

# School Improvement Plan, 2018-19

School: Emerson

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Peer Review 1 Date: September 20, 2018	Peer Review 2 Date:
Presentation To Staff Date: October 5, 2018	Presentation to PTA Date: November 13, 2018
Update to Staff Date:	Update to PTA Date:
Update to Staff Date:	Update to PTA Date:

<u>SIP Team Meeting Dates</u>	
August 9, 2018	
August 28, 2018	
October 2, 2018	
November 6, 2018	

**Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.**

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## Priority area: **Professional Learning Communities**

### **Data Analysis to indicate that there is problem to address for Goal 1.**

At the end of the 2017-2018 school year, we completed a staff survey to assess the needs of our building. We also reflected on the 5 Essentials survey that the community and staff took last winter. We had many celebrations and growths on the survey but we also had areas to continue our focus. Teacher to teacher trust grew from 29% to 54%. According to our Fall 2018 staff survey, 83% of teachers feel there is trust among the staff. Quality professional development grew from 25% to 55%. We did find a need to focus on continuing to build in opportunities for teachers to observe one another teaching because according to our Fall 2018 staff survey, only 23% of the Emerson staff feels this is built into our structures.

### **Developing the problem of practice (guiding questions):**

What's going on with our students' learning?

What needs to change in our students' learning so that students will be able to....

What needs to change in teacher practice to better support student learning?

How will this change lead to improved student learning outcomes?

### **Theory of Action:**

If the principal provides the structures, guidance and support for teacher teams to effectively collaborate, then the teachers at Emerson will work in professional learning teams to analyze student work, identify achievement gaps, plan for responsive instruction, and have an open sharing of practices then all students will grow in their academic and social skills.

### **How will we know if it's working? (monitoring of implementation, student learning outcomes)**

We will know when it is working based on a reflection of our practice, the artifacts from our team planning meetings and the end result of all of that should be an increase in student growth.

### **What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)**

Grade level teams have weekly meeting time in order to reflect on student data. They also have weekly meeting time to plan for both literacy and math instruction based on the reflections they have about the data. During these team meetings the teachers will complete a data protocol using the guiding questions of a professional learning community which will help us monitor our work.

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## **SMART Goal for Goal 1:**

The Emerson staff will improve in the area of trust among teachers from 83% to 90% and utilizing opportunities to observe one another teach from 23% on the Fall 2018 Staff Survey to 75% on the Spring 2019 Staff Survey.

## **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
PLC team presented expectations to staff on institute day.	PLC leadership team	August 2018	<a href="#">Powerpoint Presentation</a>
PLC teams will reflect on current practices using the PLC continuum rubric and set a goal for themselves as a team.	Grade level team	September 2018	<a href="#">Rubric for Reflection</a>
PLC teams have designated time to share data each week using the Team Data Reflection form.	Grade level team	October 2018	<a href="#">Data Reflection Form</a>
Build in quick opportunities during late arrivals for teachers to get to know each other in order to build trusting relationships.	Building Admin	October 2018	
Teachers given opportunities to lead Pop-up PDs at lunch time for fellow staff members with the support of Instructional Coach.	Instructional Coach and staff	October 2018	

## **Second Quarter Action Plan with Specific Measures of Progress (mid-October through December):**

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Every 6-8 weeks PLC teams (including support staff) will review data.	Grade level team	October 2018	
Grade level teams will reflect on current team practices and make a new goal for themselves with specific questions designed to monitor trust.	Grade level team	November 2018	Reflection rubric revisited
Build in opportunities for staff to get to know each other and participate in building wide activities such as luncheons.	Building Admin	December 2018	
Teachers given opportunities to lead Pop-up PDs at lunch time for fellow staff members with the support of Instructional Coach.	Instructional Coach and staff	December 2018	
Opportunity provided for teachers through sub time to observe and reflect with colleagues outside of the building.	Building Admin and staff	December 2018	
<b><u>Fourth Quarter Action Plan with Specific Measures of Progress (mid-March through May)</u></b>			

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**Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.**

## **Literacy**

### **Data Analysis to indicate that there is problem to address for Goal 2.**

As of August 2018 Fountas and Pinnell testing, 49% of Emerson students are at or above grade level reading expectations. On the Fall 2018 administration of the Measures of Academic Progress assessment, 77% of Emerson students were at or above grade level. According to the Spring 2018 administration of Fountas and Pinnell testing, 38% of our students with IEPs were at or above grade level, 36% of our LEP students and 35% of our low income students are at or above grade level compared to 74% of their peers. This shows we have sub-group gaps to address.

### **Developing the problem of practice (guiding questions):**

What's going on with our students' learning?

What needs to change in our students' learning so that students will be able to....

What needs to change in teacher practice to better support student learning?

How will this change lead to improved student learning outcomes?

### **Theory of Action:**

If the principal provides learning team structures for collaboration and professional learning opportunities, then the teachers at Emerson will foster an environment of risk-taking and conference regularly with students then students will gain more awareness of their strengths and areas for growth in reading and writing. If teachers model effective think alouds, provide opportunities for students to practice, and use the Literacy Continuum, then students will communicate more deeply about text. If teachers utilize their learning teams and effectively schedule and plan their content areas, then students will make more interdisciplinary connections across content areas. If this is all supported by professional development, encouraging the use of the continuum, time for teams provided to plan and flexibility in schedules allowed by building leadership, then it will be successful!

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

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We will know it is working with both anecdotal and qualitative data. The students should be increasing in reading levels at an appropriate rate for their grade level. Also, when teachers are conferencing with students they will be able to observe the students taking more ownership of their learning.

## **SMART Goal for Goal 2:**

As of August 2018, 49% of students at Emerson are at or above grade level according to Fountas and Pinnell reading assessment. By January of 2019, 70%% of Emerson students will be at or above grade level according to the Fountas and Pinnell reading assessment. By May of 2019, 85% of students will be at or above grade level according to the spring Fountas and Pinnell reading assessment. In addition, 50% of students in each of our sub-groups: low-income, IEP and ELL will be at or above grade level by May of 2019 according to Fountas and Pinnell testing.

## **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
Implementing acceleration with fidelity and being specific with conferencing (i.e. instead of saying nice job reading the text, say I can tell you are strong with picking out the main idea)	Teachers and support staff	mid-October	Notes being recorded in pensive
Grade level teams will create interdisciplinary lessons	Teachers and support staff	mid-October	Activities and lesson plans incorporate two content areas
Grade level teams will teach students how to have deeper conversations about the texts they read utilizing the F & P data (beyond and about comprehension questions) and the learning continuum.	Grade level teams	mid-October	F&P data; specifically the 'beyond' and 'about' questions

## **Second Quarter Action Plan with Specific Measures of Progress(mid-October through December):**

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Implementing acceleration with fidelity and being specific with conferencing (i.e. instead of saying nice job reading the text, say I can tell you are strong with picking out the main idea)	Teachers and support staff	mid-Dec	Recorded notes (pensive, anecdotal, observational, powerschool, notes during PLC)
Provide PD opportunities where teachers can attend conferences or convention to explore strategies and resources	Teachers/admin	mid-Dec	Teacher attendance at outside PD and sharing with PLC. Observations of other teachers inside and outside Emerson
Grade level teams will create interdisciplinary lessons given several opportunities to do so	Teachers/admin	mid-Dec	Activities and lesson plans incorporate two content areas
<b><u>Third Quarter Action Plan with Specific Measures of Progress (January through mid March)</u></b>			
<b><u>Fourth Quarter Action Plan with Specific Measures of Progress (mid-March through May)</u></b>			

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## **Math**

### **Data Analysis to indicate that there is problem to address for Goal 3.**

According to the Fall Measures of Academic Progress (MAP) assessment, an average of 73% of Emerson students are at or above grade level math expectations. According to the 2017-2018 Eureka Module 1 data, 71% of non-IEP students showed proficiency on the math module compared to 45% of their peers with IEPs. Similarly with our low-income students 40% of our students in that subgroup are proficient compared to 71% of their peers. This shows we have subgroup gaps to address.

### **Developing the problem of practice (guiding questions):**

What's going on with our students' learning?

What needs to change in our students' learning so that students will be able to....

What needs to change in teacher practice to better support student learning?

How will this change lead to improved student learning outcomes?

### **Theory of Action:**

**If the principal provides structures for team collaboration, risk-taking and professional learning opportunities for teachers, then the teachers will create an inclusive classroom environment using a workshop model with choice in student tools and learning then students will take ownership in their learning and have repeated opportunities to master key concepts within the curriculum. If classroom teachers utilize the exit tickets and build in more opportunities for students to talk about math and self-evaluate themselves in math then students will learn to self-evaluate their understandings. If the building leadership provides opportunities for staff to share ideas and provide professional development then this will be successful.**

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

We will monitor exit tickets, pre, mid and post module assessments, and use observational data from the teachers to monitor progress toward our goals.

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## **SMART Goal for Goal 3:**

60% of Emerson students will receive a 3 on math standards according to their standards based report card by the end of the first trimester. 75% of Emerson students will receive a 3 on math standards according to their standards based report card by the end of the second trimester. 80% of Emerson students will receive a 3 on math standards according to their standards based report card by the end of the third trimester. In addition 60% of students in our subgroups: low income, ELL and IEP will receive a 3 on math standards.

## **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
Professional learning opportunities to create different structures to teach mathematical concepts in a responsive way.	Principal Coach Teacher	End of Oct	Grade level teams learn about and share current practices.
Create a “tool space” for students to select necessary materials as needed.	Teacher	Mid Oct	Tool spaces observed in teacher classrooms
Students build math communication skills.	Teacher	End of Oct	Teacher have anchor charts/visuals available for student reference (sentence stems, conversation starters, collaborative structures etc.)

## **Second Quarter Action Plan with Specific Measures of Progress (mid-October through December):**

Professional learning opportunities to create different structures to teach mathematical concepts in a responsive way.	Principal Teacher	End of Dec	All grade level teams share a new structure implemented to respond to student needs.
Teachers regularly use exit slips and other formative data to drive instruction	Teacher Co-teacher	End of December	

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and differentiate based on student needs.			
<b><u>Third Quarter Action Plan with Specific Measures of Progress (January through mid March)</u></b>			
Professional learning opportunities to create different structures to teach mathematical concepts in a responsive way.	Teacher		All teachers have implemented a structure that is responsive to student needs and driven by data.
<b><u>Fourth Quarter Action Plan with Specific Measures of Progress (mid-March through May)</u></b>			
Professional learning opportunities to create different structures to teach mathematical concepts in a responsive way.	Teacher		Teachers reflect upon current practice and set a goal for future growth.