

# School Improvement Plan - Linwood Elementary

## 2020-2021 SIP Goals - Linwood Elementary

## Previous Year Results

**Increase: SBA ELA - Percent Proficient (all grades) to 54% (ELA)**

Spring 2019: **36.94%**

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

Spring 2019: **1.27**

**Increase: SBA Math - Percent Proficient (all grades) to 54% (Math)**

Spring 2019: **37.08%**

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

Spring 2019: **1.27**

<b>SIP Strategies</b>  What <u>action steps</u> will occur? What <u>professional development</u> is needed?	<b>Resources</b>  What resources are needed to accomplish this strategy? (People, materials, etc.)	<b>Implementation Indicators</b>  What <u>ongoing monitoring</u> reflects implementation of this strategy? When will it be reviewed?	<b>Evidence / Outcome</b>  What data gives evidence to show this strategy makes a positive difference in student outcomes?	<b>Work Plan Frame</b>  Which Work Plan Frame and Item does this strategy support?	<b>Goal Areas</b>  Which SIP Goals does this strategy support? What student group does this strategy target?
<b>Social Emotional Learning</b>  <b>Action Steps</b> -Staff will be trained on Purposeful People curriculum and will implement SEL strategies daily during their morning SEL meeting time. -Staff will make referrals through MTSS (CST) for students needing additional social or emotional support.  <b>Professional Development</b> -District training on Purposeful People curriculum -Staff Training on MTSS Frameworks	-Purposeful People Curriculum & Resources -MTSS specialist & counselor -MTSS (CST) Meetings -MTSS Frameworks	-Student attendance for daily morning meetings -Students building social/emotional regulation strategies -Student SEL check ins using Panorama Survey -Teacher self-reflection on curriculum implementation	-Student Perception Panorama Surveys -Teacher Surveys -Environmental Survey -MTSS (CST) data -Referrals to counselor & MTSS specialist -Early Warning System Data	<b>Foster Academic Behaviors</b> Train staff on strategies to teach social/emotional skills (e.g. Growth Mindset / Mindfulness / Grit)	<b>ELA Math Science</b>  All Students
<b>Multi Tiered Systems &amp; Support (MTSS) PBIS &amp; Restorative Practices</b>  <b>Action Steps</b> -MTSS/CST team meets twice a month to discuss student concerns and put an intervention plan in place for student success. Concerns addressed: Academic, social, emotional, or behavioral. Based on team recommendations students may be; added to the SLIC group, have a referral to the counselor or Mental Health Therapist or get layered supports inside the classroom. -PBIS Team will share best practices during Professional Development sessions; this includes work around social/emotional learning. -Restorative Practices fully implemented and all staff trained on how to help students problem solve through a restorative conversation. Posters posted and problem solving cards used throughout the school.  <b>Professional Development</b> -Purposeful People curriculum training -PBIS Team will share information, Year 6. -PBIS Team will lead PD on Social Emotional Learning and provide staff with resources.	-Purposeful People curriculum -MTSS/CST Team -PBIS Team, support materials Counselor, Resource Room Teacher, SLP to deliver SLIC lessons -School Panorama Survey -PAWS store -PAWS tickets -Restorative Practice Posters & Cards	-MTSS/CST data -PBIS Meetings -School Data Tools: Discipline data	-MTSS/CST Referral Data -Data Tools Discipline data -Office referrals -School Environmental Survey	<b>Create Environment of Learning</b> Develop and implement a Tier Intervention Model to address student behaviors, support basic needs, and provide student services support	<b>ELA Math Science</b>  All Students Special Ed Highly Capable ELD

<p><b>AVID WICOR &amp; Costa's Levels of Thinking</b></p> <p><b>Action Steps</b> The AVID Site Team will meet monthly and plan for implementation of rigorous instruction using WICOR strategies across all content areas. A specific focus will be on Inquiry and Costa's Level of Thinking and Questioning.</p> <p><b>Professional Development</b> -AVID trainings around WICOR strategies -AVID District WICOR trainings &amp; PD offerings -AVID summer MegaPath -AVID Weekly</p>	<p>-AVID Site Team providing PD -Teachers in grades 3-6 -District AVID trainings &amp; support -AVID weekly</p>	<p>-AVID Site Team monthly meetings -Teacher reflection on implementation -Evidence of WICOR strategies in classrooms</p>	<p>-AVID Site Team Evaluation -Classroom formative &amp; summative assessment data</p>	<p><b>Create Environment of Learning</b> Provide opportunity for all staff to receive Culturally Responsive Training (e.g. AVID CRT / IDI / WEA Modules)</p>	<p><b>ELA Math Science</b></p> <p>All Students Highly Capable</p>
<p><b>Culturally Responsive Teaching</b></p> <p><b>Action Steps</b> -Linwood staff will implement Culturally Responsive Teaching strategies from their completed WEA professional development trainings, Modules 1-4. -Staff will participate in AVID CRT trainings. -Staff will participate in additional professional development to enhance their understanding of equity, social justice, and social comprehension. -Staff will implement strategies to teach students social comprehension -Staff will use multi-cultural literature in their classrooms. -Staff will utilize information gained from our book study using "Courageous Conversations About Race" to close the Opportunity Gap. -Staff will meet with Student Leadership Group to increase student voice and collect input on equity issues.</p> <p><b>Professional Development</b> -WEA Culturally Responsive Training -AVID training on Culturally Relevant Teaching strategies -Book Study on "Being the Change." -Completed book study on "Courageous Conversations About Race"</p>	<p>--Title I funds for Book Studies -"Being the Change" books -AVID Site Team trainers -Administrators providing training</p>	<p>-Attendance for building PD -Classroom implementation of CRT practices -Staff input</p>	<p>-Student perception Panorama Surveys -Teacher surveys</p>	<p><b>Create Environment of Learning</b> Provide opportunity for all staff to receive Culturally Responsive Training (e.g. AVID CRT / IDI / WEA Modules)</p>	<p><b>ELA Math Science Technology</b></p> <p>All Students Equity Group</p>
<p><b>AVMR Implementation</b></p> <p><b>Action Steps</b> Year 1: Staff Training, assessment plan, data talks, kits purchased. Year 2: Data talks, small group focus on differentiation, and collaboration Year 3: Data talks, refinement and extension of instructional practices for differentiation.</p> <p><b>Professional Development</b> -PD schedule for training with district AVMR trainers. -Summer Institute training</p>	<p>District- AVMR trainers -AVMR teacher kits</p>	<p>Year 1, weekly training from January-March completed. -Small group instruction in classrooms.</p>	<p>-Number corner baseline -AVMR assessment data</p>	<p><b>Provide Academic Press</b> Provide ongoing staff training on researched based instructional strategies (e.g. AVID WICOR / Workshop Model / GLAD / Instructional Technology)</p>	<p><b>Math</b></p> <p>All Students</p>
<p><b>Technology Integration</b></p> <p><b>Action Steps</b> Staff will participate in technology integration training to learn how to utilize devices, software, and websites to engage students in learning. Continued training and supports will be offered throughout the year with a focus on district platforms: Microsoft Teams, Dreambox, Lexia, and Clever.</p> <p><b>Professional Development</b> --Clever, Microsoft Teams, Lexia, Dreambox training</p>	<p>-Tech Integration Specialist -ITSC -Teaching &amp; Learning Department -Laptops, mice, headphones, COWS</p>		<p>-Student academic data (Dreambox, Lexia, classroom assignments -SBA -Student surveys using Panorama</p>	<p><b>Provide Academic Press</b> Provide ongoing staff training on researched based instructional strategies (e.g. AVID WICOR / Workshop Model / GLAD / Instructional Technology)</p>	<p><b>ELA Math Science Technology</b></p> <p>All Students Equity Group Special Ed Highly Capable LAP/Title ELD</p>

<p><b>Literacy &amp; Math Interventions</b></p> <p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>-Students will receive differentiated instruction in the classroom in a small group or one on one during the Workshop Model.</li> <li>-Students will receive Title I intervention with Reading and Math Interventionists based on data.</li> <li>-Staff will engage in Data Informed Dialogues to identify students needing extra support and students needing academic enrichment.</li> <li>-Data will be used to monitor student progress.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>-Differentiated workshop model for literacy &amp; math.</li> <li>-AVMR training, K-6</li> <li>-GLAD</li> <li>-Lexia</li> <li>-Drembox</li> </ul>	<ul style="list-style-type: none"> <li>-Reading Recovery Teacher</li> <li>-Reading &amp; Math Intervention teachers</li> <li>-AVMR Screeners</li> <li>-Lexia, Literably, and Dreambox</li> </ul>	<ul style="list-style-type: none"> <li>-Grade Level Team Data Informed Dialogues</li> <li>-Title staff &amp; Administration meetings to analyze data and progress monitor student achievement.</li> <li>-Schedules for Title Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Intervention Data</li> <li>-Lexia, Literably, &amp; Dreambox data</li> <li>-SBA</li> <li>-District common assessment data</li> </ul>	<p><b>Provide Academic Press</b></p> <p>Fully develop, communicate, and implement a Tiered Intervention Model for literacy and math</p>	<p><b>ELA Math</b></p> <p>All Students Special Ed Highly Capable LAP/Title</p>
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### 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	11/17/2020	Gwen Harris
School Board Review/Approval	12/20/2020	School Board of Directors