

George Elementary Student & School Success Plan Summary 2013-2014

The Indistar program that we use for our Student & School Success Plan has 7 turn around Principles with many Indicators under each principle. As a part of the Emerging schools designation requirements, we use the Indistar program to guide our process. First we assess multiple indicators under each principle and prioritize our needs. Next we create the plan with SMART goals and action tasks for a minimum of one Indicator for each of the 7 turn around principles. Then we monitor our progress toward achieving those goals and completing those action tasks at monthly school improvement team meetings.

A school improvement team consisting of 3 classroom teachers, the building principal, the building literacy coach/counselor, and Turnaround School Improvement Coach Bev Baugh developed the plan. Two team members are parents of George Elementary Students as well.

Student and School Success Principle Indicators

Student and School Success Principle 1: Strong leadership

Principle 1 Plan leader – Colleen Frerks

Indicator: P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.

SMART Goal:

The principal will include evidence of student learning outcomes in at least three building leadership team meetings, staff meetings, or grade band team meetings per year. This could include looking at DIBELs Reading, OSPI Math Benchmark Assessments, NWEA Measures of Academic Progress for both Reading & Math, as well as WA state MSP and WELPA scores. Teachers will analyze strengths and concerns and make instructional decisions or changes based on those findings.

Student and School Success Principle 2: Staff evaluation and professional development

Principle 2 Plan Leader: Colleen Frerks

Indicator: P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.

SMART Goal:

During the 2013-2014 school year, all teachers will participate in the new teacher evaluation process. As a part of this work, they will collaborate with the principal to assess their individual needs, participate in professional development activities that support those needs, and provide evidence of impact on student learning with multiple sources of student growth data including classroom based as well as district and state assessments. All three of these activities will be completed by May 31, 2014 for 100% of George Elementary teachers.

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Principle 3 Plan leader: Lisa Hansen

Indicator: P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

SMART Goal:

The building leadership team will monitor the impact of the Title after school extended learning time program by tracking the number of student learning goals that are accomplished by each participating student. The after school program teachers and classroom teachers will collaborate to set, monitor, and measure achievement of these goals. By May 2014, the building leadership team will review this data and make recommendations for program modifications for the following school year.

Student and School Success Principle 4: Rigorous, aligned instruction

Principle 4 Plan Leader –Lora Villalpando

Indicator: P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

SMART Goal: By August 2014, all teachers will increase their ability to differentiate assignments in response to individual student performance on pretests and other methods of assessment. Data from teacher iObservation Domain 2 self-assessments in fall and spring will show that 100% of teachers will have moved up one level in their self-evaluated levels of performance in this criteria.

Student and School Success Principle 5: Use of data for school improvement and instruction

Principle 5 Plan Leader – Colleen Frerks

Indicator: P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

SMART Goal:

All George teachers will meet with the principal twice per year to examine student mastery of standards based objectives and plan curriculum adjustments based on that progress. One meeting will occur by December 18th, 2013 and an additional meeting will occur by May 31, 2014. By December 18th, 2013 each teacher will provide the principal with evidence of how they are adjusting curriculum/instruction based on data from DIBELS, Math Benchmark Assessments, NWEA, or district curriculum unit pre/post tests. By May 31, 2014 each teacher will provide evidence that 50% or more of their students are at grade level standard as measured by one or more of those same assessments.

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health

Principle 6 Plan Leader – Janice Harmon

Indicator: P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).

SMART Goals:

All staff and students will participate in conflict resolution skills training to strengthen staff to staff, staff to student, and student to student relationships. Resources and facilitation of this process will be provided by our school counselor and will include materials from our district counseling curriculum and supplemental programs. Students will participate in a minimum of 3 sessions before May 2014, and more opportunities as needed for individual student concerns. The school counselor will provide two opportunities for staff to participate in conflict resolution skills training by June 2014. The number of students with discipline referrals related to student to student conflict will be reduced by 15% compared to the previous school year. Fewer students visiting the principal's office will result in increased time for student learning in the classroom.

Student and School Success Principle 7: Family and community engagement

Principle 7 Plan Leader – Cathy MacDonald

Indicator: P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.

SMART Goal: The George Elementary building leadership team will create a school homework policy and parent visitation policy by September 2014. This will be developed with input from staff and parents in accordance with school board policy. Clear policies will set the foundation for effective parent involvement. More effective parent involvement will lead to increased student achievement.