

School Continuous Improvement Plan (SCIP)

School Continuous Improvement Plan (SCIP)				Learning Toolkit/Resources	
Theory of Action: Why What Who	Building Positive School and District Culture	Adult Implementation Targets Cause (If)	Professional Development Focus per 90-day Cycle	Student Learning Outcomes Effects (Then)	
		1. Schoolwide EBP MTSS: PBIS Tier I Framework	<p>100% of educators will fully implement all components of the <b>SPPS PBIS Foundational Infrastructure and Tier I action plan</b> as measured by:</p> <p><b>fall, spring SPPS PBIS Foundational Infrastructure Rubric</b> and</p> <p><b>fall, spring Tiered Fidelity Inventory</b></p> <p>by June 2024.</p>	<p><b>Fall Cycle (September 5-December 1):</b></p> <ul style="list-style-type: none"> <li>*Communicate Schoolwide Discipline (SWD)Plan</li> <li>*Establish positive school-wide &amp; classroom community, expectations/rituals and routines</li> <li>*Build relationships;</li> <li>*Establish a school-wide acknowledgement/recognition system;</li> <li>*Review interventions for classroom-managed behaviors</li> <li>*Implement Tier 1 prioritized action plan items based on multiple data sets (attendance, student climate survey, TFI, SWIS reports)</li> </ul> <p><b>Winter (December 4-March 1):</b></p> <ul style="list-style-type: none"> <li>*Reteach expectations after winter break;</li> <li>*Respond and share data with stakeholders: attendance, SWIS reports, student climate survey,</li> <li>*Refine/update Tier 1 prioritized action plan items based on data</li> <li>*Communicate and implement adjusted action items</li> </ul> <p><b>Spring Cycle (March 4-May 31st):</b></p> <ul style="list-style-type: none"> <li>*Reteach expectations after spring break;</li> <li>*Reviewing/analyzing SWIS reports for impact;</li> <li>*Utilizing electronic office discipline referrals (ODR) for decision-making and impact</li> </ul>	
2. Mathematics EBP	<p>100% of educators in <b>grades 9-12</b> will fully implement the <b>NCTM Effective Mathematical Teaching Practice: Facilitate meaningful mathematics discourse</b> as measured by:</p> <p><b>fall, winter, spring Learning/Walkthroughs and educator self-assessment</b></p> <p>by June 2024.</p>	<p><b>Fall Cycle (September 5-December 1):</b></p> <ul style="list-style-type: none"> <li>*<b>Environment and Culture</b> -Provide a classroom environment where students are regularly interacting with each other and engaging in discourse to better know each other and understand the content.</li> <li>*<b>Transitions from Dependent to Independent Learner</b> -Provide students discourse protocols and multiple opportunities to engage in protocols so they become the leaders of their own conversations and understanding of the content.</li> </ul> <p><b>Winter Cycle (December 4-March 1):</b></p> <ul style="list-style-type: none"> <li>*<b>Metacognition &amp; Student Self-Assessment</b> -Provide students opportunities to think about their learning and processes for learning and to self assess their understanding of the content through discussion.</li> </ul> <p><b>Spring Cycle (March 4-May 31st):</b></p> <ul style="list-style-type: none"> <li>*<b>Feedback</b> -Provide timely and actionable feedback based on student self assessment of the content.</li> </ul>	<p><b>Universal Goal (aggregate, all students): MCA III Math Assessment</b></p> <p>The percentage of all students scoring proficient or higher in reading will increase from 17% to 25% as measured by the MCA III Reading Assessment administered in April 2024.</p> <p><b>9-11 Complementary goal: SAVVAS Math Screener</b></p> <p>The percentage of students 'at' or 'above grade' level in grades 9-11 will increase from...% to ...% as measured by fall, winter, spring SAVVAS Math Screener and Diagnostic Assessments™ in SY 2023-2024.</p> <p><b>School-based measure (optional):</b> The percentage of students at Gateway getting math credit will increase from 49% to 60% as measured by the BOLT data June 20, 2024</p>	<p><a href="#">Math SY23-24: SCIP One pagers</a></p> <p><a href="#">MS Savvas Screener and Diagnostic Assessment Information</a></p>	
		<p><b>Fall Cycle (September 5-December 1):</b></p> <ul style="list-style-type: none"> <li>*<b>Environment and Culture</b> -Provide a classroom environment where students are regularly interacting with each other and engaging in discourse to better</li> </ul>	<p><b>Universal Goal (aggregate, all students): MCA III Reading Assessment</b> <i>The percentage of all students scoring proficient or higher in reading will increase from 28% to 35% as measured by the MCA III Reading Assessment administered in April 2024.</i></p>	<p><a href="#">Literacy SY23-24: SCIP One-Pagers All Components</a></p>	
		<p>100% of educators in <b>grades 9-12</b> will fully implement <b>Discourse: Higher-order discussion of</b></p>			

Ready for E	3. Literacy EBP	<p><b>Higher-order discussion of increasingly complex text across varying participation structures</b> as measured by:</p> <p><b>fall, winter, spring</b> Learning Visits/Learning Visits/Walkthroughs and educator self-assessment by June 2024.</p>	<p><b>Winter Cycle (December 4-March 1):</b></p> <p><b>*Metacognition &amp; Student Self-Assessment</b> -Providing students opportunities to think about their learning and processes for learning and to self assess their understanding of the content through discussion.</p>	<p><b>9-12 Complementary goal: Final Marks/Passing Rate</b> (based on <b>disaggregated factors</b>, aim at accelerating student learning, closing a targeted gap/an existing pattern of inequity)</p> <p><i>The passing rate of Language Arts courses required for graduation in grades 10th to 12th will increase from 32% to 40% as monitored quarterly and measured by Final Marks report in BOLT by June 2024.</i></p>
	Site-based (optional)		<p><b>Spring Cycle (March 4-May 31st):</b></p> <p><b>*Feedback</b> -Providing timely and actionable feedback based on student self assessment of the content.</p>	<p><b>School-based measure (optional):</b> FAST data, formative assessments</p> <p>The passing rate of History required for graduation in grades 10th to 12th will increase from 47% to 60% as monitored quarterly and measured by Final Marks report in BOLT by June 2024.</p> <p>The passing rate of Chemistry courses required for graduation in grades 10th to 12th will increase from 54% to 60% as monitored quarterly and measured by Final Marks report in BOLT by June 2024.</p> <p>The passing rate of Human Geography courses required for graduation in grades 10th to 12th will increase from 45% to 60% as monitored quarterly and measured by Final Marks report in BOLT by June 2024.</p>

**Roadmaps  
Implementation Targets: School-wide area, Mathematics and Literacy**

**Fall 2023  
09/05/23-12/1/23**

Plan	Review Dates	Staff Responsible for Implementation, Monitoring, and Reporting	Action Steps/Strategic Activities:			Data Sources Included is the list of data sources required to be uploaded/evidence linked.	Reflections Take-Aways Notes/Evidence
			Schoolwide Area Tier I Focus	Mathematics	Literacy		
	8/11/2023	Principal	Attend Principal Professional Development around SCIP rollout and each area of focus Plan/re-establish Leadership Team ( <a href="#">Leadership Team Resources</a> )			PD reflection SCIP Plan	<a href="#">Leadership Team Rubric</a>
	9/1/23	Principal	Establish representative PBIS Team and ensure identified school PBIS representative attends District PD <a href="#">Complete Foundational Infrastructure Rubric</a> to identify gaps in infrastructure	Ensure teachers attend Opening Week District PD on Discourse	Fall Infrastructure Rubric ( <a href="#">Evidence Required</a> ) PBIS Rep in this <a href="#">Spreadsheet (Required)</a> Schoolwide Discipin Plan ( <a href="#">SPPS Template, Required</a> ) Staff Climate Survey (PBIS Apps),		
	9/8/2023	Principal	Provide initial opening week building PD and facilitate with staff the rollout of school-wide expectations and teaching plan/schedule; Prioritize relationship/community building	Provide initial opening week building PD in accordance with August SCIP rollout and facilitate with staff during Opening Week Building PD.	Staff feedback/reflections		

Fall 90 day cycle		9/22/2023	Instructional Coach, Learning Lead or Principal, Assistant Principal	Develop implementation plan for Student Climate Survey, including PD for staff Plan for TFI, Foundational Infrastructure rubric Review current Tier I Action Plan	In PLCs, review EBP practice profile component 1 Environment & Culture with staff and establish what to implement during cycle one. Ensure 'initial' and 'in progress' indicators have been established at the site level.  In PLCs, take initial pre self-assessment based on practice profile components	Tier I Current Action Plan (Required) Discourse 'Environment & Culture' Google form check in  Pre-self-assessment data			
			Instructional Coach, Learning Lead or Principal, Assistant Principal	Finalize PD calendar to ensure school-wide focus area is intentionally incorporated	Finalize PD & PLC calendar on-site. Connect with SPPS Math Specialist and Literacy Specialist to coordinate supports for the year including PLC plan, coaching supports and Learning Visits/Walkthroughs calendar.	PLC schedule/ <a href="#">PD plan calendar</a>			
	Do	10/13/2023	Educators	Administer Fall Student Climate Survey (Window: 9/25/23-10/31/23)  PBIS Team completed TFI Fall Inventory (Window: 9/25/23-10/31/23)	9-12 Administer Fall SAVVAS Math Screener & Diagnostic Assessment (Window: 9/11/23-9/22/23)	Administer formative assessments 9-12 FAST is optional	Fall TFI Scale Report (Required) FAST assessment SAVVAS Mathematics Screener & Diagnostic Assessment Progress Marks		
			Educators	In collaborative teams, engage in reviewing and self-assessing <a href="#">Tier I Classroom Systems Plan</a> . Choose a component to strengthen.	In PLCs, engage in CRI and EBP PD content learning focused on component 2 Transition from Dependent to Independent Learner of EBP practice profile in the fall.	Educator reflections			
		10/27/2023	Educators	Practice/teach/incorporate <a href="#">Tier I Classroom Systems Plan</a> components into instructional units	Practice/teach/incorporate CRI and EBP components into instructional units	Educator reflections			
				Deepen practice of <a href="#">Tier I Classroom System Plan</a> components by engaging in a coaching conversation	Deepen practice of CRI and EBP components by engaging in a coaching conversation	Coaching summary data			
		11/3/2023	Teachers and instructional coaches, Learning Leads, leadership team, administration	Conduct fall cycle Learning Visits/Walkthroughs		Learning Visits/Walkthroughs Data			
			Leadership Team PBIS team	Gather fall stakeholder feedback/perception data as it relates to schoolwide efforts	Gather fall stakeholder feedback/perception data of student learning as it relates to mathematics and literacy	Stakeholder perception data			
	Study	11/17/2023	Educators PBIS Team Leadership Team	In collaborative teams, analyze attendance, fall climate survey reports, SWIS reports	In PLCs, analyze Fall Math Diagnostic data, Formative Assessment Data, Final Marks	In PLCs, analyze student learning data to date including FAST and Q1 SPPS Unit Assessments, Final Marks	Student fall Climate Survey and Attendance summary (Required) Student Fall Math Diagnostic/Screener Assessments and FAST assessments (Required)		
			Leadership Team	Synthesize adult data sources including Foundational Infrastructure rubric, fall TFI reports and Learning Visits/Walkthroughs	Analyze fall Learning Visits/Walkthroughs data, staff PLC reflections, and coaching data to inform implementation; include stakeholder perception data	Learning Visits/Walkthroughs summary (Required)			
	Adjust/Act	12/1/2023	Leadership Team	Complete Fall Leadership Team Rubric Complete Fall SCIP Pulse Check to gauge progress on goals and targets; Adjust student learning goals as needed; Update Tier I Action plan; Inform next steps around PD and coaching supports				CSI/TSI/Continuous Support: <a href="#">Fall Leadership Team Rubric</a> Non-CSI/TSI/CS: <a href="#">Fall Leadership Team Rubric</a>	(Due Dec 1st 2023)

		Winter 2023/2024 12/4/23-3/1/24						
Winter 90-day Cycle	Plan	12/8/2023	Leadership Team PBIS Team	Plan any follow up PD or coaching cycles based on fall cycle data		Updated PD plan		
	Do	1/26/2024	Educators	Self-assess mid-year growth based on <a href="#">Tier I Classroom Systems Plan components</a> ; Identify a new areas of focus	In PLCs, continue to engage in CRI and EBP PD content learning focused on component 3 Metacognition & Student Self Assessment of EBP practice profile in the winter.		Educator reflections	
					In PLCs, take a mid-year EBP practice profile teacher self-assessment		Educator reflections	
		2/9/2024	Educators	Continue to practice/incorporate identified action items in schoolwide Tier I plan and <a href="#">Tier I Classroom Systems Plan</a> components into instructional units.	9-12 Administer Winter SAVVAS Math Screener Diagnostic Assessment (Window: 1/8/24-2/9/24)	Administer formative assessments 9-12 FAST is optional	FAST assessment SAVVAS Mathematics Screener & Diagnostic Assessment Progress Marks	
					Practice/teach/incorporate CRI and EBP components into instructional units		Educator reflections	
		2/16/2024	Educators	Deepen practice of <a href="#">Tier I Classroom System Plan components</a> by engaging in a coaching conversation	Deepen practice of CRI and EBP components by engaging in a coaching conversation		Coaching summary data	
			Educators					
		2/23/2024	Teachers and instructional coaches, Learning Leads, leadership team, administration	Conduct winter cycle Learning Visits/Walkthroughs		Learning Visits/Walkthroughs Data		
		3/1/2024	Educators Summary to be shared with leadership team	In collaborative teams, analyze attendance, winter climate survey reports, SWIS reports	In PLCs, analyze Winter Math Diagnostic data, Formative Assessment Data, Final Marks	In PLCs, analyze student learning data to date including FAST and Q2 SPPS Unit Assessments, Final Marks	FAST assessment (Required) SAVVAS Mathematics Screener & Diagnostic Assessment (Required) Progress/Final Marks (Required)	
	Leadership Team		Synthesize adult data sources including Foundational Infrastructure rubric, fall TFI reports and Learning Visits/Walkthroughs		Analyze winter Learning Visits/Walkthroughs data, staff PLC reflections, and coaching data to inform implementation; include stakeholder perception data	Learning Visits/Walkthroughs summary (Required)		
	3/1/2024	Leadership Team	Complete Winter SCIP Pulse Check to gauge progress on goals and targets; Adjust student learning goals as needed; Update Tier I Action plan; Inform next steps around PD and coaching supports			<a href="#">Winter Cycle Pulse Check (Required)</a>		
			Spring 2024 03/4/24 - 05/31/24					
	Plan	3/8/2024	Leadership Team	Plan any follow up PD or coaching cycles based on winter cycle data		Updated PD plan		
		3/22/2024	Leadership Team PBIS Team	Gather spring stakeholder feedback/perception data as it relates to schoolwide efforts	Gather spring stakeholder feedback/perception data of student learning as it relates to mathematics and literacy	Stakeholder perception data Staff/Family Climate Survey (PBIS Apps)		
3/29/2024			Continue to implement identified action items based on schoolwide Tier I plan.	In PLCs, continue to engage in CRI and EBP PD content learning focused on component 4 Feedback of EBP practice profile in the spring		Educator reflections		
	Practice/teach/incorporate CRI and EBP components into instructional units			Educator reflections				

Spring 90-day Cycle	Do	4/26/2024	Educators	Deepen practice of <a href="#">Tier I Classroom System Plan components</a> by engaging in a coaching conversation Self-assess end-of-year growth based on Tier I Classroom Systems Plan components	Deepen practice of CRI and EBP components by engaging in a coaching conversation In PLCs, take EBP practice profile teacher post self-assessment	Coaching summary data Post self-assessment data			
		5/10/2024	Educators	Administer Spring Student Climate Survey ( <a href="#">Window: 4/15/23-5/10/24</a> ) PBIS Team completed TFI Spring Inventory ( <a href="#">Window: 4/15/23-5/10/24</a> )	9-12 Administer Spring Math Diagnostic Assessment ( <a href="#">Window: 5/6/24-5/31/24</a> ) 9-12 Administer formative assessments 9-12 FAST is optional	FAST assessment SAVVAS Mathematics Screener & Diagnostic Assessment Progress Marks			
		5/17/2024	Teachers and instructional coaches, Learning Leads, leadership team, administration	Conduct spring Learning Visits/Walkthroughs Complete Leadership Team Spring Rubric		Learning Visits/Walkthroughs Data		CSI/TSI/Continuous Support: <a href="#">Spring Leadership Team Rubric</a> Non-CSI/TSI/CS: <a href="#">Spring Leadership Team Rubric</a> (Due May 17, 2024)	
	Study	5/31/2024	Educators Summary to be shared with leadership team	In collaborative teams, analyze spring attendance, winter climate survey reports, SWIS reports	In PLCs, analyze Spring Math Diagnostic data, Formative Assessment Data, Final Marks	In PLCs, analyze student learning data to date including FAST and Q3/4 SPPS Unit Assessments, Final Marks	FAST assessment ( <b>Required</b> ) SAVVAS Mathematics Screener & Diagnostic Assessment ( <b>Required</b> ) Progress/Final Marks ( <b>Required</b> )		
			Leadership Team	Synthesize adult data sources including spring Foundational Infrastructure rubric, spring TFI reports and Learning Visits/Walkthroughs	Synthesize spring cycle Learning Visits/Walkthroughs data, staff PLC reflections, EBP practice profile self-assessment and coaching data to inform implementation; include stakeholder perception data		Learning Visits/Walkthroughs summary ( <b>Required</b> )		
	Adjust/Act	5/31/2024	Leadership Team	Complete end-of-year SCIP evaluation/reflections to inform next year's plan.			Leadership Team Spring Rubric <a href="#">End-of-year SCIP Evaluation</a> ( <b>Required</b> )		