester plan times and on a weekly basis. Evidence during walk-throughs.  Principal will collect lesson plans weekly.
JEPD  PD days	Innovation	Principal Teachers Curriculum Adv.	Staff will continue to engage in the study and learning of Innovation, technology, and creativity.	Family Involvement Night – Literacy and STEAM Night	Parent and Student Surveys

				Instruction and Title 1: \$500	
<p>BIE District Training</p> <p>Follow-up district PBL assigned days.</p> <p>JEPD</p>	PBL Buck Institute Training	Principal PBL teachers from BIE	The principal and the lead BIE teachers will help to monitor and guide discussions around Gold Standard PBL design during planning.		<p>Teachers will be able to provide evidence of 2 PBL lessons implemented both in the classroom, district PD and during JEPD discussion. Teachers will focus on real world applications and be able to demonstrate and provide documentation of the PBL's conducted and experts utilized.</p> <p>Google form and team room will house the PBL's for all school to utilize.</p>

- Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

Implementation of MTSS Team, BrightBytes, PBIS, Student Success Plans and BIP's. Next year's learning will focus on Positive Behavior and Intervention Supports in all Tiers (I, II, III).

Discipline data:

	2016-17	2017-18	2018-19
ISS	15	31	44
OSS	95	19	20

Attendance data:

	% with 90% or Better
2016-17	90.2
2017-18	93.26
2018-19	91.96

BrightBytes Report: Data demonstrates a gap in online collaboration between students.

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
August 13, 2019	PBIS Tier I, II, III Review	PBIS Coaches Principal	The PBIS coaches and principal will present PBIS foundational systems and make the connection to student success and performance		Fidelity walkthroughs will be conducted randomly to ensure PBIS strategies and interventions are in place.  Staff will be observed using and practicing these skills when faced with challenging students in all areas of the building.



September October November February	PBIS Tier III Training	NWRPDC	Staff from NWRPDC will present information and provide opportunities for staff members to create FBA and BIP for at-risk students.	Teacher PDC 4 staff \$200 per session	Teachers with students at Tier III interventions will collaborate with the Tier III team members to conduct a Functional Behavioral Assessment and a Behavior Intervention plan that best meets the needs of the student.
Bi-Monthly	MTSS Student Review	MTSS Team	The MTSS team will review concerns with teachers to create a plan to provide academic support.		Throughout the year, the MTSS team and teachers will research and implement interventions to support the academic needs of students.
Monthly	Attendance	Leadership Team Principal Staff	Utilize PDSA attendance plan.		Improve 19-20 Attendance rate with the goal of 95% of the students reaching at least 90% or above
Monthly	PBIS Teams	Staff	Each PBIS team will meet at least once a month to review minors/majors, attendance data, and suspensions to develop a plan to support all students.		Student Success Plans Expectation Incentives PBIS Interventions
Monthly	Counselor Cadre	Counselor Principal Staff	The cadre team will plan lessons for the month to incorporate social skills/ self-regulation skills once a month.		Students and staff will gain ways to effectively handle situations and will be observed within the building.
Monthly	Counselor Cadre	Counselor Principal	The cadre team will plan lessons for the month to		Students and staff will gain ways to effectively handle situations and

		Staff	incorporate social skills/ self-regulation skills once a month.		will be observed within the building.
Staff meeting/staff PD/JEPD	Trauma/Students with Disabilities	Sarah Stapleton, Gary Murphy Sara McLaren Principal	Using resources from the Behavioral symposium staff will learn about the effects of trauma on both students and adults.  Utilize Trauma Facts Sheet for staff to use to identify students.		Think of at least 1 child in your classroom that this could apply to and create a plan to help that student to see success.  Check in check out Safe spots/safe adult
February 2020	Understanding Behavior Disorders.	Principal Pickett Staff	Understanding trauma and the effects it has on students socially, behaviorally and academically.	Teacher PDC Building PD	Midwest Behavior Symposium in KC

### Skaith Elementary School 2019-2020 Student Performance Action Steps

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance?

<b>ELA MAP: 2018 Assessment Data is baseline</b> 3 <sup>rd</sup> : <b>50.9%</b> Prof/Adv, SJSD 47.5%, MO 48.6% 4 <sup>th</sup> : <b>49.1%</b> Prof/Adv, SJSD 43.8%, MO 50.2% 5 <sup>th</sup> : <b>47.2%</b> Prof/Adv, SJSD 42.2%, MO 48.0% 6 <sup>th</sup> : 25.0% Prof/Adv, SJSD 43.5%, MO 48.3% *bold indicates score above district avg.	<b>Math MAP: 2018 Assessment Data is baseline</b> 3 <sup>rd</sup> : <b>43.1%</b> Prof/Adv, SJSD 41.3%, MO 46.9% 4 <sup>th</sup> : <b>57.4%</b> Prof/Adv, SJSD 43.4%, MO 45.9% 5 <sup>th</sup> : 23.6% Prof/Adv, SJSD 35.8%, MO 41.0% 6 <sup>th</sup> : 15.9% Prof/Adv, SJSD 37.5%, MO 41.1% *bold indicates score above district avg.
<b>ELA I-Ready Data</b> 2019 Diagnostic 3 Kdg: 72% Tier 1                      4 <sup>th</sup> : 54% Tier 1	<b>Math I-Ready Data</b> 2019 Diagnostic 3 Kdg: 69% Tier 1                      4 <sup>th</sup> : 70% Tier 1

1 <sup>st</sup> : 73% Tier 1	5 <sup>th</sup> : 42% Tier 1	1 <sup>st</sup> : 57% Tier 1	5 <sup>th</sup> : 54% Tier 1
2 <sup>nd</sup> : 42% Tier 1	6 <sup>th</sup> : 41% Tier 1	2 <sup>nd</sup> : 34% Tier 1	6 <sup>th</sup> : 47% Tier 1
3 <sup>rd</sup> : 60% Tier 1	<b>**2<sup>ND</sup> GRADE NOT DONE**</b>	3 <sup>rd</sup> : 52% Tier 1	<b>**2<sup>ND</sup> GRADE NOT DONE**</b>

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
July 24-25, 29-31	Pathways to Reading for Year 1 staff	SJSD	Initial Pathways to Reading Training	Taken care of by SJSD	Classroom walkthroughs
Aug 12 AM	District PD Modules	Jennifer Patterson	PD topics determined by SJSD		
Aug 13 AM	Backward Design,	Jennifer Patterson	Focus on essential objectives and aligning intended curriculum with classroom instruction		Lesson plan collection, classroom walkthroughs, JEPD meetings

	Alignment of Tier 1 Instruction				
Nov. 1 PM	Critical Thinking and Questioning	Jennifer Patterson	Session focused on strategies to strengthen critical thinking and high-quality questioning strategies		Classroom walkthroughs, observations

**IEPD Topics Related to Action Step 1:**

Curriculum Alignment and Backwards Planning  
iReady data chats  
Guided Reading training  
Balanced Math

iReady and Lexia tools to support instruction  
Balanced Literacy  
Wonders and the ELA curriculum SOS

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

Bright Bytes Tech Survey Data, 2018 Fall

\*Teachers ask students to identify and solve authentic problems using technology – 46% never

\*Teachers ask students to conduct experiments or perform measurements – 58% never

\*60% of Skaith students say they use technology to research weekly/monthly, but only 21% say the research is to solve authentic problems

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug 12 AM	District PD Modules	Jennifer Patterson	PD topics determined by SJSD		

Aug 12 PM	PBL Focus	SJSD	District grade level teams collaborate	Taken care of by SJSD	Classroom walkthroughs, BrightBytes Tech Survey
Sept. 27	Engage Summit	SJSD	Summit of professional development topics providing teachers with voice and choice in their learning	Taken care of by SJSD	
Jan 6 AM	Topic TBD	Jennifer Patterson	Session topic will be chosen based on 1 <sup>st</sup> semester progress and data on critical thinking strategies, high quality questioning strategies, and PBL.		TBD

**IEPD Topics Related to Action Step 2:**

Real-world and authentic connections to learning  
 High-quality questioning strategies  
 SAMR Model of Technology Implementation  
 Research-based learning activities

Technology resources  
 Critical Thinking strategies  
 Maker projects  
 Experiential learning

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building?

MTSS Team, Common RtI team for K-2 and for 3-6, student success plans, safety plans, kindness initiative, reading teacher in AM for ELA RtI, counselor, guided reading, small group instruction

What supports need attention?

MTSS needs support to continue to deepen implementation, need to add interventions to support attendance for partials and tardies

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug 12 AM	District PD Modules	Jennifer Patterson	PD topics determined by SJSD		

Aug 13 PM	Managing Defiant Behaviors	Jennifer Patterson	Create a flip chart of intervention ideas, possible classroom consequences and resources, and possible office consequences for defiant, disruptive, disrespectful conduct		Office referral and suspension data
Nov. 1 AM	Adverse Childhood Experiences (ACEs) and Trauma	Jean West	Impacts of ACEs and trauma in classroom behaviors and strategies for teachers to support students		Classroom walkthroughs, observations, suspension data

**IEPD Topics Related to Action Step 3:**

Guided Reading training

I-Ready data chats

iReady and Lexia tools to support instruction

**Preschool and Early Learning  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance?

See DRDP spreadsheet link below for performance on these indicators to be tracked 2019-1010:

- LLD 3-Communication and use of language
- LLD 7- Concepts and print
- LLD 8-Phonological awareness
- LLD 9-Letter and word knowledge
- LLD 10-Emergent writing

- COG 3-Number sense of quality
- COG 7- Shapes
- PD-H 4-Fine motor manipulatives
- LLD 1-Understanding of language
- 

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
5/16/19 8/20/19 8/21/19 10/4/19 11/15/19 Fall, 2020	Project Construct Curriculum Training	Coordinator J. Rinehart R. Chesney	The first 3 sessions of Project Construct introduce the philosophy behind the curriculum and the social and emotional atmosphere of the learning environment  4: Cognitive (math and science)  5: Literacy  Study will involve Title and Integrated classrooms Impact study baseline data taken the week of 4/29/19. Final data taken 12/19.	\$20, 310 paid over 3 years. This will come from our ECSE and Title PD budgets.     The book has been donated by Project Construct National Center.	Curriculum implementation will be an emphasis in NEE observations, touched upon at monthly staff meetings, and a topic of collaborative conversations.   By choice teachers can participate in book study of <u>The Great Disconnect</u> by Michael Gramling—flexible programming to enhance engagement  Proposed: SJSJSD early childhood program participate in Project Construct National Center/MWSU research on the efficacy of PC in creating optimal learning environments and interactions.
Ongoing	Teaching teams will utilize the Learning Genie to track specific DRDP targets.	Curriculum & Assessment Committee (with support of coordinator) Title teaching teams,	C & A committee has selected the following targets for 2019-2020: LLD3 LLD7 LLD8 LLD9 LLD10 COG3 COG7 PD-H4	\$6845 2 year Learning Genie contract was paid 4/18 from ECSE and title materials and supplies funds.	Staff is comfortable with the Learning Genie and DRDP. Monthly staff meetings and collaborative time will highlight fall and spring reporting periods and the crosswalk between the DRDP/MELS/Project Construct.

		Integrated teaching teams, Self-Contained teaching teams as deemed appropriate	LLD1 SED5 COG9 HSS4		Curriculum and Assessment committee will create a reporting form that will communicate DRDP progress to families.
Nov. 14 @ Keatley  Nov. 21 @ Oak Grove	We will have a Literacy Night at Oak Grove and at Keatley.	Family Involvement committee  Coordinator Sherri Auxier  Sally Berten	Families will rotate through different literacy activities in the classrooms.  FI committee is planning with staff.  Collab groups will plan specific literacy activities.	\$200 in supplies, perhaps.  This will be covered with ECSE/Title family involvement funds.	Staff will be asked to weigh in on the activity's success at meeting times.  Families can be surveyed as to the success of this activity.
Bi-monthly  Beginning in August, 2019	Data Cycles completed and discussed in collaborative groups	C & A and Professional Development Committees (with support of coordinator) Collaborative Teams  Coordinator  Title classrooms  Integrated classrooms  Others?	C & A team is choosing 1-2 DRDP data points for data cycles and creating a form for data tracking.  PD committee is selecting collaborative groups.  Bimonthly collaborative work will include tracking DRDP process and sharing strategies.	N/A	Data cycle process will be shared with staff August, 2019.  Forms will be shared with collaborative groups via google docs.  Spring, 2020 Coordinator will chart growth by collaborative group and whole staff.



2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities?

A. See DRDP spreadsheet on page 1 for data on these indicators to be tracked 2019-2020:

- SED 5-Symbolic and Sociodramatic
- COG 9-Inquiry through observation and investigation

B. 2018-2019 'smaller group' action research project data:

Baseline Data 'Smaller Group' Action Research Project 12/13/18

classroom	# of children split into 2 even (or +/- 1) groups	Number of redirections or additional prompts given by adults	Length of time for small group experience
K	9	8	7 minutes
M	13	18	4 minutes
N	10	27	15 minutes
S	8	8	7 minutes

Final Data 'Smaller Group' Action Research Project 3/13/19

classroom	# of children split into each groups	Number of redirections or additional prompts given by adults	Length of time for small group experience
K	2, 2, 2, 2	5	38 minutes
M	1, 1, 1, 3, 4	0	35 minutes
N	3, 3, 3, 4	1	10 minutes
S	1, 1, 2, 3	0	25 minutes

Date	Activity	Persons Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Ongoing	Building – based goal: To increase the 3 C's through providing opportunities for inquiry at small group and table top times.	Coordinator J. Rhinehart R. Chesney	Teachers will share a common building- based goal in their growth plans.	Taken from ECSE/Title PD funds.	Goal will be introduced during August staff meeting and reinforced during Project Construct training. Goal will be emphasized during NEE observations. At monthly staff meetings, teacher success will be highlighted. Possible problem of practice for Instructional Rounds.  By choice teachers can participate in book study of <u>Worms, Shadows, and Whirlpools</u> by Sharon Grollman & Karen Worth—

				\$18 per book for those who chose this book study.	Inquiry as an introduction to project-based learning.
April 16, 2020	We will have a S.T.E.A.M. Night at at Keatley. This will be for preschool families from both sites. We hope to include PAT families	Family Involvement committee  Coordinator  Sherri Auxier  Sally Berten  Sheryl Streck	Families will rotate through different STEAM activities in the gym.  FI committee is planning with staff and PAT.  Collab groups will plan specific STEAM activities.	\$200 in supplies, perhaps.  This will be covered with ECSE/Title family involvement funds.	Staff will be asked to weigh in on the activity's success at meeting times.  Families can be surveyed as to the success of this activity.
April 17, 2020	Professional Development Opportunity at NWMSU Leet Center for all teachers and paras (possibly	Professional Development Committee  Mary Fleming  Cindy Rouner	The staff of NWMSU Leet Center is creating a professional development day for our staff on their journey toward inquiry based learning.  Topics covered will include outdoor learning centers	There is no cost to the actual PD activity. Leet Center staff is donating their time and expertise.	We will utilize collaborative group time and monthly staff meeting time to determine take-aways.  At our year end meeting, this training will help determine PD and goals for 2020-2021.

	therapists as well).			Approximately \$800 for travel and lunch for staff taken from ECSE/Title PD funds	
4 times during the year, each time a different collab group will carry out rounds	Instructional Rounds	PD committee  Coordinator  Collaborative Groups	Each of 3 collaborative groups will participate in 1 round of Instructional Rounds, most likely for a half-day session.  This work was introduced in the winter of 2019.  Groups will choose problem of practice and work through the process.  Issues of engagement and deep thinking will be encouraged as problems of practice.	\$700--\$50 cost of covering each teacher 1/2 day to carry out rounds.	The coordinator and the PD committee as well as Curriculum Advisors are available to refresh participants' minds on Instructional Rounds.  Following Rounds, collab team will present findings at staff meeting.  All staff will be asked for takeaways and commitments.

### 3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

- A. See DRDP spreadsheet on page 1 for data on these indicators to be tracked 2019-2020:
  - HSS 4-Conflict negotiation
- B. Data from the 'Smaller Group' Action Research Project (p. 5) is pertinent here, as student engagement reduces teacher redirections.
- C. In the Spring of 2019 we carried out a DIAL-4 Screening to help place children in preschool 2019-2020. We created a placement matrix that took into account Adverse Childhood Experiences as well as other significant high risk social factors. Examples of A.C.E related high risk factors are: low income, homelessness, mental illness in the immediate family, separation from parent, incarceration of immediate family members, domestic violence, chronic illness or recent deaths in the family, and

substance abuse in the immediate family. Of the children screened and eligible for pre-K peer placement during the 2019-2020 school year, 65% had at least one high risk social factor in their family.

This chart details the prevalence of the A.C.E related factors among pre-K eligible children who were screened this spring:

# of Pre-K eligible children screened	# of A.C.E related at-risk factors
87	0
82	1
41	2
24	3
7	4
0	5
2	6
0	7
1	8

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Ongoing, meeting at least bi-monthly	Collaborative groups	PD committee coordinator	<p>PD committee will assist coordinator creating 4 collaborative groups to study topics of interest and bring staff together across buildings.</p> <p>Targets:</p> <ul style="list-style-type: none"> <li>Teambuilding</li> <li>Self-care</li> <li>Data teams</li> <li>PD to follow interests</li> </ul> <p>Some current interests:</p> <ul style="list-style-type: none"> <li>-conscious Discipline</li> <li>-project based learning</li> <li>-learning in nature</li> <li>-Project Construct 2.0</li> </ul>	<p>\$11 per book for each staff member</p> <p>Plus book studies mentioned above</p> <p>Approximately \$20 per book for other book studies on learning with nature or other areas of interest.</p> <p>Money available from ECSE/Title PD funds.</p>	<p><u>The Happiness Advantage</u> fall book study</p> <p>At monthly staff meetings, teams can share out on book studies.</p> <p>Results of data teaming will be shared out at staff meetings in January and May.</p>
Monthly staff meetings	Self-care and appreciation	Coordinator Social Well-Being Committee	<p>The Social Well-Being committee is looking for ways to enhance the well-being of staff.</p> <p>So far determined for 2019-2020:</p> <ul style="list-style-type: none"> <li>*Department t-shirts for staff</li> </ul>	<p>Approximately \$500 to be paid from activity fund</p> <p>\$0</p>	The year-end 6 question survey is an indicator of staff well-being at work.

			<p>*Snack sign-ups for monthly meetings will be tied into birthday acknowledgements</p> <p>*Committee continues to work on ideas</p>		
<p>Oct. 2,3,7,8</p> <p>Dec. 12, 13 (Fri.), 19, 20 (Fri.)</p> <p>Feb. 20, 21 (Fri.), 24,25</p> <p>April 27, 28,29,30</p>	ECSE teaming	<p>Coordinator</p> <p>Therapists</p> <p>ECSE teachers</p> <p>PCs</p>	4 times during the school year, teams will get work to determine and mark goal progress, to problem solve needs, and to re-assess least restrictive environment	<p>\$400 for 4 days of subs, 4 times each year.</p> <p>\$1600 may be reduced by utilizing Fridays wherever possible.</p>	Coordinator will survey participants as to the efficacy of this process in May, 2020.
Jan. 6	Jean West will present ½ day on Trauma Informed Care, resilience	<p>Jean West</p> <p>Coordinator</p> <p>PD &amp; Social Well-Being Committes</p>	Trauma Informed Care; possibly emphasize growing resilience	\$0	<p>We will utilize collaborative group time and monthly staff meeting time to determine take-aways.</p> <p>I will ask the PD committee to create a year-end survey for feedback on all PD experiences , partly to determine direction for 2020-2021</p>
Varied	Assistance for those with food insecurity	<p>Coordinator</p> <p>Paras</p> <p>Teachers</p> <p>Jacqueline Auxier @</p>	<p>Second Harvest has offered two services:</p> <p>*snacks to be sent home with children on Thursday afternoons. Teachers will send permission slips home with children who they suspect may have the need. Paras will pack the snacks</p>	\$0	<p>We can collaborate at monthly staff meetings to problem solve any bumps in the process.</p> <p>The success of the program can be interpreted by the number of families who become involved.</p>

		Second Harvest	<p>the Friday before for identified children in their classroom.</p> <p>*simple snacks (e.g. graham crackers) will be donated to our early childhood program for children who are hungry to have a quick snack upon coming to school.</p>		
<p>Exact Dates TBD</p> <p>Workshops begin in August and Again in December</p>	Play Therapy Workshops	<p>Jamie Nigh</p> <p>Coordinator</p> <p>Heartland Play Therapy Institute</p>		\$700-\$1000 for the cost of 2-3 workshops	Jamie will give feedback on the workshops. Teachers will be informally surveyed as to the efficacy of new play therapies with their students.



**Bode Middle School**  
**2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance?

**iReady Data**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>7<sup>th</sup> grade Reading</b>	56%	17%	27%

**Target areas for reading are:**

Vocabulary (7<sup>th</sup>– 40% or 99 students below level)

Comprehension: lit (46% or 113 students below level)

Comprehension: Information Text  
(51% or 125 students below level)

**Target areas for math are:**

Algebra & Algebraic Thinking (7<sup>th</sup> – 51% or 126 students)

Geometry ( 7<sup>th</sup> – 55% or 134 students)

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>8 – grade Reading</b>	63%	10%	27%

Vocabulary (8<sup>th</sup>– 39% or 95 students below level)

Comprehension: lit (49% or 117 students below)

Comprehension: Information Text  
(49% or 117 students below level)

Algebra & Algebraic Thinking (65% or 119 students)

Geometry ( 64% or 118 students)

Number and operations 57% or 104 students

Measurement and Data (60% or 109 students)

**MATH & LITERACY INSTRUCTIONAL PRACTICES:**

Vocabulary, determining importance, read aloud, conferencing, small group instruction, authentic experiences, cooperative/collaborative strategies, notebooking, visual representations, hands on activities, anchor charts.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 1 & 2  Aug 27- BMS Sept. 24- TMC Oct. 28- BMS Nov. 18-TMC Dec. 10- BMS Jan. 21- TMC Feb. 11-BMS March 24-TMC April 21-BMS May 19-TMC	New Teacher Orientation at Carden Park  Y1 & Y2 Mentoring 3:30-4:30	Curriculum Advisors  Y1 & Y2 teachers & Mentors Tammi/Jo e Taylor/Da kota Sharyl/Emily	Teachers will attend a one-day training with the support of teacher leaders, curriculum advisors, technology specialists.  NTO includes: Curriculum/Materials Assessment Planning and Learning Environment Classroom Management Technology Professional and Parent Communication Special Education	District PD \$	PD log Reflection Establish Goals 1 <sup>st</sup> quarter
Nov. 11	Understanding Middle School	Admin Leadership team	Focus on Middle School best practices		Exit ticket or implementation of learning activity for specific strategy through NEE evaluation
Monthly staff meetings	Understanding Middle School instruction through Foundational Practices	Admin., leadership team	Observe and learn about each of the SJSD Foundational Practices and Middle school philosophy	No Cost	Exit ticket or implementation of learning activity for specific strategy through NEE evaluation
Ongoing (After iReady Diagnostic data)	iReady Data Convo and lesson	All teachers Dept. Chairs, Admin.	Dept. chairs will lead quarterly dept. meetings to review iReady data or other common assessments	½ day sub for content areas to dig into	Track data, identify groups, set student goals Adjust instruction

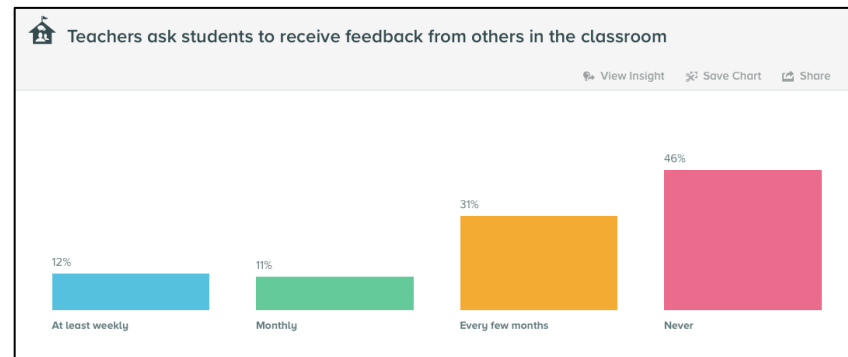
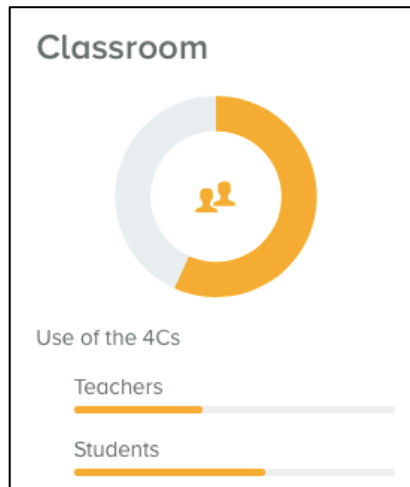
	Implementati on			data and plan  <b>Bode Teacher PDC \$900</b>	Dept. will select strategies from list of math & literacy strategies for focus and implementation
Sept/Feb	Engage Summit  District Content PD	All staff	Professional Development Conference  District content collaboration	District PD \$	PD Survey  Dept. plan update
9/4/19 9/27/19 (Engage Summit) 10/9/19 11/13/19  1/22/20 2/27/20 4/8/20	Blended Learning	Laura GilChrist presenting  Burright Dillavou  Kirschner Siebern	Personalized learning focused on improved data literacy with district assessment tools and their use in shaping instruction.	District PD \$	Debrief with admin./leadership team  Plan to share learning with staff
8.29/19 – BMS library 10/30/19 - SGMS 12/12/19 - RMS 2/20/20 - TMS 4/16/20 – Academic Services	AP Collaboratio n 3:30-4:40	Clark Alkier Siebern Smith	Pre-AP teachers will collaborate at regular intervals to share strategies and approaches for YR one of Pre-AP at the middle schools.	District PD	Debrief with admin.  implementation of learning activity for specific strategy through NEE evaluation

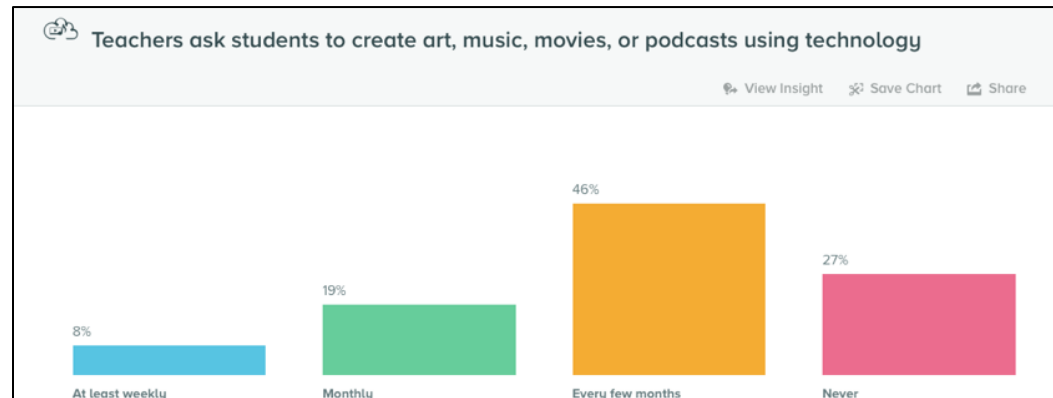
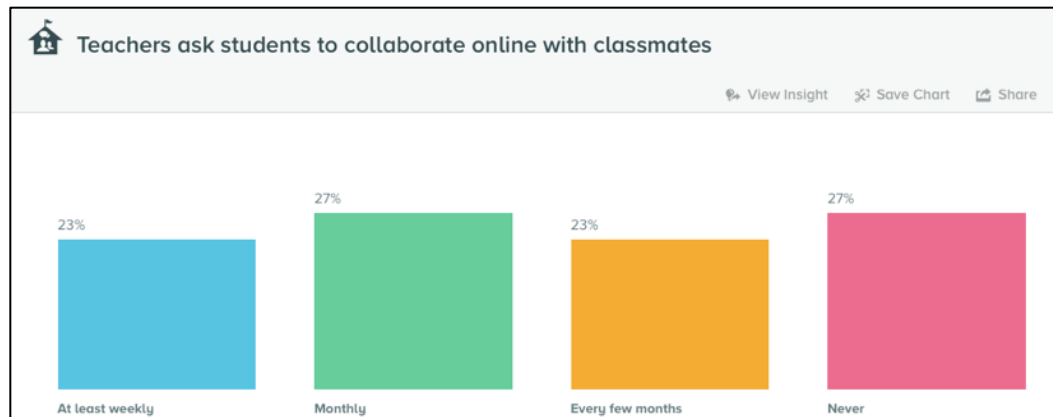
2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities?

\*4.1 Critical Thinking – building average 6.1

Bright Bytes Tech & Learning Survey results indicated:





Implementation has been vaired throughout the building. Those that have been trained have implemented PBL projects. More staff need to be trained in how to create a PBL lesson. Focus on creativity and communication (feedback).

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
Aug. 13	Integration of the 4C's	Curriculum Advisors	4C's and innovation project	\$200 Building PD	Presentations Feedback & evaluation
Ongoing	4C, PBL, Technology or Foundational practices Badging	LMS, Admin, Dept. Chairs, Teachers	Optional exploration of tech or instructional strategies through badging (microcredentialing system)	District PD \$	Implementation evidence in evaluations & badging system
Sept. 17-19 Jan. 14 Feb. 25	PBL Training	PBL Works Tammi Josie Rebecca	3 additional teachers and Admin will attend 3 day training and followup sessions for PBL	District PDC funds	Creation of a PBL to be implemented
Jan. 7	PBL follow up	Dept. Chairs	½ day content planning for 2 <sup>nd</sup> semester PBL	\$200 Building PDC	Creation of a PBL to be implemented 2 <sup>nd</sup> semester

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

Intervention Strategies in place:

Some Tier 1 Teacher Classroom instruction/intervention, Tutoring  
 Building MTSS team and team meetings  
 BrightBytes system  
 Advisory intervention/Patriot Time  
 Attendance reminders, tracking, celebrations and mentoring  
 Behavior Interventionist professional development

Supports that need attention:

Clarify Tier 1 classroom instruction/intervention and behavior strategies

Consistent implementation of behavior plans/Follow up with BrightBytes concerns/plans

Additional Mental Health supports

<b>Grandmean by Year</b>	<b>BMS</b>	<b>Secondary Average</b>
Engagement (2018)	3.93	3.76
Engagement (2017)	4.10	3.89
Engagement (2016)	3.96	3.93
Hope (2018)	4.36	4.18
Hope (2017)	4.40	4.20
Hope (2016)	4.34	4.27

<b>Date</b>	<b>Activity</b>	<b>Person/s Responsible</b>	<b>Description</b>	<b>Budget Projection/ Funding Source</b>	<b>PD Implementation Evaluation</b>
Aug. 8 & Aug. 12	District required modules and intruder training  Content PD	Admin. SJPD Dept. Chairs	Required District designed module training (MTSS, NEE, Compliance, etc.)  Required intruder training  Content PD	Building PD \$200	Safety checks in room, buckets, locks, etc.  Modules complete
Ongoing	Attendance Monitoring & Mentoring	Attendance mentors/MTSS team	Create a mentoring guide for attendance mentors to journal and log information	Attendance incentives (teacher & students) \$2000 (PTA)	Implementation of the guide, Tracking, BrightBytes updates

Weekly/ monthly	Study Intervention strategies that are effective for middle school students	Behavior Interventionist	All teachers will attend job embedded Tier 1 Intervention/behavior training  Participate in monthly team MTSS meetings	Priceless	Implementation of strategies as seen in NEE evaluations  MTSS meetings
Weekly/ monthly	Specialized or personalized intervention / behavior training selected by teachers for growth areas	Behavior Interventionist	Teachers may select to attend and earn badges/incentives to study in depth Tier 1 Intervention/behavior training	Incentives to complete training and implement strategies  Building PD \$800	Teacher reflection & conversation with BI, Dept. Chair or admin. of change in practice
Sept. 24	EdgeFactor Live 8 <sup>th</sup> grade student event 9-11:00	Edge Factor, Chamber	8 <sup>th</sup> grade students and teachers will attend – two staff will stay for additional professional development	District grant funding for busing & PD	Reflections Trained teachers share with staff
Aug. 13 Ongoing	KINDNESS Connection  Mindfulness	Don Tolley	Don Tolley will Kickoff the school year with a Call for Kindness  Melissa Mumper will close out with behavior and mindfulness reminders	Kindness projects PTSA \$500	Improved climate/culture as seen through NEE observations  Kindness Committee



Ongoing	Character Strong training	MTSS Team	Study, attend training and implement Character Strong for social and emotional learning  Registration for 1 Admin.  Purchase the GYM curriculum (\$249)	\$349 each + sub \$100 x 4 + 1 admin Instructional \$2000  Admin PD \$349  Building PD \$249	Observations of changed classroom practice  Feedback & sharing at staff meeting  Survey of impact of instructional tools
Ongoing	Mindfulness training	Counselor & BI	Implement mindfulness strategies throughout the school year	Building PD \$350	Student/Staff feedback
Ongoing	Personalized learning (Growth plan)	All staff	Research or study instructional strategies that support the social, behavioral, and academic success of all students. (Conference, workshop, site visit, book study, etc.)	Teacher PDC \$3800	Student/Staff feedback

**Robidoux**  
**2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance?

iReady – See attachment

MAP – 2019 Scores

Literacy campaign throughout all contents

Instructional PD

- Close Reading with SJSD Text Complexity and Vocabulary Acquisition Implementation Plan
- Coding Questions and annotation of texts
- Image Inferences-VTS (Visual Thinking Strategies)
- Intervention based on: pre and post assessment data, informal observations
- Tier (1-2-3) Vocabulary
- RADDE
- Argument Writing-Benchmarks & Class Projects
- Non Fiction Book Reviews
- ACT Testing Skills
- Problem Based Learning
- Deliberative Discussion Forum
- Analyzing Primary and Secondary Resources
- Growth Plans and correlation to Vertical Government Assessments (Social Studies)

Correlation of iReady and MAP

Small group instruction, interventions - MTSS

Incorporation of the growth of IEP students through ESSA targeted school

- Tracking of student growth through iReady and data collection aligned with IEP goals.
- Monthly review during SPED department meetings

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
8-13	Literacy Instructional Focus	Admin Department Chairs	Highlight use of effective strategies used in the past. Focus attention on intentional focus quarterly		
8-13	MTSS	MTSS Team	Introduce MTSS format and BrightBytes. New teachers will need training.		
Ongoing	NWRPDC	NWRPDC	Crack the Code of Critical Thinking	\$100/teacher \$500	
11-1	Literacy Instructional Focus	Admin Department Chairs	Review instructional practices implemented. Departments share highlights of 1 <sup>st</sup> quarter goals/strategies		
1-6	MTSS	MTSS Team	Focus for 2 <sup>nd</sup> semester strategies and groups.		
Ongoing	Math Strategies	Admin Math Team Interventionist	Math Best Practices Interventions		

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities?

PBL cohorts – content variety and implementation

4C's – outside of the PBL department goals to implement specific action steps for 19-20

Authentic learning – department goals to have minimum of quarterly involvement from PBL or outside agencies to support the learning.

- continue Career Day
- continue MTSS Innovation PBL's
- continue PBL's & mini PBL's in the classroom
- PBL (Buck Institute)- The usage of PBL in the social studies department was strengthened through the use of training in the Buck Institute.
  - Driving Question
  - Products
  - Community Involvement
- continue Maker Space Challenges
- New teachers (hired after we started 4C's implementation) receive professional development on the 4C's (inhouse) and be required to complete 4C's documentation sheets for the 2019-2020 school year. It is powerful to see how often we are implementing the 4C's in our classrooms. The documentation sheet also allows teachers to see where they need to seek additional resources or professional development to grow. Documentation could be reviewed by department chairs or mentors.
- Partnership with Jodi and United Way. Community involvement and PBL lessons to help with community needs.

Date	Activity	Person/s Responsible	Description	Budget Projection/F	PD Implementation Evaluation
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				unding Source	
8-13	Literacy Instructional Focus	Admin Department Chairs	Highlight use of effective strategies. Focus attention on intentional focus quarterly		
Ongoing	NWRPDC	NWRPDC	Crack the Code of Critical Thinking	\$100/teacher \$500	
Ongoing	PBL Training	Buck Inst.	Training of staff members in implementation of PBL lessons specific to content	District PD	
	Blended Learning	District	Blended Learning training for core content.	District PD	

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

Current MTSS Framework

Behaviorist and plans for individual students

- Behavior interventionist and plans for upcoming school year
- Use of BrightBytes to target students and specific needs

Incorporation of the growth of IEP students through ESSA targeted school.

NWRPDC is offering a class titled, Classroom Management to Promote Improved Student Learning. One of the intended outcomes for this class is to incorporate research-based strategies for classroom management practices on a daily basis, leading to the **highest levels of student learning**.

*What intervention strategies need to stay in place, what intervention strategies can we add or research?*

**Behavioral**—continue buddy rooms, MTSS behavior support life coach/mentor (progress sheets & check-in and checkout)

**Academic**—continue MTSS Interventions (grades have improved during three-week rotation), Innovation, and Study Halls

\*Suggestion for Advisement/MTSS—separate Advisement and MTSS (maybe Advisement at the beginning of the day and MTSS at the end of the day)

After school tutoring two days each week with bus transportation provided. Either Monday/Wednesday or Tuesday/Thursday. Check into bus transportation at 4 pm. Previous administration had an anonymous donor that provide two tutoring busses twice a week. **TITLE MONEY??** Mark Korell has volunteered to look for a donor. Teachers could sign up (or departments) to stay from 3 to 4 pm to help students and could leave at 3 pm the next day. .

**Social**—We need more after school clubs.

- If we had after school tutoring and bus transportation, we could have clubs meet on those nights. (Intervention/Innovation after hours)

**Community Involvement**

- Volunteering at the Special Olympics (Student Council)
- Trunk or Treat
- Trash Bag Challenge
- A Toy for Joy

Continue Attendance Challenges (Individual & Advisement), Gold Card Incentives, and Student of the Quarter.

All grade inclusion in Student Council

**Spring Garden Middle School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

Our state and I-Ready data would support gains in literacy for SGMS students. Although, we have much room for growth. Our state math data reflects a deficiency for our math performance. Unfortunately, this has been a consistent trend for math performance for many years. We are pleased with the percentage of students who have met the typical growth and improved placement, especially at the 8<sup>th</sup> grade level.

**2018 ELA MAP DATA**

\*8<sup>th</sup> grade exceeded the ELA MAP state average with 52.2% students scoring at advanced or proficient.

\*7<sup>th</sup> grade fell short of the ELA MAP state average in the advanced and proficient category by 2.3%. SGMS scored at 41.4%.

**2018-2019 ELA I-Ready Data (End of Year View)**

\*Distribution of progress towards annual typical growth:

6<sup>th</sup> grade – 56%

7<sup>th</sup> grade – 64%

8<sup>th</sup> grade – 68 %

\*Distribution of progress toward annual stretch growth:

6<sup>th</sup> grade – 26%

7<sup>th</sup> grade – 32%

8<sup>th</sup> grade – 36%

\*Percent of students with improved placement:

6<sup>th</sup> grade – 55%

7<sup>th</sup> grade – 61%

8<sup>th</sup> grade – 66%

\*Domain Data – Overall Reading

6<sup>th</sup> grade – 71% below grade level

7<sup>th</sup> grade – 51% below grade level

8<sup>th</sup> grade – 52% below grade level

\*Domain Data – Weakest Domain

6<sup>th</sup> grade – vocabulary at 71% below

7<sup>th</sup> grade – comprehension literature at 55% below grade level

8<sup>th</sup> grade – literature and informational text at 56% below grade level

### **2018 Math Map Data**

\*8<sup>th</sup> grade fell well below the state average with 6.5% students scoring at a proficient or advanced level while the state average at 29.6%. Excessive number (59.4%) of students scored at a below basic level.

\*7<sup>th</sup> grade had 27.0 % of students score at an advanced or proficient level while the state average is 37.9%.

\*Algebra I – 81.1% scored at an advanced or proficient level.

### **2018-2019 Math I-Ready Data (End of Year View)**

\*Distribution of progress towards annual typical growth:

6<sup>th</sup> grade – 58%

7<sup>th</sup> grade – 67%

8<sup>th</sup> grade – 80 %



\*Distribution of progress toward annual stretch growth:

6<sup>th</sup> grade – 23%

7<sup>th</sup> grade – 40%

8<sup>th</sup> grade – 51%

\*Percent of students with improved placement:

6<sup>th</sup> grade – 60%

7<sup>th</sup> grade – 66%

8<sup>th</sup> grade – 75%

\*Domain Data – Overall Math

6<sup>th</sup> grade – 57% below grade level

7<sup>th</sup> grade – 55% below grade level

8<sup>th</sup> grade – 58% below grade level

\*Domain Data – Weakest Domain

6<sup>th</sup> grade – algebra and algebraic thinking at 57% below grade level

7<sup>th</sup> grade – geometry at 64% below grade level

8<sup>th</sup> grade – geometry at 60% below grade level

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
8.8.19 / Ongoing	SJSD Module	SGMS Admin	NEE	n/a	
8.8.19	Intruder Training	SRO – SJPD	District Training	n/a	
8.12.19	SJSD Module	SGMS Admin	Info from directors	n/a	

8.13.19	Establish expectations for an instructional culture at The Garden	SGMS Admin	Intentional focus on the SJSD Foundational Practices	n/a	Evidence of implementation through observation of practice during walkthroughs
8.13.19	Lesson Design / Blended Learning	SGMS Admin & CC (Dorsey)	Kick-off for 19-20 focus on lesson design and blended learning, supporting innovation	n/a	Google Survey – Reflection on current practice and next steps
JEPD Dates TBD (Sept) (Oct) (Nov0)	Lesson Design / Blended Learning	SGMS Admin & CC (Dorsey)	*Develop look-fors *Instructional Rounds	TBD – budgeting for subs	Evidence of implementation through observation of changed practice during walkthroughs
Ongoing JEPD	Weekly JEPD or Bi-Monthly	Admin, BS, Media Specialist and staff	Weekly JEPD Week 1: Admin Week 2: BS Week 3: Media Specialist Week 4: Content	n/a	Completed task, evidence of implementation of specific strategies, etc.

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students. What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

**SGMS 2018-2019 Evaluative Data:**

\*4.1 Critical Thinking – building average 4.604

\*4 out of 30 staff had an average of 6.0 to 6.3

**Project Based Learning**

\*implementation has varied across the building

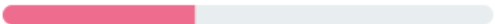

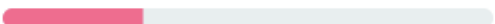


\*Over 50% of staff that participated in PBL training through the Buck Institute no longer teach at SGMS.

**Bright Bytes Tech Survey Data:**

\*The data charts below are just two small samples of the needed work for professional learning for

## SCHOOL SCORECARD

Student Use of the 4Cs	● Advanced
Teacher Use of the 4Cs	● Emerging
Assessment	● Proficient
Assistive Technology	● Advanced
Student Digital Citizenship	● Advanced
Teacher Digital Citizenship	● Proficient

<b>Professional Learning</b>	>
	
<b>Student Use of the 4Cs</b>	>
	
<b>Teacher Use of the 4Cs</b>	>
	
<b>Teacher Multimedia Skills</b>	>
	
<b>Teacher Foundational Skills</b>	>
	

<b>Date</b>	<b>Activity</b>	<b>Person/s Responsible</b>	<b>Description</b>	<b>Budget Projection/Funding Source</b>	<b>PD Implementation Evaluation</b>
8.12.19	PBL	Curriculum Coordinators	Content PBL	District funding	
TBD	PBL	SJSD – SGMS	PBL Training for 3	District funding	
9.27.19	Engage Summit	SJSD	Innovation Topics	District funding	
1.7.19	PBL Planning	SGMS staff	½ day PBL planning with like content	n/a	Implementation plan submitted
19-20 Ongoing JEPD	Book Study	SGMS Admin and Staff	Book Study – Marching Off the Map	\$600 – Building PD	Google Classroom – Interactive Travel Guide

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

**In place:** \*Building MTSS Team – semi in place  
\*Advisory Program Structure  
\*Attendance – Tracking, monthly incentives, notification letters, phone calls  
\*Behavior Interventionist – Identification of students with high needs for Behavioral support

**Needs:** \*Bright Bytes Training – Intervention Plans  
\*Common and consistent practices across building  
\*Mental Health Supports  
\*Systematic structure/schedule for tier two supports for whole child

<b>Date</b>	<b>Activity</b>	<b>Person/s Responsible</b>	<b>Description</b>	<b>Budget Projection/Funding Source</b>	<b>PD Implementation Evaluation</b>
8.13.19	MTSS – Behavioral Intervention	Mumper / Gilpin	Behavioral support kick-off / front load for student plans	n/a	Evidence of implementation with follow-up reflection supported with student data
19-20 Ongoing	MTSS – Behavioral Intervention	Mumper – Behavior Interventionist	Positive behavior support strategies for teachers	Touch Text – Supporting Behavior for School Success	Evidence of implementation will be through classroom observation and student discipline data
19-20 Ongoing	Attendance	Admin – SGMS Staff	PDSA attendance plan for 19-20	\$1500 - incentives	Evidence of effectiveness through data tracking and improved attendance
19-20 Ongoing	MTSS Process	Admin – SGMS Staff	Full implantation of BrightBytes for data input and tracking. Teacher training during JEPD.	n/a	Evidence of implementation will be through increased usage of data within system for MTSS decisions.

19-20 Ongoing	Character Strong – Advisory Curriculum	Admin, SGMS Staff – CS staff member - TBD	Intentional focus on social -emotional learning and character education	\$ - TBD	Evidence of implementation will be through impact on climate/culture of SGMS and observation of changed practice through walkthrough observations.
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**Truman Middle School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:

- a. I-Ready Whole Staff Integration - Creating quality interventions using I-Ready by entire staff.
- b. Data:
  - i. I-Ready diagnostic 3 indicates that 50% of students at TMS are 2 or more grade-levels below in reading
  - ii. I-Ready diagnostic 3 indicates that 60% of students at TMS are 2 or more grade levels below in math

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Aug. 12	I Ready Learning Lab	Admin and Math/ELA trained I-Ready staff. District I- Ready specialists	Creation of classes for each teacher, usage of reports and lessons.	None Needed	I-Ready diagnostic scores



Nov. 1	I-Ready Learning Lab	Admin and Math/ELA trained I-Ready staff. District I-Ready specialists	Ongoing Monitoring and small group format using I-Ready	None Needed	I-Ready diagnostic scores
Jan. 6	I-Ready Check In	Admin and Math/ELA trained I-Ready staff. District I-Ready specialists	Small group problem solving and trouble - shooting	None Needed	I-Ready diagnostic scores

2. Continue to study and deepen understanding of the 4C's (creativity, communication, critical thinking, and collaboration), as a framework for innovation in classrooms focused on personalized learning.

a. Truman Middle School will focus on the communication using appropriate technology over the course of the 2019-20 school year. Our current PBL's and classroom lessons and assignments would be improved with feedback both (peer and teacher) using our Google resources as well as other survey and collaborative feedback sites.

b. DATA:

- i. 76% of students at TMS report that they are asked to write online less than once per month.
- ii. 72% of students say that they receive feedback on assignments less than once per month from peers or outside evaluators
- iii. 74% of students report that they received feedback digitally from others in the classroom less than once per month.

iv. 12% of teachers report that they regularly ask students to write online.

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
JEPD: Sept. and Oct.	Learning Lab	Admin and leadership team	Google Apps and appropriate communication online	None Needed	Technology Survey 2020

JEPD Nov/Dec	PBL Learning Lab	PBL Trained Staff and Admin	Presentations and research / adaptations of PBLs by staff	None Needed	Walkthrough peer evaluations in JEPD and Admin walkthroughs
PBL District Training Dates	PBL Training	District PD	Teachers learn how to create and implement PBLs in the classroom	District PD	Walkthrough evaluation

2. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

- A. SW-PBS - Our school will continue with SW-PBS training. We will be working to obtain the Tier 1 Emerging status. The emphasis this year is on effective classroom practices.
- B. Data:
  - a. Incidents of OSS have increased from 106 in 2018 to 132 in 2019.
  - b. Fights and Disruptive behavior resulting in OSS have doubled in the last year.

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Sept.	SW-PBS Training	RPDC Staff	Continued Learning of Tier One PBS	Building PD	SET and SAS Scores
Nov.	SW-PBS Training	RPDC Staff	Continued Learning of Tier One PBS	Building PD	SET and SAS Scores
Jan.	SW-PBS Training	RPDC Staff	Continued Learning of Tier One PBS	Building PD	SET and SAS Scores
Mar.	SW-PBS Training	RPDC Staff	Continued Learning of Tier One PBS	Building PD	SET and SAS Scores
July 25-28	Win Win Discipline	Kagan/RPDC	Learning to de-escalate and prevent problem behaviors in the classroom.	Building PDC Funds	Admin Walkthrough Data
Aug. 12	PBS Training Camp	SW-PBS Building Tier 1 Team	Teachers will get a refresher on the 8 Essential Classroom Practices.	None needed	Admin Walkthrough and discipline data
Nov. 1	SW-PBS Training	SW-PBS Building Tier 1 Team	Teachers will get a refresher on the 8 Essential Classroom Practices.	None needed	Admin Walkthrough and discipline data

Jan. 6	PBS Training	SW-PBS Building Tier 1 Team	Teachers will get a refresher on the 8 Essential Classroom Practices.	None needed	Admin Walkthrough and discipline data
JEPD Monthly	PBS PEER WALKTHROUGHS	All Staff	Staff will conduct walk throughs in classes taking data on specific PBS interventions	None needed	Documentation of visits

### Benton High School 2019-2020 Student Performance Action Steps

1. Reduce the gap between current student performance and desired student performance in math & literacy using targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.
  - a. MTSS
    - i. Brightbytes Team
    - ii. Department Improvement Plans-tier 1 support for all students
    - iii. Attendance/Care Team
  - b. Collegial walkthroughs focusing on Foundational Practices.
    - i. Professional development by lead teachers on Foundational Practices (carousel during first building day.
    - ii. Walkthrough reflections during JEPD and leadership retreat.
    - iii. NEE observation training w/ staff
2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.
  - a. Provide opportunity for
  - b. Edge Factor- Seminar
  - c. Continue communication focus and make stronger. Professional development on communication with parents for teachers. Develop a system of documentation for teachers to use so that communication will occur every grade report period for those students with failing grades.
    - i. Have a way to document all phone calls

- ii. PD Practice over phone calls
- iii. Create teacher self-video w/QR code to put in entry to room/Back to School.
- iv. Scholarship/ACT communication-what will this look like?

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

- a. MTSS
- b. Character Strong
  - i. Select some character traits to focus on during the year.
  - ii. Look into Leadership and Seminar curriculums
  - iii. Character Strong PROMPT Training

Date	Activity	Person/s Responsible	Description	Budget	PD Impl. Eval.	District Action Steps
8/8/19	District PD	District				
8/9/19			Teacher Work Day			
8/12/19	District PD	District				
8/13/19	Building PD	PD Committee	1. Intro to Building/Team Bldg., Celebrations 2. Informational Rotations (might consolidate) a. Growth Plans b. Department Improvement Plans c. Counselors, Nurse d. Misc. Business items e. Communication-3 week phone call & model phone calls f. NEE g. Character Strong Prompt/Boys Town h. Academic Seminar, MTSS & Forms for discussion		Google Form survey for informational rounds and foundational round rotations.  NEE  Documentation Forms	1. 1.a. 1.a.ii. 1.b.i. 1.b.iii 2. 2.b.i. 2.b.ii. 2.b.iii. 3.a.

			i. Character Strong- Door Greet Calendar, misc. 3. Self Video (before lunch) 4. Foundational Practices Rotation (after lunch) a. Innovation (Jason & Molly) b. Instructional Processes (Kim & Ebony) c. Literacy (Lynn L & Tanya) d. Classroom Environment (Delaney) 5. Kickoff: Sidewalk Chalk  ***Back to School Night*** (4:00-6:00)			
8/14/19			Teacher Workday			
8/15/19			FIRST DAY OF SCHOOL			
Late Aug- Mid October	Core Dept JEPD	Admin, Dept. Chairs	4 Individual Days of Work sessions to create Power Standard common assessments with student involvement on checking progress- more PD coming	Assessment \$	Core Assessment Plans	1.
Various	PD various	Various	PD sessions that coincide with SIP, District IP	PD	various	1, 2, 3
8/27/19	JEPD	Admin	NEE Indicator 2.1		NEE	1, 2, 3
8/29/19	JEPD	Admin	NEE Indicator 5.3		NEE	1, 2, 3
9/4/19	JEPD	Admin	NEE Indicator 7.		NEE	1, 2, 3
9/10/19	JEPD	Kim Privat	SPED		Qualitative feedback from teachers	
9/18/19	JEPD	Admin	Growth Plans and SLO's		NEE	1.b.iii 2.
9/27/19	District PD		Engage Summit- CHS			
10/14, 15			Parent Teacher Conferences			2.b.
11/1/19	Building PD	PD Committee	1. Focus on Teacher Walk-Throughs/Foundational Practices		NEE  SLO data	1.iii 1.a.i. 1.b.ii.

			2. Share outs on Good Things Seen in Teacher Walk-Throughs 3. Communication 4. BrightBytes Tier 1 5. Character Strong Prompt, Edge Factor 6. Student PD (Teachers fill out what they want session they want to lead 2nd semester) 7. METC		Documentation Forms	2.b. 3.b.
11/20/19		PD Committee	Leadership Team Retreat (PM)- reflection on how year started, look at data trends, update Jan. PD & rest of year JEPD, discuss/review Department work -TMC reserved 11-3:30			1. 2. 3.
12/4/20	JEPD	Kari Crouse	ESOL			1. 2. 3.
1/6/20	Building PD (½)	PD Committee	1. Teacher Break Out Session (trauma, self-care, de-escalation, METC) 2. Revisit: Growth Plans, SLO, Foundational Practices 3. Communication 4. Student PD		NEE  Documentation Forms	1. 1.a. 2.b.
2/5/20	JEPD	Beery, Luke, Lynn	SLO/Growth Plan Reflections		SLO data and Growth Plan revision	1. 2.
2/10, 12/2020	METC	Various	Team attend METC conf.	PD	Present JEPD, implement strategies in lessons	1. 2.
2/14/20	District PD	District				

3/4/20	JEPD	Beery, Luke, Lynn	1. Teacher Observation Reflections/Foundational Practice Reflections 2. Testing		Reflection pieces from teachers- share out	1. 2.
3/9/20 & 3/10/20			Parent Teacher Conferences			2.b.
3/12/20			Student PD (day before Spring Break)		Student Survey	2.
April 2020	JEPD	Luke	EOC JEPD		Teacher forms signed	1.

**Central High School  
2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance?

**ACT 5 year trend:**

English: 5 year trend in English sub-test has fallen from 22.7 (2014) to a 20.3 (2018)  
Weakness: Production of Writing 52% of students feel within readiness range in this category

Math: 5 year trend in Math sub-test has fallen from 21.3 (2014) to a 19.3 (2018)  
Weakness: Preparing for Higher Math (PHM) 30% mastered readiness  
PHM - Algebra 30% (State 34%)  
PHM - Functions 30% (State 32%)  
Integrating Essential Skills 32% (State 32%)

Reading: 5 year trend in Reading sub-test has fallen from 22.5 (2014) to 20.4 (2018)  
Weakness: Key Ideas and Details 40% (State 41%)

Science: 5 year trend in Science sub-test has fallen from 22.2 (2014) to 20.0 (2018)  
Weakness: Interpretation of Data 31% (32%)

Composite: 5 year trend in composite score has fallen 22.3 (2014) to 20.1  
Weakness: Ethnicity gap: White +.7 Black -2.0 Hispanic -1.6

\*All juniors were tested starting in 2016 which impacted the score. The state stopped testing all juniors in 2018.

**EOC:**

2018 MSIP data:

Math:

ELA 2: 2016 79.5%, 2017 n/a, 2018 56.9% Proficient/Advanced (-22.6)

Government:

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
8/8 or 12/19	NEE (Network for Educator Effectiveness SJSD Module 2.1 and 5.3 training	Admin	NEE is the new teacher evaluation framework that provides a positive impact on teachers and student learning. District Indicator 2.1: The teacher supports cognitive development of all students District Indicator 5.3: The teacher uses strategies that promote kindness and social competence among students in the classroom and community.	N/A	Professional development surveys and teacher feedback during evaluation debriefs.
8/8 or 12/19	Compliance Training	Admin and SJSD modules	Information from Administration Team regarding compliance issues	n/a	Compliance and building/district expectations and law



8/13/19	Rigor and Relevance Seminar	Admin and Model Schools Consultant	Rigor, Relevance and Relationship framework training to increase literacy and math instruction for students	\$3,000 tentative	Staff survey and feedback
Ongoing	Co-teaching training and support	Teachers/Administration	Co-teachers will have a chance to receive training and support in co-teaching methods to improve instruction.	\$500 (subs and/or training)	Teacher survey/feedback
Ongoing	Implement technology in the classroom	Admin and teachers	Continue to offer professional development or TechBytes to increase technology and innovation in the classroom <a href="http://digitalpromise.org">digitalpromise.org</a>		Staff survey
		Curriculum Advisors	Opt-in Opportunities for veteran teachers exploring topics in teaching		

- Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities?

- Evidence of teacher training in walkthrus the past two years in PBL strategies.
- Staff awareness and focus on 4 C's as evident in walkthroughs
- Teachers developing lessons focusing on problems and real-world situations and moving away from textbook only
- Discussion from District PD on Innovation and Creativity in lesson design

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
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Ongoing	BLT Leadership Team	Administrative	Continue year two of the team developing teacher leadership within the school to improve building culture		Fall student survey
8/13	Review of the 4 C's and P 21 Framework	Administrative Team/PD Committee	Deepen understanding of the 4 C's along with resources and a schedule for PD implementation and accountability.	\$200	Staff PD Survey
8/13	Book Study	Building Leadership Team/Administration	Introduce Building book study Semester 1 "The Energy Bus"	\$200	Feedback from book groups
8/13	Technology integration	Administration/Teacher Leaders	Professional development for instructional utilization of digital tools to enhance student engagement and learning		
Ongoing	Central Orientation Program (COP)	Administrative Team/Teacher leader	Administration and lead teachers will meet with staff new to Central High School to support new teachers in building initiative and procedures.	\$300	New Teacher PD Survey
9/11, 10/9, 11/13	Job Embedded Professional Development (JEPD)	Administrative Team/PD Committee/BLT	Book Discussion of Energy Bus	\$75	Teacher reflection and small group notes
11/1	Building PD	Administrative Team/PD/BLT/Curriculum Advisors	Focus on instructional strategies surrounding the 4 C's (Creativity/ Critical Thinking) and Rigor/Relevance Strategies	\$If speaker quote	
1/6, 2/12, 3/11	Building PD	Administrative Team/PD/BLT	Book Study: Shift This	\$200	

Fall and Spring	CWRA (Tasks designed to assess students general critical thinking and written communication skills)	Test Coordinator	CWRA test will be given to 9th grade and 11th grade and the pre-ACT will be given to 8th and 10th		Core teams will analyze data
Ongoing	PBL training	District PBL training	Continue PBL training of teachers (4 teachers)		
June 2020	AP Teacher Training	AP	Continue training of AP teachers to enhance course understanding and content. (Barbosa/AP Gov)	\$1500	AP Test data and implementation of curriculum
Ongoing	Increase dual credit and dual enrollment classes offered	Administration/Content area teachers	Explore options to partner with universities to increase dual credit classes to enhance student understanding and college success.		Counseling center enrollment numbers and course offerings
Ongoing	Departmental Collaboration time	Administration/Teachers	Data teams will meet to discuss instructional strategies and data to enhance and support student achievement		Evidence in walkthroughs
Ongoing	Increase students taking ACT or WorkKeys	Counseling/Administration	Identify and encourage students to take the ACT or WorkKeys test by 3 %. 2018-19 CCR 1-3 62.54%		CCR 1-3 data

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:

# MTSS Bright Bytes

Admin/Counselor/Social Worker meetings to identify and help At-Risk students

Counseling training of staff in Suicide Awareness, Bullying

ISS revamp for next year including interventions and awareness

Community resources: Outside family guidance, counselors, Juvenile Office, etc.

Date	Activity	Person/s Responsible	Description	Budget Projection/ Funding Source	PD Implementation Evaluation
8/13	MTSS training and procedures	Administration	MTSS training of staff on MTSS framework and strategies		
Twice a month	MTSS meetings	Administration team	MTSS team meetings to identify struggling students		
Ongoing	Parent communication	Counseling/ Administration	Improved Communication with parents and students on resources available  <a href="https://www.common sense.org/education/teaching-strategies/power-up-your-parent-teacher-communication">https://www.common sense.org/education/teaching-strategies/power-up-your-parent-teacher-communication</a>		
Monthly	Attendance	Administration Attendance committee	Improve 18-19 attendance rate by 1%. Explore new strategies of email and text nudges.		
Ongoing	Co-teaching	Administration and SPED	Provide additional classes using co-teaching and provide support	Workshop cost	
Ongoing	ISS	Administration	Reorganization of ISS room and procedures to help whole child		
Ongoing	Character education, digital citizenship	Administration/ Counseling/ BLT	Research, identify, and implement programs and practices that promote character education, digital citizenship, and cultural competency K-12 (commonsensemedia.org resource)		

**Lafayette High School  
2019-2020 Student Performance Action Steps**

Background Data/Evidence

1. What does your building data indicate about your math and literacy performance?

2018 ACT DATA	English	Math	Reading	Science	Composite
All - White (66%)	+.2	-.1	+.3	0	+.2
All - Black (12%)	-2.8	-1.5	-2.3	-1.1	-1.8
All - Hispanic (6%)	-.5	-.9	-.5	-.2	-.5

Information from the 2018 ACT graduate report data analysis indicated an opportunity for growth in the following areas:

- English - Production of Writing; Conventions of Standard English
- Reading - Key Ideas and Details
- Science - Interpretation of Data
- Math - Algebra; Functions; Integrating Essential Skills

Academic performance for students receiving special education services is an area of growth as identified by ESSA criteria. Increased monitoring of special education services should be a top priority during the 19-20 school year. Due to results noted above, ACT preparation will be revamped at the building level, JEPD will have a heavy emphasis on data-driven instruction, and mandatory department collaboration time will be added into the staff meeting schedule.

2. What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities?

According to the 2018-2019 teacher observation walkthrough data, the average classroom walkthrough score was 4.5 for critical thinking (Indicator 4.1) and 5.2 for a positive classroom environment (Indicator 5.3).

As measured by the Gallup Student Poll, student perceptions regarding engagement (In the last seven days, someone has told me I have done good work at school) and hope (I have a mentor who encourages my development) are growth opportunities at Lafayette High School.

3. What intervention strategies are in place in your building? Tutoring, Academic Seminar, IEPs/504s, MTSS Team including Student Success Plans based on individual needs, BIPs, personalized learning, various attendance interventions (see PDSA below).

What supports need attention? Provide details here:

MTSS and our Care Team are evolving and improving to identify students who need academic, behavior, or attendance interventions.

1. Continue to study and deepen understanding of the 4 C's (creativity, communication, critical thinking, and collaboration) as a framework for innovation in classrooms focused on personalized learning.
2. Continue the study of critical thinking as defined by P21, focusing on project- or problem-based instructional processes, to facilitate learning that includes relevant, engaging, authentic, and experiential opportunities for students to make real-world connections.
  - P21 Components of Critical Thinking:
    - i. **Reason Effectively:** Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
    - ii. **Use Systems of Thinking:** Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

- iii. **Make Judgements and Decisions:** Effectively analyze and evaluate evidence, arguments, claims, and beliefs; Analyze and evaluate major alternative points of view; Synthesize and make connections between information and arguments; Interpret information and draw conclusions based on the best analysis; Reflect critically on learning experiences and processes.
- iv. **Solve Problems:** Solve different kinds of non-familiar problems in both conventional and innovative ways; Identify and ask significant questions that clarify various points of view and lead to better solutions.
- v.

Date	Activity	Person(s) Responsible	Description	Budget/Funding	Evaluation
8/02/19	Leadership Team Building	Ashly McGinnis	Leadership Team lunch and learn.	\$50	Reflection and feedback
8/13/19	Opening day staff presentation- Trauma Training, 4 C's, SJSD Foundational Practices, SIP, Google Classroom, MTSS, and NEE.	Administrative Team	Building level expectations SJSD Foundational Practices and 4C's overview, review SIP, collaboration schedule, relationships, Discuss Google Classroom- invite new staff, MTSS, NEE (Network for Educator Effectiveness) training- Indicators 2.1, 5.3, and 7.4 Jean West presentation (1pm-3:20pm)	Approximately \$200/Building A Fund	Staff PD Survey
Sept. 2019	Job Embedded PD	Administrative Team/Teacher Leaders	Data driven instruction Trauma Training, Ruby Payne research and info	Building PD Fund	Staff PD Survey  Evidence of implementation in walkthroughs
Oct. 2019	Job Embedded PD	Administrative Team/Teacher Leaders	Data driven instruction – NEE Unit of Instruction Trauma Training, coping skills, mental health	Building PD Fund	Staff PD Survey

Nov. 2019	Job Embedded PD	Administrative Team/Teacher Leaders	Data driven instruction How to work with at-risk students Intervention plans for at-risk students Resource: Casel.org	Building PD Fund	Staff PD Survey  Evidence of implementation in walkthroughs
Dec. 2019	Job Embedded PD	Administrative Team/Teacher Leaders	Intervention plans for at-risk students/MTSS 4Cs SJSD Foundational Practices	Building PD Fund	Staff PD Survey  Evidence of implementation in walkthroughs
Jan. 2020	PD Day	Administrative Team/Teacher Leaders	Trauma Training Interventions plans for at-risk students/MTSS Data driven instruction- Review Unit of Instruction Working with students from poverty	Building PD Fund	Staff PD Survey  Evidence of implementation in walkthroughs
Feb. 2020	Job Embedded PD	Administrative Team/Teacher Leaders	Critical Thinking: Presentation from librarian (Common Sense Media) 1. How to cite resources for papers 2. How to analyze sources and evidence 3. How to determine if a source is reliable 4. Mini lesson on Acers	Building PD Fund	Staff PD Survey  Evidence of implementation in walkthroughs



Mar. 2020	Job Embedded PD	Administrative Team/Teacher Leaders	Trauma Training Data driven instruction Finishing strong	Building PD Fund	Staff PD Survey
April 2020	Job Embedded PD	Administrative Team/Teacher Leaders	Effective test-taking strategies SJSD Foundational Practices	Building PD Fund	Staff PD Survey
Ongoing	Department Plans for Implementing the 4 C's	Administrative Team and Department Chairs	During collaboration time, each department will create a specific plan for how they will implement the 4 C's in their content area. (Conley's Keys)	Building PD Fund	Evidence of implementation in walkthroughs

**Student Performance**

- 1.8 Close the achievement gap between sub-groups
- 1.7 Support Co-Curricular Programs: Enhance student performance through all support and extra-curricular programs.
- 1.8 Assessment: Utilize data and assessment to promote student achievement.

Date	Activity	Person(s) Responsible	Description	Budget/Funding	Evaluation
Ongoing	ACT Academy	Bart Hardy	Students will work in a small group setting with teachers trained by Focus on Learning to help teach ACT skills; ACT Academies take place the week before the national tests in October, December, February, and April.	Approximately \$1200 (teacher costs and supplies/) Assessment Off	Program Evaluation- baseline scores vs. post-academy scores
Ongoing	WorkKeys Testing	Ashly McGinnis	Seniors who plan on entering the workforce after high school will be provided a WorkKeys test in October, November, January, or March.	\$20 for testing supplies for students	MSIP5 Data
Ongoing	Academic Interventions	Admin Team and Department Chairs	Utilizing assessment data, “bubble students” will learn essential objectives through Launch, personalized instruction during Academic Seminar, Credit Recovery, and/or tutoring.	\$0	EOC Data iReady Data Clarity Data Grades
Spring 2020	AP Testing	Paul Woolard Sam Davis	Focus on using data to determine which students can be successful in AP testing; those students will be encouraged to test through teacher-parent communication. (Test info on DESE)	\$94 or \$53 (student funded or social worker account)	AP Test Data
Spring 2020	EOC Testing	Paul Woolard and Nicole Shiflett	Lafayette will create a positive testing environment with flexible timing to promote student success on required EOC assessments.	\$0	EOC Data
Ongoing	Breakfast with the Experts, Speakers	Sam Davis	United Way will provide speakers to discuss careers with students. Speakers in classrooms – careers, lesson enhancement, etc.	\$0	Feedback from students

Ongoing	MTSS/CARE Team	Admin, Nurses, Counselors, Social Worker, Teachers, SRO	Provide wraparound and intervention services for students with academic, attendance, social/emotional or behavioral needs to ensure students are CCR using Clarity. Resource: Tim Elmore: Growing Leaders	\$0	Clarity Data Staff feedback
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1.6 College and/or Career Readiness: SJSD students will be post-secondary, college and/or career ready upon graduation.

### **Student Performance - Academic Achievement**

1.2 English Language Arts: SJSD students will develop a variety of skills and strategies needed for comprehending and producing (writing) a broad range of high quality, increasingly challenging literature and informational text, both print and non-print, across all subject areas through a balanced literacy approach.

1.3 Mathematics: SJSD students will develop conceptual understanding, apply mathematical concepts, and think critically through reasoning of authentic problems.

1.4 Science: SJSD students will have the content knowledge and understanding of scientific concepts and processes required for personal decision making, prediction of natural phenomenon, and evaluation of scientific information and argument.

1.5 SJSD students will have the content knowledge and understanding of history, economics, and geography along with the processes required for personal decision-making as global and US citizens and demonstrate evaluation of social studies information and argument.

1.7 Support Co-curricular Programs: Enhance student performance through all support and extra-curricular programs.

Date	Activity	Person(s) Responsible	Description	Budget/Funding	Evaluation
Ongoing	ELA Collaboration	Dept. Chair and Admin Team	The LHS ELA Dept. will have a renewed focus on nonfiction reading and writing with at least one workshopped, revised, and polished written piece produced each quarter in all ELA classes. Resource: Good Thinking by Erik Palmer	\$0	Walkthroughs  ELA Assessment Scores
Ongoing	Mathematics Collaboration	Dept. Chair and Admin Team	The LHS math Dept. will continue to focus on individualized interventions and application of STEM concepts.	\$0	Walkthroughs  Math Assessment Scores

Ongoing	Science Collaboration	Dept. Chair and Admin Team	The LHS Science Dept. will focus on the Missouri Learning Standards and the application of inquiry skills. Refocus on ACT strategies by administering science ACT passages bi-weekly and science ACT tests each quarter.	\$0	Walkthroughs  Science Assessment Scores
Ongoing	Social Studies Collaboration	Dept. Chair and Admin Team	The LHS SS Dept. will continue to expand use of the PBL model in support of the 4C's, prepare for the new EOC format, and develop nonfiction and argumentative writing skills.	\$0	Walkthroughs  Social Studies Assessment Scores
Ongoing	Electives Collaboration	Dept. Chair and Admin Team	Elective Teachers will incorporate 21st century skills to prepare LHS students to be college and/or career ready. Resource: Teaching Thought and Partnerships for 21 <sup>st</sup> Century Learning	\$0	Walkthroughs
Ongoing	Learning Rounds	Admin Team & Teachers	LHS will work with the curriculum advisors to complete learning rounds each quarter. Feedback will be used to improve instruction.	\$0	Walkthroughs  Feedback from debriefing

### **Other Building Initiatives**

<b>Date</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Description</b>	<b>Budget/Funding</b>	<b>Evaluation</b>
Ongoing	Quarterly SIP updates with building leadership team	Admin Team, Department Chairs, Counselors	Building leadership team will meet quarterly for a quick “progress report” to make sure we are following through on initiatives decided upon by the team.	\$0	Leadership Team Feedback
Ongoing	Trauma Training	Admin Team, Jean West, outside resources	Training with the following resources: Jean West, ACES in Education, Communities in Schools – Central Texas, National Resilience Institute, Starr.org,	\$0	Leadership Team Feedback Staff Survey
Ongoing	Improving Teacher Attendance	Admin Team	Improve staff awareness of absences using staff survey data from 17-18 and 18-19. Teacher lunch incentive for quarterly perfect attendance.	\$200	End-of-year teacher attendance %
August – October	LHS Nu2L	Admin Team, Derek Frieling	Acclimate new teachers to LHS through meetings with Derek Frieling; this is a follow-up to the district’s New Teacher Orientation.	\$0	New Teacher Survey and/or Feedback
Ongoing	Hall Sweeps	Admin Team	To ensure safety and to limit lost instructional time, there will be a renewed focus on keeping students in class and keeping halls clear of traffic during class. Hall sweeps will be conducted at least twice per quarter.	\$0	Staff Survey
Ongoing	Improve Attendance Taking	Admin Team	All teachers will be expected to take accurate attendance within 15 minutes of every period; Teachers who do not comply will receive a verbal warning before being written up.	\$0	Staff Survey

Ongoing	Climate and Culture work – intentional focus on positivity and kindness	Ashly McGinnis	Positive feedback via notes and cards, celebrations for special occasions, uplifting messages throughout the school year. Kindness Revolution – Don Tolly	\$0	Staff Survey Student Survey
Ongoing	Drug dogs – random searches	Ashly McGinnis, SRO	With the assistance of local law enforcement, searches will be conducted of the building and parking lots to combat ongoing drug issues.	\$0	Debriefing after the event

The following building-specific initiatives were decided on by our building leadership team in May of 2019. The goal of these initiatives is to improve our learning environment and create a more positive, efficient climate.

### **Lafayette High School PDSA (Attendance)**

#### **Plan**

**Use a data-driven statement of the problem and devise a SMART goal that drives the PDSA throughout the year.**

Lafayette had 69.3% of students at 90% or above for attendance during the 2016-2017 school year. During the 2017-2018 school year, Lafayette had a 9.53% increase in attendance to 78.83% of students at 90% or above. The following percentages per grade level were above 90% for attendance: freshman 92.5%, sophomores 77.7%, juniors 76.7%, and seniors 65.6%. The 8<sup>th</sup> grade class at Robidoux (our incoming freshman for 2018-2019) had 81.2% at 90% or above for attendance during the 2017-2018 school year. During the 2018-2019 school year, Lafayette had an overall MSIP proportional attendance rate of 88.67% (freshman 83.73%, sophomores 90.61%, juniors 86.20%, and seniors 89.24%).

**SMART GOALS:** 1. Lafayette High School will increase student attendance from 88.67% at 90% or above for attendance to 90% at 90% or above by the end of the 2019-2020 school year. 2.

**Do**

Create a data-driven action plan based with sub-SMART GOALS to achieve building level SMART goal.

What data-driven steps do you anticipate needing to take to reach 2019-2020 SMART Goal?

Step What steps will you and I take?	Measure/Indicator What data will be collected? How will you know the step is completed?	End Date When will the work be completed?	Person Responsible
<ol style="list-style-type: none"> <li>1. Attendance discussions on first day of school with grade levels</li> <li>2. Day 1- Positive phone calls home</li> <li>3. Weekly phone calls home on unverified absences</li> <li>4. Attendance letter – SJSD timeline</li> <li>5. Discussions with students and/or parents (per attendance policy)</li> <li>6. Attendance board at LHS</li> <li>7. Staff attendance lunch incentive</li> </ol>	<p>Document on PowerSchool contact with students and/or parents Each staff member will make one positive phone call home.</p> <p>Number of letters mailed with be collected and emailed downtown</p> <p>Quarterly reward (lunch) for teachers with perfect attendance</p>	August 2019- May 2020	Admin Team Counselors Michelle Smith (#4) *other staff as assigned *teachers
Quarterly celebrations of students who have perfect attendance and attendance at or above 90%. (Utilize business partners for celebrations.)	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Attendance sheets to Academic Seminar every Monday</li> </ul>	End of each quarter	Admin Team
Monthly social media posts related to attendance- celebrations, student success stories, importance of attendance, staff profiles, etc.	One or two social media posts per month (Twitter or Facebook)	End of each month during the 2019-2020 school year	Admin Team Michelle Smith

**Study**

Analyze the data after implementing an approach for 15-30 day iterative cycles.

- What data give evidence to progress of plan effectiveness?
- What data gives evidence of lack of progress of the plan effectiveness?

**Act**

Based on “study” results, what ACTIONS will you take now?

- Based on data-driven results, either continue to implement first plan or make revisions.

New data-driven SMART goals based for 15-30 day cycle of improvement:

Step What steps will you take?	Measure/Indicator What data will be collected? How will you know the step is completed?	End Date When will work be completed?	Person Responsible
Academic Seminar interventions	Weekly conversations (every Monday) with students-discuss current attendance percentage with students individually and encourage attendance, MTSS intervention plans for freshman	May 2020	MTSS Care Team
Accountability	Attendance appeal committee will hold students accountable for absences.	December 2019 May 2020	Admin Team Michelle Smith
Incentives for students – gift cards, field trip, public acknowledgement, praise, and/or rewards.	Random gift card drawings Attendance field trip for those at 90% or above	May 2020	Admin Team
Knock and Talk	Weekly visits home, conversations with parents	May 2020	Admin Team Truancy Officer



**Webster Learning Center**  
**2019-2020 Student Performance Action Steps**

1. Reduce the gap between current student performance and desired student performance in math and literacy through the use of targeted academic interventions, professional development to build capacity in math and literacy instructional strategies, and the monitoring of student growth and progress in each of these areas.

What does your building data indicate about your math and literacy performance? Provide details here:  
Most students are performing below grade level based on iReady and state testing data.

*(Reader/Writer workshop training – suggested by Dr. Williams)*

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Monthly: Start 9/3	iReady Sit-downs	Various staff; J. Salanky	Monthly meetings to review iReady data and explore strategies to improve	\$0	*Walkthrough evidence *Structured observation data *Pass rate of math & literacy courses
Start 2Q	Collegial Visits	PDC	Implementation of structured observation method for collegial visits (based on inst. coach model) At least 1 visit each semester (outside Webster)	\$250 10 miles round trip (est. Benton High School) $10 \times .535 \times 21 = 112.35$ $112.35 \times 2 = 224.7$ (some teachers may require more than 1 visit/sems.)	*Structured Observation data *Staff feedback form on process, progress, and growth
Monthly Start Sept Staff Mtg.	Professional Literature Review	J. Salanky MTSS Team	Review Fremont Schools Instructional playbook; create building plan for each section (7)	\$0	*Office referral & Discipline report data *Creation of Webster Instructional Playbook
Start 9/3	Tech. Recognition	J. Salanky	Add technology teacher highlights to Weekly Update (Friday Focus)	\$0	*Walkthrough evidence of increased technology integration

2. Continue to support the implementation of the 4C's (critical thinking, creativity, communication, and collaboration) and deeper learning competencies through the advancement of relevant, experiential, and authentic learning opportunities for all students.

What does data and evidence indicate about your building's implementation of Project Based Learning, the 4Cs, and relevant, experiential, and authentic learning opportunities? Provide details here:

Walkthrough data, submitted lesson plans, and anecdotal notes indicate an increase of critical thinking strategies used in the classroom following Sarah Brown Wessling's PD from the 2018-19 school year (silent discussion, gradual release, panel discussion, pinwheel).

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Start Oct 14	PBL Alt HS	Alt HS & Admin Team	Each quarter teachers will create plans to develop a course in which students can obtain credit towards graduation through PBL activities	\$1000 Instructional	*Walkthrough data *Quarterly PBL plans *Pass rate / graduation rate
Start Aug 19	Learning Rounds	Certified Staff & Admin Team	Teachers participate in building learning rounds to improve 4C's intergration	\$450 – PDC (for substitutes)	
Start Aug 19	Four Cs Focus	Admin Team	Each quarter staff will study & submit plans to implement a different 4Cs component. Info and examples provided by admin team during monthly staff meetings	\$0	*Walkthrough data *Four Cs teacher plans

3. Study and implement student intervention strategies that support the social, behavioral, and academic success of all students.

What intervention strategies are in place in your building? What supports need attention? Provide details here:  
MTSS Tier 1, 2, 3 interventions, Check-in/Check-out. Social skills lessons need to take place at a designated time; plan to build in to Academic Advisement period during 2019-20 school year.

Date	Activity	Person/s Responsible	Description	Budget Projection/Funding Source	PD Implementation Evaluation
Start 9/3 thru 10/31	Star Global Trauma Training & Student Workbook Review	J. Jenkins	Voluntary discussion sessions focusing on the 10 steps to become a trauma informed school	\$250 PDC	*Walkthrough data *Office referral data
Start 8/19	Self-Regulation Room	Admin Team & Building Behavior Specialist	An individual or group intervention in an alternative setting, providing materials and spaces to assist in self-regulation	\$3000 Instructional & Bldg. PD	*Walkthrough data *Staff and student survey results
TBD	Self-Regulation Training	S. Graner	Training to develop trauma informed classrooms	\$2500 Grant Funded by Jean West and Rotary Club PDC: \$400 for 2 subs/semester	*Walkthrough data *Staff survey and feedback form
Feb 27-29	Midwest Symposium for Leadership in Behavior	J. Salanky, Public Day School Teachers, Behavior Interventionists	Admin, five certified SpEd teachers, and 4 behavior specialists will attend the MSLB in Kansas City	Public Day School SpEd Acct & Building PD Registration \$165 165 x 10 = \$1650 Mileage: 116 mi x .535 = \$63 x 4 = \$252 Lunch: \$12 x 10 = \$120 Total: \$2022	*Post-symposium conference with participants will identify areas of focus and looks-fors. *Development of implementation plan
8/15 – 5/15	Professional Library	Admin Team & PDC Chair	Professional Literature purchased based on teacher learning needs and growth plans. All literature kept in admin office for all staff to check-out when needed	\$500 PDC	*Teacher growth plan data