TSD SAPES School Improvement Plan

User Information

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Building: EL	Department: None
Grade: None	Evaluation Type: Principal
Assigned Administrator: Baker, Cheryl	Evaluation Cycle: 07/01/2014 - 06/30/2015
Submitted By: Antell, Penny	Date Submitted: 10/15/2014 9:14 pm CDT
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: Baker, Cheryl	Date Finalized : 10/17/2014 10:31 am CDT

This form is due two weeks prior to the October Curriculum and Assessment Committee Meeting.

Goal 1

Desired Achievable Goal: 90% of the students in TES grades 2-5 will meet or exceed the national average on the MAPS Math assessment from Fall to Spring in their overall score.

Annual Goal: 70% of students in TES grades 2-5 will meet or exceed the national average on the MAPS Math Assessment by Spring 2015.

We Will...

intentionally examine data on-going throughout the school year adjusting instruction as needed to improve student learning. We will have a teacher who was a finalist in the running for Math/Science teacher of the year come into our district to observe math instruction and make recommendations for needed improvements/changes. I hope to have her present a minimum of three times this year. Implementation of Guided Math will be carefully monitored to determine effectiveness of this instructional format. Evaluation of instruction and alignment of pacing guides will be completed to ensure forward movement. The scope and sequence document will be developed for Math this year with standards aligned throughout. There will be an intense focus on fact fluency this year across grades 2 - 5 with examination of assessment data recorded and analyzed on a weekly basis.

What progress and outcome measures will be used to measure the success of this plan? When do you expect to meet your desired achievable goal?

MAPS assessment will be used three times annually. On-going district assessments and Expressions Beginning and Year-End assessments will also be analyzed. Since SBAC is new this year, this will be used to inform progress, but it will not be able to define changes needed with any clarity or reliability.

Instructions for the rollout plan: How will you inform people about this plan and how will you get the plan started? Please include how you plan to inform the school board, staff, and parents/students.

Rollout Plan:

Following examination of the fall MAPS assessments, data digging will be completed in collaborative team meetings to set SLO goals with teachers. Once goals are set, examination of pacing guides ensuring vertical as well as horizontal alignment will be completed on a staff development day and on-going throughout the school year. Direction regarding instructional techniques, grouping, interventions, and monitoring growth will be discussed to create the greatest opportunities for success with teachers. The school board will be informed of this plan at the C & A meeting, students will be involved in individual goal setting as scores are shared with them and parents will be informed at parent/teacher conferences.

Action Plan

Please upload your action plan. Make sure it is in MS excel format.

File List

File Name	Date Uploaded	Size		

Goal 2

Desired Achievable Goal: The Building Leadership Team will analyze data on an on-going basis using PALS, MAPS, Skyward, SWIS data, and common district assessments to determine needed changes in instruction, classroom and building focus.

Annual Goal: The Building Leadership Team will analyze PALS, MAPS, Skyward, and SWIS data three times this year to learn the process of using data to inform instruction and to develop understandings around data gathering and analyzing.

We Will...

analyze data a minimum of three times this school year to discover strengths and areas in need of improvement. Through the process of analyzing data, I will be instructing my staff how to examine multiple pieces of data, triangulation, to ensure one data source isn't skewing our vision. Through data analysis, staff will learn to dig deeply into assessments to determine specific needs across grade levels. This information will be used to examine curriculum, resources used for instruction, and methods of instruction. My intention through this goal is to develop my Building Leadership Team's understanding of data analysis and their ability then to lead their team of teachers through a deep analysis of data at their individual grade levels.

What progress and outcome measures will be used to measure the success of this plan? When do you expect to meet your desired achievable goal?

Measurement of this goal may not be quantitative as it is about the level of understanding created among the Building Leadership Team and their ability to convey this understanding to their grade level team.

Measurable items will include: number of meetings held with the team around data analysis, number of meetings held with the larger staff as a whole, analysis of curriculum addressing identified areas of need, and analysis of resources.

Instructions for the rollout plan: How will you inform people about this plan and how will you get the plan started? Please include how you plan to inform the school board, staff, and parents/students.

Rollout Plan:

My plan is to meet monthly or more frequently if needed, with my Building Leadership Team to develop leaders in the elementary who understand how to analyze data on a deeper level. We need to go beyond simply looking into the surface level scores which tell us our students are scoring below the national average into the categories being assessed, to the level of the type of questioning our students find most challenging. Then, we need to compare these types of questions to the curriculum and materials being used to instruct towards this. We will also need to look into the needs of individual students to discover why each is finding reaching proficiency challenging. Attendance patterns, behaviors and instructional approaches will also be examined throughout the year.

Each meeting leadership qualities and approaches will be discussed as a means of building teachers up and ensuring they are able to successfully share a common message with their team. Together we can make a difference.

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Goal 3

Desired Achievable Goal: Full implementation of the RtI process.

Annual Goal: Beginning implementation of the RtI process.

We Will...

develop structures for an RtI process to ensure ALL students are reaching their greatest potential. RtI is designed to meet the needs of our most needy, slightly needy, average, above average and well above average students. Done well, RtI will address ALL students pushing each individual to new levels of understanding.

What progress and outcome measures will be used to measure the success of this plan? When do you expect to meet your desired achievable goal?

Is there a plan in place with processes to follow for student identification?
Are there interventions identified?
Is there a plan in place and processes to be followed for progress monitoring?
Has the staff been kept up to date regarding changes to this process?
Has the process been designed to meet the needs of all students?

Developing an RtI process is a complex undertaking and will require much time and research. This is an on-going process that will evolve over time as processes are implemented and adjusted. While one piece of an RtI process is precise interventions designed to address specific needs of our most needy learners, the other end of this spectrum must also be addressed. Profoundly gifted students need processes in place that continue their learning pushing them to heights not previously reached. Outcome measures will include a development of processes implemented with documentation guiding teachers through the use of these. Interventions identified for learners of various levels that are research based and staff development ensuring staff are aware of these changes and are following plans as assigned.

Instructions for the rollout plan: How will you inform people about this plan and how will you get the plan started? Please include how you plan to inform the school board, staff, and parents/students.

Rollout Plan:

An analysis of the components of RtI will be examined. We will be creating a website with interventions for all areas of literacy and math development. This website will house interventions for all levels of learners. Structures and processes will be put in place for identifying students in need of intervention and for providing interventions to students in all literacy and math areas for all tiers of our RtI pyramid. Changes will be made to CORE instruction ensuring we don't have greater than 80% of our students in need of intervention. Interventions that are research based with a process in place to identify which students receive which interventions for how long, at what frequency, and what degree of intensity will be developed. Processes and procedures will be put in place to record progress monitoring data, the frequency with which progress monitoring needs to occur, and the length an intervention needs to be implemented. The length of time progress monitoring needs to continue prior to changing interventions will also be identified. The progress monitoring component is in relation to students requiring intervention. Profoundly gifted students, while not requiring skill specific interventions, present challenges as well. Interventions for these students will be identified to lift their learning beyond that expected within the classroom. Interventions for these students will be identified, implemented, and monitored as identified through the intervention itself.

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