



**School Improvement Plan (DRAFT)**

**2018-2019**

<b>School: Spencer Loomis Elementary School</b>	<b>Principal:</b> Mrs. Sandy Allen
	<b>Assistant Principal:</b> Diane Bondioli
	<b>Team Member:</b> Sarah Petraglia, Kindergarten Teacher
	<b>Team Member:</b> Sarah Healy, First Grade Teacher
	<b>Team Member:</b> Paula Vanderlinden, Second Grade Teacher
	<b>Team Member:</b> Mary Balda, Third Grade Teacher
	<b>Team Member:</b> Tara Rittner, Fourth Grade Teacher
	<b>Team Member:</b> Kelley Belew, Fifth Grade Teacher
	<b>Team Member:</b> Liz Delzell, LMS
	<b>Team Member:</b> Jen McAdams, SPED Teacher
	<b>Team Member:</b> Nancy Buckingham, Reading Teacher
	<b>Team Member:</b> Dana Ladenburger, Instructional Coach
	<b>Team Member:</b> Carissa Wozniak, Instructional Coach

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><b>District 95 Mission Connection:</b></p> <p>Spencer Loomis Elementary School is driven to empower every learner to achieve personal excellence. We are active, engaged learners who persevere and collaborate to reach our goals.</p>	<p><b>Vision – At Spencer Loomis Elementary School we achieve our goals when we:</b></p> <ul style="list-style-type: none"> <li>● Seek out challenges</li> <li>● View mistakes as opportunities for growth</li> <li>● Are curious, motivated, and focused</li> <li>● Contribute to the learning community</li> <li>● Reflect on our learning</li> </ul>	<p><b>Spencer Loomis Elementary School Values:</b></p> <ul style="list-style-type: none"> <li>● Collaboration</li> <li>● Continuous Improvement</li> <li>● Equity</li> <li>● High Expectations</li> <li>● Integrity</li> <li>● Perseverance</li> <li>● Respect</li> </ul>
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SIP Growth Goal-What will be done?	Action Plan-How will the goal be accomplished?	Indicators of Growth - How will you know progress has been made?
<p>During the 2018-2019 school year, all Spencer Loomis staff will collaborate to increase our collective expertise to develop assessment-capable learners.</p>		

<p>Sustain Professional Learning Community practices that enhance collaboration, continuous improvement, and advance student learning.</p>	<ul style="list-style-type: none"> <li>● Continue to support the successful implementation of High Impact Teacher Teams (HITT) across all grade levels.</li> <li>● Provide students with increased opportunities for authentic, meaningful collaboration.</li> <li>● Build staff capacity to support student goal-setting and self-regulation.</li> <li>● Reference mastery objectives, learning activities and criteria for success multiple times in a given lesson.</li> <li>● Continue to focus on Teacher-Teacher trust: <ul style="list-style-type: none"> <li>○ Foster an environment where teachers collaborate to promote personal and professional growth.</li> <li>○ Provide opportunities for trusted peer visits.</li> </ul> </li> </ul>	<p><b>Learning Walk Data:</b></p> <ul style="list-style-type: none"> <li>● Maintain the percentage of times a clear mastery learning objective(s) was present (aligned to the ILCCS) at 80% or above.</li> <li>● Increase the total percentage of students who can explain the lesson’s learning objective when asked from 40% to 45%.</li> <li>● Increase the total percentage of discussion practices prompting learning conversations and stimulating discussion, facilitating dialogue so all students can participate, not dominating the discussion from 0% to 10%.</li> <li>● Increase the percentage of collaborative task(s) done with a team (more than 1 partner) from 2% to 5%.</li> </ul> <p><b>MAP:</b></p> <ul style="list-style-type: none"> <li>● The percentage of 3rd-5th Grade students meeting or exceeding growth targets on the Spring to Spring MAP Benchmark Assessment (growth evaluated against local norms) in Math and Reading will increase from 79% to 84%.</li> </ul>
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Create a shared understanding of SEL competencies amongst staff.	Design and implement effective professional development programs to build internal capacity for developing academic, social and emotional learning for all staff.	Staff meeting agendas
Empower staff to effectively support students’ behavior needs.	<ul style="list-style-type: none"> <li>● Focus on kindness theme for the school year.</li> <li>● Reinforce shared expectations around student behavior (horseshoes, stars, celebrations earned)</li> <li>● Develop and communicate a list of minor/classroom-managed and major/office-managed behaviors.</li> <li>● Establish Behavior Intervention Team to support teachers in meeting students’ behavior needs.</li> </ul>	Gather baseline data related to the number of stars/horseshoes earned.