

## **George Elementary Student & School Success Plan /Title 1 Schoolwide Improvement Plan**

Summary of 2013-2014 plan submitted 10/29/13

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 Bev Baugh Turnaround School Improvement Coach 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. (57)**

##### **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.

##### **Action Tasks:**

1. On 8/28/13 the principal will review MSP data from the past three years with the school improvement team, identifying areas of consistent concern, trends, and also looking at cohort group growth from 3rd grade to 4th grade. This information will be used to determine school improvement goals.
2. On 9/30/13 the principal will review NWEA Math fall testing data with the 2-4 grade team and use that data to group students for math differentiation period instructional groups. We will identify school wide and grade band strands that are high and low and target instruction to match identified needs.
3. On 11/5 the principal will share with all staff at a staff meeting data for both Fall NWEA math and Fall NWEA Reading scores. She will share the example of what the 2-4 team is doing with that information (flexible ability groups for math).
4. On 12/10 the principal will ask teachers to share at staff meeting what their grade level teams discovered when analyzing Fall Math Benchmark Assessment and how that information will be used to change curriculum/instruction.
5. On February 11th, 2014 the principal will share NWEA MAPs Reading and Math winter testing data with staff and ask how it will be used to inform instruction. Grade bands will share out how they are using other data (DIBELs and MBA) to make instructional decisions or curriculum changes.

## **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. (2879)**

### **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.

### **Action Tasks:**

1. On August 22-23 all teachers will participate in a training from Dr. Tina Boogren, co-author of *Becoming a Reflective teacher* and representative of the Marzano Learning Institute. Her focus will be on introducing the Marzano Instructional Framework that is the basis of our new teacher evaluation criteria.
2. On September 9th, 2013 all teachers will give input to the school improvement team on what professional development opportunities or tasks they believe would improve student performance and align with our 7 chosen indicators.
3. On October 2, 2013 the School Improvement Team will use teacher input gathered at a previous staff meeting to create tasks/action items that align professional development with identified needs.
4. By November 8th, 2013 all staff will have learned to use the iObservation system to complete a self-assessment and deliberate practice plan that includes draft professional learning goals and student growth goals. They will have met with the principal to review their self-assessment, identify individual needs, and finalize their goals and area of evaluation. (Some will be comprehensive and some will be one focused criteria)
5. Each teacher will meet with the principal in January/February 2014 to discuss progress toward goals, provide evidence of progress toward goals, and examine impact on student performance in DIBELs, NWEA, MBA, and/or classroom based assessments.
6. Each teacher will meet with the principal by May 31, 2014 to provide evidence of student growth outcomes aligned with their identified professional development growth needs.

## **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. (3058)**

### **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.

### **Action Tasks:**

1. Grade level teams will select students to invite to the extended learning time after school opportunity and send home an invitation letter with selected students by Thursday, October
2. Classroom teacher will fill out the student learning goal form for each participating student and share the goals with the student and after school program teacher by October 16th, 2013
3. After school teacher will assess student goals quarterly or as needed using classroom based assessments. The after school teacher will collaborate with the classroom teacher to evaluate student growth and establish new goals if needed.
4. By May 2014, the School Improvement team will review data, gathered by the after school teachers about number of student learning goals met by students participating in the after school tutoring program.

### **Student and School Success Principle 4: Rigorous, aligned instruction**

#### **Principle 4 Plan Leader –Lora Villalpando**

**Indicator: P4-III A07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)**

**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.

### **Action Tasks:**

(Tasks 1-5 were completed last year for this indicator)

6. Teachers will watch and reflect on an iObservation video on differentiation in the classroom during a collaboration time. Teachers will be asked to explore differentiation ideas with their team. Teachers will be asked to plan an additional differentiation activity/project/or item or way to strengthen an existing differentiated activity/project/ or item to implement in their classroom based on any new learning from colleagues, books, or the iobservation video that they will share out at a future collaboration.
7. During our Monday, April 7th late start site meeting, teachers will share out their learning/experiences with differentiation based on their planned activities from the January collaboration.
8. Teachers will participate in a self-assessment through iObservation by 10/14/13 that includes assessing the level of differentiation currently implemented in their classrooms.

### **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.

### **Action tasks:**

1. Principal will share this goal with teachers by November 5th, 2013 and schedule first round of data meetings to occur before our December break.

2 & 3. All teachers will meet with the principal to review student progress toward standards based

2. All teachers will meet with the principal to review student progress toward standards based objectives once before December 18th, 2013 and a second time before May 31, 2014. At the first meeting they will provide evidence of how they are adjusting curriculum/instruction based on that data. Student data can include DIBELs, NWEA, Math Benchmark Assessments, or district created pre/post unit tests. At the second meeting they will provide evidence that over objectives once before December 18th, 2013 and a second time before May 31, 2014. At the first meeting they will provide evidence of how they are adjusting curriculum/instruction based on that data. Student data can include DIBELs, NWEA, Math Benchmark Assessments, or district created pre/post unit tests. At the second meeting they will provide evidence that over 50% of their students are showing grade level mastery using the same assessments listed above.

4. Principal will create a data meeting agenda template to use as a protocol for data meetings.

### **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.

#### **Action Tasks:**

1. At the morning site meeting (during collaboration time) on December 16, the school counselor will provide conflict resolution training to the teaching staff using Kelso's Choices. At the 2:00pm meeting on the same date, the school counselor will provide training to the paraprofessional staff using Kelso's choices.

2. The counselor will provide conflict resolutions strategies to the students using Kelso's Choices a minimum of three times. These strategies will be completed by March 31, 2014.

3. At 3 times during the year, the school counselor will share data comparing discipline referrals related to student to student conflict from the 2012-2013 school year and 2013-2014 at whole staff PBIS meetings.

## **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.

### **Action Tasks:**

1. The Quincy School District school policy regarding parent visitation to schools will be reviewed by December 2013.
2. A parent survey will be created and distributed to all George parents regarding school homework expectations and parent visitations to our building (keeping in mind the policy in place by the district for parent visitations) by January 2014
3. A survey will be distributed to all staff and para educators regarding homework guidelines and parent visitation policies as they pertain to George Elementary by January 2014.
4. A draft of the homework guidelines for George Elementary and Parent visitations policy for George Elementary will be submitted for approval to school improvement team by March 2014.
5. Upon approval by school improvement team, the homework guidelines and parent visitations policy for George Elementary will be added to the staff and student handbook of George Elementary for distribution next school year in September 2014.