

King Elementary School Improvement Plan



Problem Statement: At King Elementary, teachers are unsure how to support EL Learners, when and how to use scaffolds, and understanding the ELPA assessment in detail.

Root Causes: teacher understanding of ELPA assessment, teacher awareness of when and how to use scaffolds, teacher understanding on how to support EL learners at different proficiency levels, lack of engagement involving all learners

Goal 1: By May 2027, K-5 EL students will show ELPA Progress from 74.1% Progressing and Proficient to 80% Progressing and Proficient.

Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> <u>Budget Planning</u>
K-5 <i>Create classrooms environments with high expectations for engagement and participation for all students</i>	Schoolwide: <i>*Instructional Rounds with the focus on speaking, listening, reading, and writing engagement in every lesson and appropriate scaffolds</i> <i>*Create non-negotiables in support of Tier 1 Instruction</i> Leadership: <i>*Facilitate PD during PLCs that intentionally plan speaking, listening, reading, and writing engagement in every lesson and appropriate scaffolds</i> <i>*Coach teachers around EL engagement strategies following PLC plan</i> <i>*Create a flexible schedule that allows for direct EL instruction based ELPA proficiency levels</i>	Leadership: <i>*Coaching schedule and feedback around literacy block implementation</i> <i>*PLCs utilizing the Student Planning and Progress Protocols to examine student work samples for refined instruction</i> <i>*Coaching calibration and walk throughs specifically focused on correct use of EL scaffolds (over or under use)</i>	School Wide	ELPA data	<i>*Professional Development with <u>Talk Read, Talk Write</u> book</i> <i>*Professional Development with EL Teacher and Instructional Facilitator</i> <i>*Leading Educator Shared Learning Sessions</i> <i>*PLCs that model engagement strategies</i> <i>* PLCs utilizing the Student Planning and Progress Protocols</i> <i>*OPS EL Conference</i>
			Grade Level	PLC planning document monthly	
			Leadership	Coaching Notes/Eleot Notes EL Data Dig with EL TLC	

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<i>Continued instruction and discovery of EL Scaffolds needed at differing proficiency levels</i>	Classrooms: *Review and refine instructional scaffolds based on <u>Talk Read, Talk Write</u> book				
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Problem Statement: At King Elementary, K-5 students are not making adequate growth in reading and are entering grade levels significantly behind					
Root Causes: - Teachers need a clearer understanding of how to effectively scaffold instruction to address the diverse needs of all learners. - There is inconsistent implementation and understanding of the Gradual Release of Responsibility instructional framework across classrooms. - Classroom engagement practices vary, resulting in inconsistent opportunities for active participation and learning for all students					
Goal 2: By May 2027, Grades K-2 students at or above the 50 th percentile in MAP Reading will increase from 41% to 70.9% By May 2027, Grades 3-5 students On Track or Advanced on NACAS ELA will increase from 36% to 70.9%					
Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i> <i>LINK to monitoring sheet within each Toolkit Here</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> <i>LINK to annual professional learning plan Here</i>
K-5 Constructed Response	Schoolwide: <i>*Instructional Rounds with the focus on appropriate learning task and Gradual Release</i> Leadership: <i>*Coach Literacy lessons weekly.</i> <i>*Facilitate data discussions using formative and summative assessments to reinforce missed skills in small groups</i>	PLCs utilizing Student Planning and Progress Protocols to examine writing samples for refined instruction Growth in student writing samples using conventions and proper grammar.	School Wide	NSCAS data	*UNO collaboration with OPS Literacy Team *Leading Educators Shared Learning *Use the OPS Learning Framework to provide PD on best writing practices *PLCs utilizing the Student Planning and Progress Protocols * 7 Mighty Moves Reading Resources monthly spotlight from K. Watson based on UNO Science of Reading Work *Peer observations
			Grade Level	*Module data *End of selection predetermined writing tasks	
			School Wide	NSCAS data	

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	Classrooms: <i>*Utilize PLCs to select grade appropriate writing tasks to gauge students' application of comprehension skills</i>	<i>PLCs utilizing Student Planning and Progress Protocols to examine writing samples for refined instruction</i> <i>Growth in student writing samples using text evidence and strong conventions.</i>	Grade Level	*PLC writing task * Module Assessment data	

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Problem Statement: At King Elementary, there is a correlation with the rate of absenteeism and lack of academic growth

Root Causes: Families not understanding the impact of late drop off and early pick up on missing academic instruction, transportation issues

Goal 3: By May 2027, K-5 students will reduce chronic absenteeism from 31.6% to 26.36%

Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i> <i>LINK to monitoring sheet within each Toolkit Here</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> <i>LINK to annual professional learning plan Here</i>
<i>Goal setting with families and students who have early attendance concerns</i> <i>Effectively communicate and build relationships with students</i>	<i>Continue communicating with families in a variety of ways using preferred language. Continue building positive and productive relationships with families.</i> <i>Continue attendance goal setting with students and families as needed</i> <i>Continue Success Mentors attendance intervention</i> <i>Use PLCs to review with teachers how attendance data intersects with achievement data to foster discussions with families</i>	<i>Increase in attendance monitored by the Dashboard</i> <i>Attendance incentives such as Here Through the Year drawings, random prize drawings monthly for those in attendance, No Tardy Parties, Quarterly Perfect Attendance certificates with treats</i> <i>Parent incentives for bringing students to school on time without leaving early</i>	<i>School Wide</i>	<i>Weekly attendance meetings with Attendance Team (SSL, counselor, social worker, principal, and secretary) using Attendance Dashboard</i>	<i>Consistently collaborate and observe other schools and systems around the country that are making an impact with attendance</i>
			<i>Grade Level</i>	<i>Teachers check in with families after 2 absences, Attendance Dashboard checks during PLCs or Staff Meetings</i>	

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			Collaborative Team		
			School Wide		
			Grade Level		
			Collaborative Team		