School Improvement Plan - Logan Elementary

2020-2021 SIP Goals - Logan Elementary

Previous Year Results

Increase: SBA ELA - Percent Proficient (all grades) to 50% (ELA)

Spring 2019: **33.63%**

Increase: SBA ELA - Median Years of Growth (all grades) to 1.5 (ELA)

Spring 2019: **1.28**

Increase: SBA Math - Percent Proficient (all grades) to 48% (Math)

Spring 2019: **27.11%**

Increase: SBA Math - Median SGP (all grades) to 65 (Math)

Spring 2019: **54**

Increase: SBA Math - Median Years of Growth (all grades) to 1.3 (Math)

Spring 2019: **1.49**

SIP Strategies What action steps will occur? What professional development is needed?	Resources What resources are needed to accomplish this strategy? (People, materials, etc.)	Implementation Indicators What ongoing monitoring reflects implementation of this strategy? When will it be reviewed?	Evidence / Outcome What data gives evidence to show this strategy makes a positive difference in student outcomes?	Work Plan Frame Which Work Plan Frame and Item does this strategy support?	Goal Areas Which SIP Goals does this strategy support? What student group does this strategy target?
Staying Learning Ready-Social Emotional Aspects of Achievement **Action Steps** -Staff will continue implementation of Miss Kendra's List curriculum from ALIVE foundation to support students. -Continue implementation of looping structure that sees students stay with the same classroom teacher for two years. -Staff will continue to learn more about Adverse Childhood Experiences (ACES) and how trauma affects the brain and its ability to learn. -Continue professional learning with Conscious Discipline practices (Dr. Becky Bailey) -Zones of Regulation lessons school-wide to build comment language around regulating emotions -Explore additional wellness/mindfulness activities for staff/students to manage well-being and emotional regulation (yoga, exercise, meditation). -A task force will monitor resources and suggestions created for Logan's Social Emotional Catalog for implementation during the designated class circle time of each day to support the whole child and help students become and stay learning ready. -Explore expansion of Circle of Security facilitator training for classroom applications. -Continue with staff attending Beyond Paper Tigers Trauma Informed conference in June. **Professional Development** -Miss Kendra's List Training -Culturally Responsive Teaching -Complex Trauma/ACES (for all staff) edit strategy (WorkPlanStrategy.aspx?sn=161&iid=10&sid=4942&year=2020&tab=0)	-Miss Kendra's List Curriculum -Purposefull People Curriculum -Second Steps (Guidance Curriculum) -Logan electronic Social Emotional Catalog -Zones of Regulation RISE (partnership with Kaiser Permanente)	Meeting minutes, staff meeting agendas -Social Emotional Learning Catalog Development/Refinement	Surveys of students/parents/staff, visual evidence of this as area of focus.	**Foster Academic Behaviors** Train staff on strategies to teach social/emotional skills (e.g. Growth Mindset / Mindfulness / Grit)	**School Success** All Students

Equity- Lifting All Ships
 	
Action Steps
-Staff will learn more about implicit bias, racism and their affects on schools and discipline rate through trainings and book studies.
-Partner with staff from district's Family Support & Engagement office to implement additional outreach and education for staff.
-A Multi-Cultural Task Force will continue to help integrate work on social justice and outreach to families.
-Logan will host its third annual cultural night to celebrate the richness of our diversity (virtually if necessary).
-Ongoing support for families through a partnership with the ZONE project that helps provide a Family Resource Coordinator position to Logan 10 hours per week.
-Circle of Security trained staff members will lead training series multiple times throughout the year to build parenting and attachment skills of parent community.
- Provide evidence-based educational resources that help teachers, caregivers, and parents build early science and literacy skills for America's children, especially those from low-income communities and provide underserved students and English Language Learners with expanded learning opportunities during the school day, after school, and throughout the summer months via the KSPS STEM Adventures program.
 	
Professional Development
-WEA Culturally Responsive Training
-AVID Megapath on Culturally Responsive Teaching
     edit strategy (WorkPlanStrategy.aspx?
  sn=161&iid=13&sid=4943&year=2020&tab=1)
	-Book study possibilities (How to be an Antiracist, Post Traumatic Slave Syndrome, Me and White Supremacy, White Fragility, Dear Martin
	-IDI assessments
		-Meeting agendas
		-Parents as Partners agendas and attendance rates
			-Attendance rates of parents from outreach efforts/Parents as Partners offerings
			-Attendance rates for staff at staff trainings and book studies
				Create Environment of Learning
				Provide opportunity for all staff to receive Culturally Responsive Training (e.g. AVID CRT / IDI / WEA Modules)
					School Success
					
					Equity Group ELD

Combating Chronic Absenteeism
 	
Action Steps
-Continue process of nudge letters and texts to help families see how their child's attendance compares with more successful peers.
-Counseling staff and administrator will meet bi-weekly to identify students and target interventions.
-Explore interventions to support students working remotely who are not logging on or engaging in virtual learning.
 	
Professional Development
Strategies for improving student attendance
     edit strategy (WorkPlanStrategy.aspx?
  sn=161&iid=11&sid=4947&year=2020&tab=1)
	-Nudge letter template.
	-Data pull
		Evidence of letters sent. Tracking of data for improved attendance.	-attendance rates, reduction in chronic absenteeism among identified students	**Create Environment of Learning**
				Implement School-Wide student expectation process and positive reward system (PBIS / Sound Discipline)
					School Success
					
					All Students

Combating Summer Learning Loss **Action Steps** -Summer Reading and Math Intervention: Expand program to get appropriately leveled books into the hands of students over the summer. Expand offerings if funds available. -Continue exploring becoming an option school (for year-round calendar) -Continue open library one day per week through summer months to provide access to high quality literature and access to technology. -5-day Scratch Jr. coding camp over six-week summer session. We will aim to engage 20 students each week for a minimum of 120 students reached by the end of the summer session. **Professional Development** edit strategy (WorkPlanStrategy.aspx?sn=161&iid=19&sid=4945&year=2020&tab=2)	-Staff to man summer library -Staff to run summer literacy (mailing) program -Additional book sets for summer reading -Mathematics games/resources for summer packets	-New book purchases/preparations for roll out in spring	-Fall DRA scores of students who engaged in summer program -Rates of returned books in summer	**Provide Academic Press** Fully develop, communicate, and implement a Tiered Intervention Model for literacy and math	**ELA Math School Success** Equity Group LAP/Title
Differentiation Within the Mathematics Workshop **Action Steps** -Layered Instruction for students who have not met standard or are at risk of not meeting standard. -Use of assessment results to implement flexible differentiated work groups based on student need. -Use of questioning/discourse strategies to deepen understanding of mathematical concepts -Continued ADD+Vantage Math Recovery (AVMR) support -Provide ongoing AVMR support sessions after school. -Continue partnership with Gonzaga University staff and students for math intervention and support. -Continue efforts to differentiate for those who need intervention and the highly capable. -Implement Teams/Zoom based sessions for parents to learn about how best to support their scholars at home. **Professional Development** AVMR edit strategy (WorkPlanStrategy.aspx?sn=161&iid=21&sid=4946&year=2020&tab=2)	AVMR Resources/Kits	-AVMR year-long training plan	-AVMR assessment results -EADMS assessment results	**Provide Academic Press** Provide ongoing staff training on researched based instructional strategies (e.g. AVID WICOR / Workshop Model / GLAD / Instructional Technology)	**Math Technology** All Students Equity Group Special Ed Highly Capable Foster LAP/Title ELD
Writing- The Window to Literacy **Action Steps** -Continue training and implementation of Visual Thinking Strategies framework. **Professional Development** Visual Thinking Strategies edit strategy (WorkPlanStrategy.aspx?sn=161&iid=18&sid=4948&year=2020&tab=2)	District Writing PD Materials SPS Instructional Programs Staff	Agendas from trainings, student work samples, anchor charts demonstrating modeled revision strategy.	Student writing growth on scored samples and district/state assessments	**Provide Academic Press** Utilize structures and strategies to provide ongoing professional development on core curriculum	**ELA Technology** All Students Equity Group Special Ed Highly Capable Foster LAP/Title ELD

Data Driven Action Plans: Sustaining the Data Cycle **Action Steps** -Multiple after school sessions or subouts will take place for each grade level at strategic points in the year -Grade levels will collaborate with instructional coaches and administrators to review data, make action plans, implement plans/interventions and then review results to see if interventions were effective. Grade levels will have choice as to whether they prefer sub-outs, after school sessions or collaborations during Peer Professional Learning (PPL) time. -Select staff members will implement the data cycle and analysis as part of student centered data cycles with instructional coaches. **Professional Development** -New Staff- Work with instructional coaches to learn Data Cycle in place at Logan. edit strategy (WorkPlanStrategy.aspx?sn=161&iid=24&sid=4949&year=2020&tab=2)	-Instructional Coaches -Data Cycle Resources -Data Wall	-Student growth shown in Data Cycle analysis and Data Wall tracking.	-Data Cycle planning/intervention documents. -Data charts and Think Tank data wall	**Provide Academic Press** Develop and implement a school process for engaging in data driven analysis	**ELA Math** All Students
Differentiation Within the Literacy Workshop **Action Steps** -Layered Instruction for students who have not met standard or are at risk of not meeting standard. -Use of assessment results to implement flexible differentiated work groups based on student need. -Continue efforts to differentiate for those who need intervention and the highly capable. -Expand access to rich literature at various reading levels, with an added focus on equity (characters and authors of color) including online resources for students learning at home. **Professional Development** -Instructional Coaching Cycles -small group sessions with Title staff and classroom instructional staff edit strategy (WorkPlanStrategy.aspx?sn=161&iid=21&sid=5082&year=2020&tab=2)	-Instructional Coach and Intervention Staff.	-Coaching cycle documentation.	-Coaching cycle calendars	**Provide Academic Press** Provide ongoing staff training on researched based instructional strategies (e.g. AVID WICOR / Workshop Model / GLAD / Instructional Technology)	**ELA** All Students Equity Group Special Ed Highly Capable Foster LAP/Title ELD
Teaching and Learning in an Online World **Action Steps** -Provide ongoing "tech tips" during staff meetings. -Provide access to differentiated technology training requested by staff. -Build strategies for online engagement to support student learning. -AVID Site Goal: At Logan Elementary, we look to have students actively create their own meaning through inquiry-based tasks, discussions and the written word. Domain 1: Instruction Indicator 5: Structures of Inquiry i. AVID Leadership team will partner with the Logan Instructional Learning Team to build expertise among teaching staff for online inquiry based lessons that boost engagement, learning and interaction among scholars. **Professional Development** -Online tools (Teams, Padlet, Nearpod, Ed Puzzle, etc.) -Engagement strategies for the virtual classroom edit strategy (WorkPlanStrategy.aspx?sn=161&iid=18&sid=5083&year=2020&tab=2)	-Betsy Weigle and Tech Integration team (including Logan Technology Integration Specialists- Sarah Henshon and JoAnn Moquist) -Online resources (TEAMS, Loom, etc.)	Level of student engagement (online class attendance, assignment completion), Digital Engagement Dashboard.	-Anecdotal reports from teaching staff about level of comfort in online environment. -Staff meeting agendas -AVID Inquiry Based Lessons for an Online Environment	**Provide Academic Press** Utilize structures and strategies to provide ongoing professional development on core curriculum	**ELA Math School Success Science Technology** All Students

I'm Ready For Post Secondary Pursuits!	-AVID Foundations	-AVID monthly meeting. -ILT meeting minutes Evidence will be inclusion of T24 resources in Logan's Social Emotional Learning Catalog. -Completed Hope and Dreams plans	-Attendance at Parents as Partners and AVID Family Night -Campus Ready Survey	**Promote Culture of Success** Provide opportunities for students and parents to learn T24 information (e.g. scholarship / assessments / T24 options)	**School Success** All Students
Action Steps -Introduce children to key STEM and literacy concepts early, better preparing them for school and boosting their long-term education opportunities. AVID Site Plan Goal: At Logan Elementary, we want our students to see their future selves as college and career ready. This includes an understanding of career requirements, school attainment and funding opportunities. Domain IV. Culture Indicator 4: College Awareness i. Logan's T24 Task Force will pull together resources for virtual college tours, activities for goal setting, information about paying for college, etc. announcements. ii. Logan teachers will implement virtual college tours/visits Indicator 6: College Talk i. Logan will include college themed content during morning announcements. ii. Logan teachers will include college talk iii. Teachers in grades 4-6 will have students complete a "Hopes and Dreams" plan modeled from the format used at Shaw Middle School where Logan scholars will attend. **Professional Development** -AVID Megapath edit strategy (WorkPlanStrategy.aspx? sn=161&iid=31&sid=4944&year=2020&tab=3)					

School Improvement Documentation

Phase	Date	Persons Involved
Development	9/1/20 - 10/30/20	School Administration
Staff Review	9/1/20 - 10/30/20	Staff Leadership Team
Parent Review	9/1/20 - 10/30/20	Parent Committee
Peer Review	9/1/20 - 10/30/20	Principal Group
District Approval		Clint Price
School Board Review/Approval	12/20/2020	School Board of Directors

Send SIP to my Evaluator for Approval