

School Improvement Plan - Grant Elementary

2020-2021 SIP Goals - Grant Elementary

Previous Year Results

Increase: SBA ELA - Percent Proficient (all grades) to 60% (ELA)

Spring 2019: 33.33%

Increase: SBA ELA - Median SGP (all grades) to 60 (ELA)

Spring 2019: 37

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

Spring 2019: 0.7

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

Spring 2019: 23.86%

Increase: SBA Math - Median SGP (all grades) to 60 (Math)

Spring 2019: 36

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

Spring 2019: 0.54

SIP Strategies	Resources	Implementation Indicators	Evidence / Outcome	Work Plan Frame	Goal Areas
<p>What <u>action steps</u> will occur? What <u>professional development</u> is needed?</p>	<p>What resources are needed to accomplish this strategy? (People, materials, etc.)</p>	<p>What <u>ongoing monitoring</u> reflects implementation of this strategy? When will it be reviewed?</p>	<p>What data gives evidence to show this strategy makes a positive difference in student outcomes?</p>	<p>Which Work Plan Frame and Item does this strategy support?</p>	<p>Which SIP Goals does this strategy support? What student group does this strategy target?</p>
<p>Mindfulness, Purposeful People</p> <p>Action Steps Our counselor will visit classrooms on a weekly basis. We will have monthly themes focused on Growth Mindset and being an excellent citizen.</p> <p>Professional Development Growth Mindset Trauma and the impact on the brain edit strategy (WorkPlanStrategy.aspx?sn=137&iid=10&sid=3670&year=2020&tab=0)</p>	<p>Time Incentives for kids Calming Corner Manipulatives</p>	<p>Discipline Data Assessment Data Survey Data</p>	<p>Discipline Data Survey Data Assessment Data</p>	<p>Foster Academic Behaviors Train staff on strategies to teach social/emotional skills (e.g. Growth Mindset / Mindfulness / Grit)</p>	<p>ELA Math Science All Students</p>
<p>Use of WICOR strategies</p> <p>Action Steps AVID team/principal will train and model for staff WICOR. Monthly meetings of AVID team to assess progress Use of student and staff survey data to guide work.</p> <p>Professional Development WICOR Strategies STAR protocol edit strategy (WorkPlanStrategy.aspx?sn=137&iid=2&sid=4861&year=2020&tab=0)</p>	<p>Time Posters</p>	<p>Survey data classroom visits and observations</p>	<p>Survey data assessment data, interim or classroom based common assessments</p>	<p>Foster Academic Behaviors Implement School-Wide Note-taking and Organizational Strategies (e.g. AVID STAR / Cornell Notes / Planner Use)</p>	<p>ELA Math Science All Students</p>
<p>Cultural Responsive Training</p> <p>Action Steps Staff will be trained in August to start the school year and we will follow up with training and PD throughout the year.</p> <p>Professional Development Cultural relevant teaching strategies edit strategy (WorkPlanStrategy.aspx?sn=137&iid=13&sid=3562&year=2020&tab=1)</p>	<p>trainers</p>	<p>Analyzing discipline data CST referrals Assessment data</p>	<p>State assessment data Discipline referral data CST referral data Attendance data</p>	<p>Create Environment of Learning Provide opportunity for all staff to receive Culturally Responsive Training (e.g. AVID CRT / IDI / WEA Modules)</p>	<p>ELA Math Science All Students</p>

<p>MTSS Strategies</p> <p>Action Steps Bi-weekly classroom lesson in every classroom focused on student behaviors, calming strategies, behavior regulation, academic resiliency.</p> <p>Professional Development District level from Program Leads WEA and NEA level PD Mental Health Needs edit strategy (WorkPlanStrategy.aspx?sn=137&iid=15&sid=3573&year=2020&tab=1)</p>	Trainers Experts in these areas	Attendance data Early Warning system data Assessment data Student survey data	Early Warning System data assessment data Survey data	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 Science All Students
<p>Restorative Practices</p> <p>Action Steps We will use Restorative Practices when working with all students who have behaviors that disrupt the learning environment. Student, parent, and teacher conferences as needed Student to student restorative conferences</p> <p>Professional Development Restorative Practices edit strategy (WorkPlanStrategy.aspx?sn=137&iid=16&sid=3684&year=2020&tab=1)</p>	Trainers District Support time	Discipline Referrals	Discipline Data Survey Data	Create Environment of Learning Provide staff training on all components of restorative practices	ELA Math Science All Students
<p>PBIS Framework</p> <p>Action Steps Celebrating student successes focused on positive behavior choices COM assemblies Husky Grams Kindness Club Restorative Practices and classroom level interventions</p> <p>Professional Development PBIS practices Restorative Practices Tier 1 supports edit strategy (WorkPlanStrategy.aspx?sn=137&iid=11&sid=4859&year=2020&tab=1)</p>	Time Funding for PBIS Supports Coaches, Teacher Leaders	Data collection celebrations	Survey data Discipline data	Create Environment of Learning Implement School-Wide student expectation process and positive reward system (PBIS / Sound Discipline)	ELA Math All Students
<p>Tiered Intervention Model</p> <p>Action Steps Our Intervention Team of teachers and staff, Coach, and administration will analyze assessment data and collaborate with grade level teacher teams to discuss which students will receive intervention support. We will repeat this process at the beginning of each cycle of intervention.</p> <p>Professional Development Data analysis Push in Support vs. Pull Out support edit strategy (WorkPlanStrategy.aspx?sn=137&iid=19&sid=3892&year=2020&tab=2)</p>	EIA and Math Coach Intervention teachers Time to collaborate Space, tables	Student data and growth in their regular classroom. Benchmark data, formative assessment data, and state assessment data. Increase in attendance by students who receive interention support.	Assessment data Student Survey data State assessment data	Provide Academic Press Fully develop, communicate, and implement a Tiered Intervention Model for literacy and math	ELA Math LAP/Title
<p>Data Informed Dialogues</p> <p>Action Steps Grant Summer Institute Data Informed Dialogues each trimester Sub out staff to engage in DID's and have vertical teaming discussions, analysis, and planning time.</p> <p>Professional Development Data Informed Dialogues Action steps and monitoring those actions Formative and Summative assessment edit strategy (WorkPlanStrategy.aspx?sn=137&iid=24&sid=3896&year=2020&tab=2)</p>	ELA and Math Coach Time funding	Common language and instructional practices in classroom observed through formal observations, Peer Observations Coaching Cycles with ELA coach	State assessment data Benchmark assessment data Student Survey data	Provide Academic Press Develop and implement a school process for engaging in data driven analysis	ELA Math Science All Students

<p>AVMR Training</p> <p>Action Steps Training over the summer and school year. Staff training Walk throughs</p> <p>Professional Development AVMR 1 and 2 for all staff edit strategy (WorkPlanStrategy.aspx?sn=137&iid=18&sid=4856&year=2020&tab=2)</p>	<p>time AVMR trainers</p>	<p>classroom visits and observations survey data assessment data</p>	<p>assessment data Number corner baseline assessment</p>	<p>Provide Academic Press Utilize structures and strategies to provide ongoing professional development on core curriculum</p>	<p>Math 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	11/17/2020	Gwen Harris
School Board Review/Approval	12/20/2020	School Board of Directors

School: Grant Elementary School**Brief summary:**

Grant Elementary School met the 95% participation rate in all groups with the exception of the subgroup for Special Education students.

School	Subgroup	ELA Participation %	Math Participation %
Grant Elementary School	Special Education	97.2	91.7

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

Actions: Grant Elementary School 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.