

School Improvement Plan - Regal Elementary

2020-2021 SIP Goals - Regal Elementary

Previous Year Results

Increase: SBA ELA - Percent Proficient (all grades) to 53% (ELA)

Spring 2019: 36.86%

Increase: SBA ELA - Median Years of Growth (all grades) to 1.25 (ELA)

Spring 2019: 1.42

Increase: SBA Math - Percent Proficient (all grades) to 40% (Math)

Spring 2019: 28.94%

Increase: SBA Math - Median Years of Growth (all grades) to 1.25 (Math)

Spring 2019: 1.28

Increase: WCAS Science - Percent Proficient (all grades) to 57% (Science)

Spring 2019: 27.42%

SIP Strategies What <u>action steps</u> will occur? What <u>professional development</u> is needed?	Resources What resources are needed to accomplish this strategy? (People, materials, etc.)	Implementation Indicators What <u>ongoing monitoring</u> 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?
Purposeful People Action Steps Support Team (principal, PA, counselor, and support specialist) provide support with the Purposeful People curriculum to teachers Professional Development Purposeful People edit strategy (WorkPlanStrategy.aspx?sn=175&iid=10&sid=4538&year=2020&tab=0)	Purposeful People curriculum	Informal observations in classrooms; staff meetings to review implementation	Informal observations; teacher surveys	Foster Academic Behaviors Train staff on strategies to teach social/emotional skills (e.g. Growth Mindset / Mindfulness / Grit)	School Success All Students
Use of the Classroom Support App (CSA) Action Steps The CSA will be used building-wide. Staff can request help with challenging behavior and/or assistance for students with basic needs, whether they are participating in remote or in-person learning. Our Support Team (principal, PA, counselor, and MTSS specialist) will support staff in working with students to learn pro-social behaviors, as well as support basic needs and other student services support. Professional Development How to use the CSA and its features Managing the data generated Communication with parents Review of how and when to use with staff as needed edit strategy (WorkPlanStrategy.aspx?sn=175&iid=7&sid=4938&year=2020&tab=0)		Review of CSA data weekly with the Support Team Review of CSA data bi-weekly with the MTSS Team	CSA data related to number of tickets, response time of Support Team, length of ticket from a Support Team member responding until closed, days/times requests are made, where support is needed, who is requesting support, students supported	Foster Academic Behaviors Develop, implement, and monitor a school-wide Tier Intervention Model to address student behaviors, support basic needs, and provide student services support	School Success All Students

<p>Use of Bloomsights to Monitor SEL</p> <p>Action Steps 2nd - 6th grade students will be provided time once a week to engage with Bloomsights to answer questions related to SEL Admin to meet with vendor in January and April Student and staff satisfaction survey to be completed the week of April 5th A minimum of three Bloomsights assessments will be completed Review of data at least once per month by the Support Team and the MTSS Team</p> <p>Professional Development Introduction to the site by vendor Additional training as needed edit strategy (WorkPlanStrategy.aspx?sn=175&iid=10&sid=4939&year=2020&tab=0)</p>	Vendor as needed	Support Team and MTSS Team meeting agendas reflect consistent review of data	Bloomsights SEL survey outcomes	Foster Academic Behaviors Train staff on strategies to teach social/emotional skills (e.g. Growth Mindset / Mindfulness / Grit)	School Success All Students
<p>Restorative Practices</p> <p>Action Steps PD related to best practices, as well as training related to conducting threat assessments.</p> <p>Professional Development Restorative Practices Threat Assessments edit strategy (WorkPlanStrategy.aspx?sn=175&iid=16&sid=3869&year=2020&tab=1)</p>	Book - Assessing Student Threats Participation in district level PD to inform training of staff	Staff Meeting Agendas PLID Agendas	Discipline Data Safety/Climate Data	Create Environment of Learning Provide staff training on all components of restorative practices	School Success All Students
<p>Culturally Responsive Training</p> <p>Action Steps Staff will engage in the second training using WEA Modules (dependent on availability)</p> <p>Professional Development Coordination to have the second training as part of our Principal Directed professional development edit strategy (WorkPlanStrategy.aspx?sn=175&iid=13&sid=4541&year=2020&tab=1)</p>	WEA Modules	Sign-in sheets verifying attendance	Teacher reflections	Create Environment of Learning Provide opportunity for all staff to receive Culturally Responsive Training (e.g. AVID CRT / IDI / WEA Modules)	ELA Math School Success All Students
<p>Multi-Tiered System of Supports (MTSS) Team</p> <p>Action Steps Staff can identify students not responding to Tier 1 strategies and refer them to our MTSS Team. The MTSS Team will make suggestions to the classroom teacher related to strategies that can be attempted. The teacher will collect data and return to the MTSS Team to determine whether the strategies were effective, make additional suggestions, and/or refer to the MDT. For students who do not respond to intervention strategies, or for those who exhibit egregious behavior, we will work with our Support Specialist to develop a success plan.</p> <p>Professional Development PBIS RAMS rules (school-wide expectations) MTSS Team process Role of the Support Specialist edit strategy (WorkPlanStrategy.aspx?sn=175&iid=15&sid=4543&year=2020&tab=1)</p>	Referral through a formal form or text messaging Regal flip books, detailing expectations in all parts of the building, are available in each classroom, as well as in each guest teacher's folder Support Team to review referrals and make suggestions Support Specialist to assist in writing success plans, collecting data, and providing assistance	MTSS Team meeting notes Monthly review of discipline data	Discipline; academic achievement; absenteeism	Create Environment of Learning Develop and implement a Tier Intervention Model to address student behaviors, support basic needs, and provide student services support	ELA Math School Success Science Technology All Students

<p>Classroom Support App</p> <p>Action Steps While participating in either remote or in-person learning, teachers will use the CSA to respot concerns with student engagement, behavior, or other areas impeding academic or emotional growth.</p> <p>Professional Development Staff training on how to use the CSA; when to complete a support referral and when to ask for "Just in Time" or "Emergency" support. Support Team (principal, PA, counselor, support specialist) training on expectations for response to referrals. edit strategy (WorkPlanStrategy.aspx?sn=175&iid=14&sid=4937&year=2020&tab=1)</p>	<p>Access to the CSA</p>	<p>Weekly meeting with Support Team Bi-weekly meeting with MTSS Team</p>	<p>Data generated from the use of the CSA</p>	<p>Create Environment of Learning Implement one school-wide culturally responsive strategy</p>	<p>ELA Math School Success Science Technology</p> <p>All Students</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		
School Board Review/Approval	12/20/2020	School Board of Directors

School: Regal Elementary**Brief summary:**

Regal Elementary met the 95% participation rate in all groups with the exception of the sub-group of for Two or More Races.

School	Subgroup	ELA Participation %	Math Participation %
Regal Elementary	Two or More Races	91.7	91.7

Goal: Regal Elementary is committed to ensuring that all subgroups of students participate in state required assessments.

Actions: Regal Elementary will:

- Contact all parents before testing occurs and convey the importance of student participation in the assessment.
- Discuss with students and parents how information from the assessments helps teachers identify the focus for future instruction.
- Meet with parents who want to opt their student out of testing to explain the importance and advantages of testing. We will require parents to complete the state assessment waiver that requires a reason for opting- out and that they understand the benefits of testing and the consequences of not testing.
- Prepare students using practice tests and interim assessments so they feel comfortable and prepared to do their best.
- Monitor daily and testing date attendance closely.
- Arrange for make-up tests and contact the parent to remind them of the testing date and the importance of attending school that day.
- Make personal calls to families of non-attending students to stress the importance of attendance.