

# MISD SCHOOL IMPROVEMENT PLAN 2018-19

## West Mercer Elementary

### 2020 Vision

Successfully preparing students for the cognitive, global, and digital world.

**Multi-Year Goal One:** Develop and implement an Elementary Multi-Tiered System of Support for Social Emotional and Behavioral Learning, thereby nurturing an inclusive, culturally responsive, and welcoming school community.

- Further develop PBIS systems and ensure consistent implementation of Tier 1 curriculum and strategies.

**Multi-Year Goal Two:** Through a Multi-Tiered System of Support, at-risk students will achieve grade level benchmarks in math, thereby closing the achievement gap as measured by SBA, Aimsweb Plus, and/or Classroom Based Measures.

- Explore new math strategies and supplemental programs, looking for successful instructional strategies that support students who are not at standard and/or students not making adequate growth.

#### Contextual Data:

	All Elementary Schools: SBA - Mathematics		All Elementary Schools: SBA - English Language Arts	
	Number L1 & L2 No Change	Number L3 & L2 Decreased	Number L1 & L2 No Change	Number L3 & L2 Decreased
3rd-4th Grade	38	18	26	18
4th-5th Grade	19	19	14	7

MISD SCHOOL IMPROVEMENT PLAN 2018-19

West Mercer Elementary

**Reading Data – AIMSweb –Influences Goal One (same color indicates same cohort)**

Goal One	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
K—Letter Sound Fluency (LSF)	84%	92.3%	93.2%	91.0%	87%
K—Nonsense Word Fluency(NSF)	89%	94.9%	93.1%	80.6%	93%
1—Nonsense Word Fluency (NSF)	95%	93.8%	80.6%	91.6%	83%
1—Curriculum Based Measure (CBM)	90%	96.0%	88.2%	91.7%	90%
2 –Curriculum Based Measure (CBM)	95%	93.0%	90.4%	83.3%	85%
3—Curriculum Based Measure (CBM)	89%	93.9%	86.8%	87.4%	96%
4 –Curriculum Based Measure (CBM)	87%	90.4%	84.7%	80.6%	85%
5 –Curriculum Based Measure (CBM)	95%	93.5%	89.6%	93.9%	87%

LSF = Letter Sound Fluency NWF = Nonsense Word Fluency CBM = Curriculum Based Measure (Words Correct per Minute)

# MISD SCHOOL IMPROVEMENT PLAN 2018-19

## West Mercer Elementary

### Smarter Balanced Results

The SBAC data below with cohorts indicated by colored bars. State averages are shown in parentheses.

	2015 SBAC		2016 SBAC		2017 SBAC		2018 SBAC	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
3 <sup>rd</sup> Grade	82.7% (52.0%)	81.0% (56.6%)	77.0% (54.8%)	77.6% (58.9%)	78.7% (52.6%)	84.7% (57.8%)	82.6% (55.5%)	81.4% (57.5%)
4 <sup>th</sup> Grade	83.8% (54.5%)	82.4% (54.0%)	82.2% (57.0%)	82.2% (55.4%)	87.8% (55.2%)	87.1% (54.3%)	86.6% (57.3%)	86.7% (53.8%)
5 <sup>th</sup> Grade	84.7% (57.5%)	74.1% (48.0%)	88.2% (60.1%)	77.9% (49.2%)	92.1% (58.6%)	79.2% (48.6%)	84.7% (59.2%)	79.1% (48.5%)

Progress of last year's "target students"

- **Our 4<sup>th</sup> and 5<sup>th</sup> graders who did not pass SBA last year**
  - 59% of Target 4<sup>th</sup> graders made progress on ELA (53% met standard)
  - 10% of Target 4<sup>th</sup> graders met standard on Math
  - 50% of Target 5<sup>th</sup> graders made progress on ELA (33% met standard)
  - 15% of Target 5<sup>th</sup> graders met standard on Math

MISD SCHOOL IMPROVEMENT PLAN 2018-19

West Mercer Elementary

2018-19 Goal One: Further develop PBIS systems and ensure consistent implementation of Tier 1 curriculum and strategies.

<p><b>Strategic Actions</b> <b>(What will we do as a staff to get there?)</b></p>	<p><b>Anticipated Progress Indicators,</b> <b>Artifacts &amp; Evidence</b></p>
<p>Sustaining Actions</p> <ul style="list-style-type: none"> <li>● Engage staff in professional development to deepen understanding and capacity to implement Second Step Social Emotional Learning curriculum</li> <li>● Maintain focus on school wide use of Positive Behavior Intervention Support System elements</li> <li>● Proactive classroom management strategies.</li> </ul> <p>New Implementation Action #1</p> <ul style="list-style-type: none"> <li>● Implement MTSS Behavior Intervention Pathway</li> <li>● Implement new elements of PBIS system designed to increase staff and student focus on value of positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development schedule and attendance logs</li> <li>● PBIS visual tools throughout school – common spaces and classrooms</li> <li>● Common language of SEL and PBIS used throughout school</li>   <li>● Elements of PBIS &amp; MTSS Behavior Pathways can be seen as evidenced by: observations, use of tools/forms, participation in MTSS Pathways schedules and intervention documents</li> <li>● PAWS and SWIS data</li> </ul>
<p>Sustaining Actions</p> <ul style="list-style-type: none"> <li>● Ensure teachers deliver a guaranteed and viable Social Emotional Learning curriculum for all students (Universal/Tier 1 Instruction) and implement school-wide PBIS rules and expectations.</li> </ul> <p>New Implementation Action #2</p> <ul style="list-style-type: none"> <li>● Ensure teachers use the SEL curriculum map to provide guaranteed and viable curriculum to all students Pre-K through 5<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>● School-wide orientation and reteaching of expectations for common spaces.</li> <li>● SEL data indicating completion of curriculum units.</li> <li>● <i>Routinely observable</i> use of school-wide PBIS expectations and language by both certificated and classified staff.</li>   <li>● Teachers utilize the components of the adopted curricula <i>routinely</i> and <i>faithfully</i> in alignment with the curriculum map.</li> <li>● Collect data on Second Step Unit completion.</li> </ul>

**MISD SCHOOL IMPROVEMENT PLAN 2018-19**

**West Mercer Elementary**

<p>Sustaining Actions</p> <ul style="list-style-type: none"> <li>● Use data collection tools and systems to monitor expected positive behaviors and unexpected behaviors.</li> </ul> <p>New Implementation Action #3</p> <ul style="list-style-type: none"> <li>● Develop and apply school-wide understanding and tracking of Minor and Major Behavior incidents</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior incident forms and data (SWIS)</li> <li>● Intervention forms and data</li> </ul>
---	--

**2018-19 Goal Two:** Explore new math strategies and supplemental programs, looking for successful instructional strategies that support students who are not at standard and/or students not making adequate growth.

Strategic Actions	Anticipated Artifacts and Evidence
<p>Sustaining Actions</p> <ul style="list-style-type: none"> <li>● Ensure implementation of the district-adopted curricula as the guaranteed and viable curriculum for all students (Universal/Tier 1).</li> <li>● Align teaching practices with district-adopted curricula, instructional frameworks, and best practices with emphasis on data-driven differentiation.</li> </ul> <p>New Implementation Action #1</p> <ul style="list-style-type: none"> <li>● Utilize Instructional Coaches to support effective development of sustaining action</li> </ul> <p>New Implementation Action #2</p> <ul style="list-style-type: none"> <li>● Staff professional studies (online course from Stanford, NCTM conference, Mindset Mathematics workshop at Stanford,</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers utilize the components and structures of the curricula routinely and faithfully during daily instruction.</li> <li>● Schedules identify classroom opportunities for small group, differentiated instruction.</li> <li>● <i>Routinely observable</i> small differentiated groups to address identified needs.</li> <li>● Peer observation data focused on differentiation practices and instructional frameworks.</li> </ul> <ul style="list-style-type: none"> <li>● Coaching schedules and agendas for trainings</li> <li>● Coaches' feedback</li> </ul> <ul style="list-style-type: none"> <li>● Conference and Workshop schedules</li> <li>● Conference and Workshop notes</li> </ul>

MISD SCHOOL IMPROVEMENT PLAN 2018-19

West Mercer Elementary

<p>Mathematics Leadership Summit at Stanford) New Implementation Action #3</p> <ul style="list-style-type: none"><li>• Share new practices and track effectiveness (Math focused PLC, math focused staff professional development)</li></ul> <p>New Implementation Action #4</p> <ul style="list-style-type: none"><li>• Create, advertise, and implement parent engagement in Mathematics through a Family Math Night</li></ul>	<ul style="list-style-type: none"><li>• Math PLC notes</li><li>• Power Points and/or handouts from staff professional development sessions</li></ul> <ul style="list-style-type: none"><li>• Handouts from Family Math Night</li><li>• Data on number of families who attend</li><li>• Exit slip data and responses</li></ul>
--	--