

MILL HILL SCHOOL IMPROVEMENT PLAN 2019 - 2020

Goal 1: Increase student achievement in ELA and Math in both High Needs and Non-High Needs student populations

Strategies and Activities

1.1 Use analysis of student achievement data in core areas to revise instructional planning and student learning goals

Desired Results

1.1 Instructional plans incorporate specific, differentiated plans for small groups and individual students based on data acquired through informal and formal assessments

Ex.
Student(s): x, Determined Learning Need (refer to Continuum/Progression): x, Instructional Plan: x, Timeline: x, Measure of Mastery: x

Monitoring (When and How)

1.1 Collaborative planning during weekly Grade Level Meetings, review of instructional plans, collaborative coaching model

Results Indicator

1.1 Increased student achievement and growth rates for all students

Evidenced by growth on informal and formal assessments (ie. STAR, SBA)*

Minimum Growth Rate expectation for All Students is 60%*

Annual Growth Rate expectation for High Needs Students is equivalent to 1.5 grade levels

Minimum ELA & Math % Meeting Benchmark for All Students: 85%*

Person Responsible

1.1 Certified Teaching Staff, LAS/MST/EPF, Principal

Timeline (Month/Year)

1.1 Principal: Review of teacher planning: Ongoing/Regularly

LAS/MST/EPF: Provide support & suggestions: Every six days: GLM

Certified Teaching Staff: Daily: Informal & Formal Assessments lead to data-based instructional choices

Resources Needed

1.1 Build time into LAS & MST coaching schedules to model, co-teach, instruct; at GLM & Tuesday PD

Reference Documents: Numeracy Progressions & Literacy Continuum

Regularly scheduled meetings/consultations with Elementary Curriculum Leaders of Math/Science & ELA

Goal 2: Build coherence in expectations & beliefs, practice & instruction throughout instructional environments (Tier 1 instruction, Tier 2 & 3 instruction, Special Education)

Strategies and Activities

2.1 Build strong functional understanding of linking student learning needs to high impact instructional planning and pedagogy

2.2 All certified staff will analyze student work using LASW protocols

2.3 Build teacher capacity to interpret results indicators into understanding of student learning needs

Desired Results
2.1 Ensure a rigorous learning environment founded in the belief that all students can achieve at high levels of growth Increased student achievement and growth rates for all students Evidenced by growth on informal and formal assessments (ie. STAR, SBA)* Minimum Growth Rate expectation for All Students is 60%* Annual Growth Rate expectation for High Needs Students is equivalent to 1.5 grade levels Minimum ELA & Math % Meeting Benchmark for All Students: 85%*
2.2 More precisely identify student needs and strengthen planning and instruction
2.3 Alignment of curricular learning goals with identified student skill levels to design a progression of learning for individual students and small groups
Monitoring (When and How)
2.1 Teams will collaboratively analyze student informal and formal achievement data to determine areas for instruction utilizing the Literacy Continuum & Numeracy Progressions during district PDs, weekly Grade Level Meetings, and through a collaborative coaching model
2.2 Daily for classroom teaching staff, during weekly Grade Level Meetings, and regularly through a collaborative coaching model
2.3 Use SRBI/EIP instructional calendar as intervals to monitor student progress toward predetermined goals
Results Indicator
2.1 Teams engage in conversations at GLM that are structured around teacher analysis of student work to determine next steps instructionally
2.2 Teacher planning documents, conversations during aforementioned meetings serve as evidence of analysis of student work
2.3 Teacher planning documents serve as evidence of analysis of student work: this results in identification of targeted needs within a given subject area's learning standards
Person Responsible
2.1 Certified teaching staff, Principal, MST, LAS, EPF, Psych, LMS
2.2 Certified teaching staff, Principal, MST, LAS, EPF, Psych, LMS
2.3 Certified teaching staff, LAS/MST, Principal, EPF
Timeline (Month/Year)
2.1 Principal: Review of teacher planning: Ongoing/Regularly LAS/MST/EPF: Provide support & suggestions: Every six days: GLM Psych/LMS: Provide support & suggestions: Every six days: Leadership GLM Certified Teaching Staff: Daily: Informal & Formal Assessments lead to data-based instructional choices All: Monitor Student Achievement Rates: Designated Benchmark Timelines
2.2 Daily, weekly quarterly
2.3 End of 2019-20 school year
Resources Needed
2.1 Use of predetermined PD time and GLMs to review procedures and engage in the practice of linking student work to standards

2.2 Build time into coaching sessions, GLM and Tuesday PD; Revisit protocols (ie. A, B, C piles) at predetermined PD time and GLMs

Reference Documents: Numeracy Progressions & Literacy Continuum

Regularly scheduled meetings/consultations with Elementary Curriculum Leaders of Math/Science & ELA

2.3 Build time into coaching schedules to model, co-teach, instruct at GLM and Tuesday PD; Use of predetermined PD time and GLMs to review procedures and engage in the practice of linking student work to a more precise understanding of present abilities and learning needs

Reference Documents: Numeracy Progressions & Literacy Continuum

Regularly scheduled meetings/consultations with Elementary Curriculum Leaders of Math/Science & ELA

Goal 3: Safe School Climate Goal: Ensure a respectful, ethical, and responsible school culture

Strategies and Activities

3.1 Use S.O.A.R. as a schoolwide system to improve students' behavior and mindset

3.2 Determine a scope and sequence for the regular implementation of the MindUP curriculum to improve students' prosocial behaviors, organizational skills & planning, and develop a growth mindset

Desired Results

3.1 Increase in desirable behaviors & decrease in less desirable behaviors on an individual and school-wide basis

3.2 Increase in impulse control, self-regulating behavioral strategies, and improvement in student engagement in learning

Monitoring (When and How)

3.1 Use SRBI/EIP instructional calendar as intervals to monitor report frequency of negative behavior in class and of office referrals

3.2 Instructional planning depicts evidence of MindUp instruction based on school-based scope & sequence

Results Indicator

3.1 Increase in SOAR ticket usage & decrease in think sheet/office referrals

3.2 Increase in impulse control, self-regulating behavioral strategies, and improvement in student engagement in learning

Person Responsible

3.1 All staff

3.2 Classroom teaching staff

Timeline (Month/Year)

3.1 June 2020

3.1 Daily

Resources Needed

3.1 Professional development for SRBI/EIP process, PD to build teacher capacity to identify and address behavioral priorities

Consultation with District-assigned Behaviorist

3.2 Professional Development to build teacher capacity to identify and address behavioral priorities, coverage to observe successful implementation of MindUP program, MindUP resources

Consultation with District-assigned Behaviorist