



**School Improvement Plan Goal(s)
2018-2019**

School: Isaac Fox Elementary	
Principal: Lisa Gregoire	Assistant Principal: Kara Dohman
Team Member: Amy Carney	Team Member: Brooke Crowley
Team Member: Peg Higgins	Team Member: Jamie Johnson
Team Member: Kerri Matras	Team Member: Korie Mitchell
Team Member: Amy Murray	Team Member: Freda Noble
Team Member: Laura Raineri	Team Member: Jayne Walsh Kristin Burton

District 95 School Improvement Plans are aligned with the District 95 mission statement listed below. The SIP Goals demonstrate the alignment to academic and social-emotional growth with measurement indicators, when appropriate.

<p>District 95 Mission - Empower every learner to achieve <i>personal excellence</i>.</p>	<p>Vision – Students, Staff and Stakeholders at Isaac Fox: Embrace challenges with a positive attitude, exert effective effort, persevere through obstacles, and become resilient in the face of setbacks. In addition, we value:</p> <ul style="list-style-type: none"> • Collaboration • Continuous Improvement • Equity 	<p>Belief Statement – At Isaac Fox We believe learners achieve personal excellence when they:</p> <ul style="list-style-type: none"> • Aspire to make positive impact on the world. • Contribute to a collaborative and diverse learning community. • Develop habits to promote self-direction and growth.
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	<ul style="list-style-type: none"> • High Expectations • Integrity • Perseverance • Respect 	<ul style="list-style-type: none"> • Are prepared for college, career, and/or personal aspirations. • Are continuous learners who make and fulfill life goals.
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SIP Growth Goal - What will be done?	Action Plan - How will the goal be accomplished?	Indicators of Growth - How will we know progress has been made?
<p>Isaac Fox Staff will:</p> <p>Goal 1: Increase student learning outcomes through teacher collaboration, data analysis, and ambitious instruction.</p> <p>Goal 2: Communicate and model our shared vision to foster a growth mindset and deepen our understanding of Social Emotional Learning competencies within our community of learners.</p>	<p>Goal 1- Strategies</p> <p>Focus on ELA Standard 9 <u>Anchor Standard 9:</u> <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.</i></p> <p><u>Ambitious Instruction</u></p> <ul style="list-style-type: none"> • Strategic System of Intervention <ul style="list-style-type: none"> ○ Reading Intervention Block ○ Taking FIRME Action <ul style="list-style-type: none"> ▪ Feedback to students ▪ Investigation into students' thinking 	<p>Goal 1- Indicators of Growth</p> <p>Reading goals by grade level (using MAP scores Percent Met/Exceeded Projection) will increase by 10 percentages per grade level (3-5):</p> <ul style="list-style-type: none"> • 3rd Grade - <i>from 66% to 76%</i> • 4th Grade - <i>from 51% to 61%</i> • 5th Grade - <i>from 58% to 68%</i> <p>F&P Benchmark Expectations Met (K-2)</p> <ul style="list-style-type: none"> • Establishing baseline data for Kindergarten cohort (Class of 2031) • 89% or more of 1st Grade students will meet benchmark • 80% or more of 2nd Grade students will meet benchmark

- Reteaching, Reengaging, Regrouping
- Moving on
- Extension

Collaborative Teachers

- Teachers trained in implementation of *High Impact Teacher Teams* (Institute Days)
 - Clarifying the Learning Journey (learning the FAR Cycle)
- PLC teams will implement the FAR Cycle.
- Peer Visits will increase collaboration and build positive staff interdependence.
 - T1 - PV by end of Oct.
 - T2 - PV by end of Jan.
 - T3 - PV by end of April
- Grade level Structured Team Planning will focus on literacy instruction:
 - T1 - STP October
 - T2 - STP December
 - T3 - STP March

Supportive Environment

- Increase number of teachers who take advantage of instructional coaches to work on individual projects or goals

- Percentages above are based on the 2nd Edition of Fountas and Pinnell Benchmark Assessment System
- Establishing a new baseline for student performance aligned with the 3rd Edition of Fountas and Pinnell Benchmark Assessment System.

Results from the 5Essentials Survey: Collaborative Teachers Report will show at least *average implementation* in the area of Collective Responsibility.

- Teachers share a strong sense of responsibility for student development, school improvement, and professional growth (from 33 to > 40 RIT points).

	<ul style="list-style-type: none"> ○ Coaching Cycles ○ Learning labs ○ Instructional roundtables ○ Cohorts <p>Goal 2- Strategies</p> <ul style="list-style-type: none"> • Administrators will utilize <i>Leader Kit</i> (Carol Dweck) to enhance teachers' knowledge of the growth mindset and provide tools to help cultivate a growth mindset culture in our community. • Staff will communicate and model the tenets of effective effort. <p>Students will learn to monitor, reflect upon, and communicate their level of effort using a reflection process.</p> <p>Continue teaching the Zones of Regulation with all grades K-5.</p> <ul style="list-style-type: none"> ○ With the support of the school social worker, staff members will integrate the Zones of Regulation language and tools across all school settings to help students develop: <ul style="list-style-type: none"> ▪ Self-awareness and management skills 	<p>Coaching Cycles - increase from 0%</p> <p>Goal 2- Indicators of Growth</p> <p>Grade levels will administer effective effort self-reflection created by growth mindset committee twice in 2018-19.</p> <p>Student Zones of Regulation Survey will be developed and administered at the end of the year.</p> <p>Zones of Regulation Staff Survey will show increased level of integration of Zones of Regulation Language and Tools.</p> <ol style="list-style-type: none"> 1. Staff members ability to articulate and integrate the Zones tools will increase from 14% to 50%. 2. Staff members who indicate they feel "very comfortable responding to a student who is dysregulated using the Zones of Regulation" will increase from 7% to 33%
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	<ul style="list-style-type: none"> ▪ Social awareness and interpersonal skills for positive relationships ▪ Decision-making skills and responsible behaviors <ul style="list-style-type: none"> • <i>Peaceful Playgrounds</i> program will be introduced to increase positive social interactions and play. 	<p>Zones of Regulation Current Levels</p> <ol style="list-style-type: none"> 1. 14% of staff feel very comfortable articulating and integrating the Zones tools into their classrooms (selected 5 on rating scale). 2. 7% of staff feel very comfortable responding to a student who is dysregulated using the Zones of Regulation (selected 5 on rating scale). 3. 92% of Staff feel students, as a whole, have grasped the language and concepts of the Zones (yes/no question). 4. 82% of staff feel students, as a whole, have learned a variety of tools to regulate themselves (yes/no question). <p>Office referrals from the playground will decrease by 25%.</p> <p>Baseline Data 2017-2018</p> <ul style="list-style-type: none"> • Total Playground/Lunchroom Referrals (n=63) <p>Of the 63 referrals:</p> <ul style="list-style-type: none"> • 29% Pushing and Shoving • 27% Physical Attack • 1.5% Threats/Intimidation
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	<ul style="list-style-type: none"> • Playground painted to prepare for Peaceful Playground Implementation- Summer 2018 • Playground Supervisors Training- August 2018 • Introduce to staff by September 2018 • Student Introduction to Playground Games/Rules- Trimester 1 2018 <ul style="list-style-type: none"> • Staff Members will develop a shared understanding of Social Emotional Learning competencies (Social Awareness, Self-Management, Self-Awareness, Relationship Skills, Responsible Decision Making) <ul style="list-style-type: none"> ○ A portion of Staff Meetings will focus on introducing the SEL competencies. 	<ul style="list-style-type: none"> • 14% Obscenity/Profanity/inappropriate language/Inappropriate gestures • 27% Misconduct • 1.5% Robbery <p>Social Emotional Learning</p> <ul style="list-style-type: none"> • Pre- and post-survey data will be collected. • Staff meeting agendas will be collected.
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