



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

#### **Sarah Adams Elementary**

Team Member: Liz Hedstrom (K)	Team Member: Allison Masterson (4 <sup>th</sup> )
Team Member: Liz Moore (1 <sup>st</sup> )	Team Member: Abbey Deain (5th)
Team Member: Molly Connor (2 <sup>nd</sup> )	Team Member: Adam Hjerpe (Music)
Team Member: Marissa Thomas (3rd)	Team Member: Cheryl Eastham (Gifted Teacher)
Team Member: Suzanne Weider (Instructional Coach)	Team Member: Elaine East (Instructional Coach)
Principal: Claudia Mall	Assistant Principal: David Herlocker

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.

## 2017-2018 School Improvement

### GOALS

All staff will collaborate to increase collective expertise to develop assessment-capable learners. Sarah Adams will focus on the following component:

- *Collective responsibility for student learning, collaborative practices, and collective responsibility*
- *Clarity of objectives and student voice regarding clarity of mastery learning objectives and its connection to learning...*
- *Specificity of feedback for process and product*
- *Social Emotional Learning: to support and develop clarity of mastery objectives, expectations, collaborative practices, and a responsible learning culture.*

**District Mission... to empower every learner to achieve personal excellence.**

### **District 95 Mission Connection**

Sarah Adams school is driven to empower every learner to achieve personal excellence.

**Vision** – *The Sarah Adams community will provide a safe learning environment that empowers and supports all students in their effort to become independent, self-motivated learners who strive for their highest potential.*

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| 1. All students can learn.                                      | 5. All students need to experience success.  |
| 2. Education is a lifelong process.                             | 6. The instructional process can be enhanced by providing opportunities for teachers to learn about research, technology, and impactful teaching |
| 3. Each student has unique learning needs.                      |  |
| 4. Students' academic achievement can be improved and measured. |  |

“What choices I make as a teacher makes a difference in my students’ outcomes.”

## Action 1

### Collaborative Practices and Collective Responsibility

Action Plan-How will the goal be accomplished?	Indicators of Growth - How will you know progress has been made?
<p><b>Collaborative Practices and Collective Responsibility:</b> Establish Professional Learning Community practices that enhance collaboration, continuous improvement, and advance student learning.</p> <ul style="list-style-type: none"><li>• Team leaders/lead learners at each grade level will put into practice RBT's Coaching High-Impact Teacher Teams framework as they design and differentiate team meetings that maximize their impact on student learning.</li><li>• Specialists will engage in PLC with their job alike peers across the district in order to enhance collaboration, continuous improvement, and advance student learning.</li><li>• PLC teams will support each other in the development of mastery objectives (learning targets), success criteria, develop and analyze formative assessments; analyze summative assessments and district/state level testing as they move through the FAR Cycle.</li><li>• PLC teams will use analysis of data to guide instructional practices and student learning.</li><li>• Create opportunities for intentional above and below grade level articulation.</li></ul>	<p><b>5Essentials Survey 2018</b></p> <p><b>Evidence of Success</b></p> <p><b>Teacher Collective Responsibility</b> (This measures the frequency in which teachers report that other teachers in this school share a sense of responsibility for student development, school improvement, and professional growth.)</p> <p><b>Present levels:</b> Sarah Adams scored in the category of Average Implementation with a score of 45 in the 17-18 5Essentials Survey compared to the State's Average Implementation at 49.</p> <p><b>Goal:</b> Grow within the Average category to reach a high of 49.</p>

## Action 2

### Visible Instruction and Collaborative Learning Partners

Action Plan-How will the goal be accomplished?	Indicators of Growth - How will you know progress has been made?
<p><b>Visible Instruction and Collaborative Learning Partners:</b> Collaborative Learning Partners will support each other in the development of mastery objectives (learning targets) and success criteria to provide effective feedback to students.</p> <ul style="list-style-type: none"><li>• Collaborative partners and PLC teams will connect and develop mastery objectives and success criteria under the umbrella of clarity.</li><li>• Collaborative partners will create opportunities to visit each other during instructional time with the intention of providing effective feedback on mastery objectives and success criteria.</li><li>• Collaborative partners will provide feedback to each other after collaborations regarding teacher clarity.</li><li>• Together, collaborative partners will reflect on their practice, identify growth opportunities, and support each other to meet the SIP goal.</li></ul>	<p><b>5Essentials Survey 2018</b> <b>Evidence of Success</b></p> <p><b>Present levels:</b> Sarah Adams scored in the category of Most Implementation category with a score of 99!</p> <p><b>Goal:</b> Sarah Adams' goal is to stay within this category on the 2018 5Essentials Survey for Teacher Collaborative Practices.</p>

### Action 3

#### Visible Learning and Student Voice

Action Plan-How will the goal be accomplished?	Indicators of Growth - How will you know progress has been made?
<p><b>Visible Learning and Student Voice:</b> Teachers will provide instruction so that students will be able to articulate learning targets and make connections to their learning.</p> <ul style="list-style-type: none"><li>• PLC teams will develop criteria for success for student voice based on the specific Learning Walk interview questions.</li><li>• Create criteria for success (related to mastery objectives) and have students practice communicating relevance of activity to learning objectives.</li><li>• Set goals based on fall Learning Walk data.</li><li>• Collaborate with Instructional Coaches for guidance and help.</li></ul>	<p><b>District Learning Walk 18-19</b></p> <p><b>Evidence of Success</b></p> <p>Visible Learning and Student Voice interview: Increase the percentage of students being able to articulate mastery objectives and activity/task connections from spring 18-spring 19.</p> <p>Visible Assessment for Capable Learners student interview: Increase the percentage of students being able to articulate responses to the following questions from 30% to 45%:</p> <ul style="list-style-type: none"><li>• Students can explain the lessons learning objective when asked (5 responses needed)</li><li>• Students can explain how the current activity relates to the lesson objective when asked (5 responses needed)</li><li>• Students can explain their level of progress/success on the task/activity when asked (5 responses needed)</li></ul>

## Action 4

### Academic Growth

Action Plan-How will the goal be accomplished?	Indicators of Growth - How will you know progress has been made?
<b>Fountas and Pinnell</b> assessment for Kindergarten-2 <sup>nd</sup> Grade students. Grade level teams analyzed student fall F&P data to determine growth goals.	<b>Kindergarten Goal:</b> F&P: 80% of students will reach an Instructional Level D or demonstrate at least three levels of growth by the end of the year.
	<b>1st Grade Goal:</b> F&P: 80% of students will attain instructional level J or progress 5 levels by the end of the year.
	<b>2nd Grade Goal:</b> F&P: 80% of students will attain instructional level M or progress 3 levels by the end of the year.
<b>MAP</b> assessment for 3 <sup>rd</sup> -5 <sup>th</sup> students The expected growth is based on NWEA's projected growth from Spring '18 to Spring '19 for each grade level. By averaging the lowest projected student growth with the highest projected student growth RIT points have been identified.	<b>3rd Grade:</b> Math: Expected growth is 12 RIT points from Spring '18 to Spring '19. 60% of students will meet target growth.  Literacy: Expected growth is 10.5 RIT points from Spring '18 to Spring '19. 60% of students will meet target growth.
	<b>4th Grade:</b> Math: Expected growth is 11 RIT points from Spring '18 to Spring '19. 60% of students will meet target growth. Literacy: Expected growth is 7 RIT points from Spring '18 to Spring '19
	<b>5th Grade:</b>

	<p>Math: Expected growth is 8.5 RIT points from Spring '18 to Spring '19. 60% of students will meet target growth.</p> <p>Literacy: Expected growth is 8 RIT points from Spring '18 to Spring '19. 60% of students will meet target growth.</p>
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