



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

School: May Whitney	Principal: Chris Martelli	
	Assistant Principal: Amy Mahr	Jen Kettering
	Team Member: Carrie Collins	Stacey Elliott
	Team Member: Christine Hosteland	Jen Mathieson
	Team Member: Jen Kapczynski	Sandra Burvikovs
	Team Member: Joyann Bruce	Kristen Krueger

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 Connection</p> <p>May Whitney School is driven to <i>empower every learner to achieve personal excellence.</i></p>	<p>Vision – Our school community envisions May Whitney as an exemplary school where:</p> <p>We empower every learner to achieve personal excellence.</p>	<p>In order to advance our shared vision of an exemplary school, we will:</p> <ol style="list-style-type: none"> 1. Focus on the four steps of the FAR (Formative Assessments for Results) Cycle in order to establish High Impact Teacher Teams (HITT). These steps include: Clarifying the Journey, Formative Assessments, Data Analysis, & Taking Action. 2. Design and implement one Guided Inquiry unit of study in science or social studies that will focus on 21st Century Learning (collaboration, critical thinking, creativity, and communication) and integrate a business partnership when authentic and advantageous to the students’ experience.
--	---	--

		<ol style="list-style-type: none"> 3. Implement Learning Labs on a broader scale to improve teacher practice and collaboration. 4. Implement adult SEL and consider the implementation of student SEL based on the district's SEL Committee work, focusing on CASEL's core SEL competencies.
--	--	--

<p>SIP Growth Goal-What will be done?</p> <p>1. May Whitney will focus on the four steps of the FAR Cycle to maintain High Impact Teacher Teams (HITT). These steps include: Clarifying the Journey, Formative Assessments, Data Analysis, & Taking Action. Going through this process will increase collective teacher efficacy, Hattie's number one impactful practice for student achievement.</p>	<p>Action Plan-How will the goal be accomplished?</p> <p>1. Teams will be afforded structured plan time for focused collaboration in an effort to increase student growth. This will include:</p> <ul style="list-style-type: none"> ● Tuesday morning meetings with EL, reading, & Special Education's participation. ● Teams will be given four ½ days release time to work as a team on either HITT through the FAR Cycle or plan Inquiry Units. ● TAG Planning - TAG (Targeted Accelerated Growth) is the intervention time allotted to each grade level team. Teams will complete TAG documents every 4 weeks to monitor the progress of students who have not yet met grade level standards. ● We will track and create baseline data that have high growth as compared to the local Norms as set by ECRISS tool. 	<p>Indicators of Growth - How will you know progress has been made?</p> <p>1. Completion of grade level teams:</p> <ul style="list-style-type: none"> ● Grade level teams will utilize the Rubric for Implementation of HITT & the FAR Cycle (p. IHITT-20) in the fall, winter, and spring, to monitor our teams implementation of the FAR Cycle. ● Using the 5Essentials Survey (Collaborative Teachers) we will see an increases in the percentage of staff that participated in the following areas 10 or more times: <ol style="list-style-type: none"> a. Gone over student assessment data with other teachers to make instructional decisions (60%) b. Worked with other teachers to develop materials or activities for particular classes (71%) c. Worked on instructional strategies with other teachers (66%)
--	--	---

<p>2. Inquiry – Teams will design and implement one Guided Inquiry unit of study in science or social studies that will focus on 21st Century Learning (collaboration, critical thinking, creativity, and communication) and integrate a business partnership when authentic and advantageous to the students’ experience.</p>	<p>2. Teams will be given time to plan a Guided Inquiry Unit</p> <ul style="list-style-type: none"> ● Teams will be given four ½ days release time to work as a team on either HITT through the FAR Cycle or plan Inquiry Units. ● Instructional Coaches (Literacy, Math, & Technology) are available to meet/support teams during the collaboration process ● Utilize Beth Slaughter to better identify business partnerships 	<p>2. Qualitative measures will be developed to obtain feedback from students and staff to better measure the effectiveness of these units of study. The focus of this qualitative feedback will be on 21st Century Learning Skills. This will provide baseline data.</p>
<p>3. Implement Learning Labs on a broader scale to improve teacher practice and collaboration.</p>	<p>3. Learning Labs</p> <ul style="list-style-type: none"> ● Discuss with our leadership team the role of coaches in developing their professional practice. ● Obtain feedback from SLT as to how this concept can move forward in a supportive/nonthreatening manner. ● Design a structure that allows for teachers to partake in a Learning Lab experience with other teachers & coaches. ● Subs so teams can participate in Learning Labs together & Coaches for support will be required. 	<p>3. We will decrease the percentage of teachers that indicate NEVER in 5Essential Data under Collaborative Practices from 2018 to 2019 by 10%. Specifically:</p> <ul style="list-style-type: none"> ● Observed another teacher’s classroom to offer feedback (80% said never in 2018) ● Observed another teacher’s classroom to get ideas for your own instruction (66% said never in 2018)

<p>4. Implement adult SEL and consider the implementation of student SEL based on the district's SEL Committee work, focusing on CASEL's core SEL competencies.</p>	<p>4. Adult SEL & Student SEL</p> <ul style="list-style-type: none"> ● Adult learning dependent on DLT information/presentations ● SEL for students: identify the coalition of the willing to create a committee, get our finger on the pulse of our staff for their support/need for the Wildcat Families concept, blend CASEL with D95 Values, consider the logistics of structuring/creating Wildcat Families. 	<p>4. Adult & Student SEL</p> <ul style="list-style-type: none"> ● Adults will have comprehensive understanding of SEL by Spring 2019. Wildcat Families will be implemented and qualitative data will be collected from students and staff. ● We will use district SEL assessment to measure Pre (Fall 2018) and Post (Spring 2019) Data.
---	---	---

Student Growth:

As a result of our work through the HITT process, our students will demonstrate growth through an increase in F&P and MAP scores. Expectations are as follows. Team conversations with administration aided in the development of these goals.

Kindergarten:

- From Fall of 2018 to Spring of 2019, 70% of Kindergarten students will make 7 months growth as measured by the F&P reading level chart.
- 75% of students will be able to represent a number of pictures/objects with a written numeral 0-20.

First Grade:

- 70% of First Graders will make their expected growth (those at or above grade level will make 1 year growth & those below grade level will make 1 ½ year growth) based on Fall to Spring F&P data.
- 85% of 1st grade students scoring 80% or below on the 2nd trimester math pre-assessment will show at least 15% growth on post assessment scores.

Grades 2-5 used historical MAP data, as measured by ECRA, to determine appropriate growth goals that were both rigorous and achievable.

Second Grade:

- During the 2018-2019 school year, 91% of students will show expected growth or high growth on the Reading MAP test.
- During the 2018-2019 school year, 86% of students will show expected growth or high growth on the Math MAP test.

Third Grade:

- During the 2018-2019 school year, 85% of students will show expected growth or high growth on the Reading MAP test.

- During the 2018-2019 school year, 88% of students will show expected growth or high growth on the Math MAP test.

Fourth Grade:

- During the 2018-2019 school year, 84% of students will show expected growth or high growth on the Reading MAP test.
- During the 2018-2019 school year, 84% of students will show expected growth or high growth on the Math MAP test.

Fifth Grade:

- During the 2018-2019 school year, 87% of students will show expected growth or high growth on the Reading MAP test.
- During the 2018-2019 school year, 89% of students will show expected growth or high growth on the Math MAP test.