**Del Prado Elementary**

**School Improvement Plan (Working Document)**

**Glows**

1. Maintained overall proficiency (Level 3+) in Reading at 85%
2. Increased overall reading learning gains by 5 percentage points
3. Increased overall math learning gains by 10 percentage points
4. Increased math learning gains in L25 by 5 percentage points
5. Increased Science proficiency (Level 3+) by 7 percentage points

By Sub-Group

1. Increased overall reading proficiency among ELL females by 21 percentage points
2. Increased overall reading proficiency among ELL males by 12 percentage points
3. Increased overall reading proficiency among SWD males by 11 percentage points
4. Increased overall reading proficiency among Hispanic females by 10 percentage points
5. Increased overall reading proficiency among White females by 3 percentage points
6. Increased overall reading proficiency among SWD females by 2 percentage points
7. Increased overall reading proficiency among White males by 2 percentage points
8. Increased overall math proficiency among SWD males by 16 percentage points
9. Increased overall math proficiency among Hispanic females by 5 percentage points
10. Increased overall math proficiency among ELL females by 2 percentage points
11. Increased overall math proficiency among Black males by 2 percentage points

**Grows**

1. Decrease in overall math proficiency by 3 percentage points
2. Decrease in overall reading learning gains for L25 by 2 percentage points
3. Low 25 ELA learning gains flat
4. Decrease on number of “10s” on writing from 19 to 14

By Sub-Group

1. Decreased in overall reading proficiency among Black males by 6 percentage points
2. Decreased in overall math proficiency among Black males by 16 percentage points
3. Decreased in overall math proficiency among White males by 4 percentage points
4. Decreased in overall math proficiency among White females by 2 percentage points
5. Decreased in overall math proficiency among SWD females by 33 percentage points

**Section 1**

**FY19 School Improvement Plan**

**Focus on 3 major areas: iii, progress monitoring, personalized instruction in small groups**

**Wildly Important Goals (WIGs) with action steps**

* Each grade level team should develop their annual WIG for ELA and Math and monitor it regularly during PLCs
* PLC contact time will increase during FY19 year meeting Mon-Thurs (no PLC when Faculty or EBC meetings occur. Team leader will not be at PLC on dates that overlap with Team leader meeting)
* PLC structure is collaborative with individual roles to ensure active participation in meeting the team’s WIG
* PLC structure will be supported by necessary resources (each teacher receives a binder of ELA and Math scope and sequence, pacing guide, ELA and Math test item specs, copies of Math and ELA scales, where available, access to Math FSQs and USAs during PLCs for backward mapping planning)
* ½ day of subs to spend on FY19 unit planning with identification of standards within units that require intensive instruction and planning to be completed during PLCs throughout the year (8/27: Grade 3-AM / Kinder-PM; 8/28: Grade 4-AM / Grade 1-PM; 8/29: Grade 5-AM / Grade 2-PM)
* PLC structure will be supported with suggested format to balance planning on Math and ELA, data review and iii
* PLC structure provides evidence of unit and daily lesson planning (also acts as a way to “check in” on lesson plans/group pace, rather than having to micromanage lesson plans)
* PLC structure provides evidence of iii planning (LLI, Fundations, iReady Toolkit, etc.) (K/1 fundations, (some 1st) 2-4 LLI, 5th will use LLI and iReady Toolkit). Planning needs to be done separately to target our iii kids based on their intervention. LLI has a standard lesson plan template, so nothing needs to be created. This way, SAI and ESE know exactly what each iii student is working towards. iii will begin September 24th. Use iii time before this date to complete first trimester RRR on every student. All teachers, with the exception of those already trained on Fundations, will receive a 2-day training on LLI resources. ii groups are formed based on triangulating data: RRR level, iReady diagnostic, Low 25, previous FSA score (if applicable), reading gains.
* PLC dismissal – changes to dismissal should be indicated on a colored sheet of paper for fine arts teacher to see clearly; changes should be made no later than 1:15. Unified place for these colored sheets (clip on the door; on the desk)
* PLCs are from 1:30-3:00. See schedule of PLC dates for each grade level to plan accordingly.
* All FSQs and USAs for Math will be administered this year with fidelity to maintain pacing and accurate progress monitoring. Results will be analyzed during PLCs. CKLA will have FSA-aligned domain assessments incorporated this year. All will be administered and analyzed for progress along with iStandards Mastery common assessments for additional data. Progress monitoring will be shared during PLCs.
* Small group instruction rotations are implemented with fidelity during reading and math blocks. The focus will be on providing distinguishable content, process or product support in each group so that personalized instruction is maintained.

**Section 2**

**READING**

* **Increase 3rd grade reading proficiency to from 83% to 87%**
	1. Implement intentional/personalized instruction; reading block rotational model will scaffold instruction during small group
	2. Increase accountable talk and content processing through interactive, communicative structures (turn and talk, cooperative learning structures, use of sentence stems, graphic organizers, etc… ) to increase processing during read aloud/shared reading/paired reading
	3. Fidelity to CKLA curriculum
	4. Strategic, collaborative planning around high impact ELA standards during PLCs
	5. Fidelity to ESOL collaborative, support model using ELL Can-do strategies based on descriptors from aligned WIDA Access levels
	6. Intensive focus on iii using LLI resources for instruction and progress monitoring
	7. Fidelity of progress monitoring using CKLA domain assessments, and iStandards Mastery assessments, RRR, test sophistication units (all options listed)
	8. Use of task cards and other FSA-aligned prompts for small group work, as needed
	9. FSA-prep tutoring to commence in January utilizing SAC funding support
	10. Additional layer of iii after school for after care students beginning in September for L25
	11. Maintain iReady time usage and passage rate goals; offer school wide recognition and incentives for achievement (80% passing and 75% time)
	12. Engaging monitoring programs (sumdog, plickers, kahoot, poll everywhere, Socratic) to increase manageability of monitoring and student engagement

**Section 3**

* **Increase overall reading proficiency from 85% to 88%**
	1. Ensure select essential agreements for core instruction are implemented with fidelity – whole group instruction includes read aloud/shared reading/explicit direct instruction, board configurations with daily, “I can” learning targets,
	2. Focus on differentiated instruction; reading block rotational model will scaffold instruction during small group – tasks or method of support is different for each group
	3. Increase accountable talk and content processing through interactive, communicative structures (turn and talk, cooperative learning structures, use of sentence stems, graphic organizers, etc… to increase processing during read aloud/shared reading/paired reading
	4. Ensure fidelity to CKLA, EL and units of study curriculum for K-5
	5. Fidelity to ESOL collaborative, support model using ELL Can-do strategies based on descriptors from aligned WIDA Access levels
	6. Intensive focus on iii using LLI, Fundations and iReady resources for instruction and progress monitoring
	7. Fidelity to school based team model ensuring student reading deficiencies of one year behind grade level are identified and serviced through the RTi tiers (connected to data collection)
	8. Fidelity to progress monitoring for students in the tiers
	9. Increased intensive and differentiated instruction from tier 2 to tier 3
	10. Fidelity of progress monitoring using CKLA domain assessments, RRR, Expeditionary Learning assessments, and iStandards Mastery common assessments
	11. Use of task cards and other FSA-aligned prompts for small group work
	12. FSA-prep tutoring to commence in January utilizing SAC funding support
	13. iii after school for after care students beginning in September for L25 students
	14. Maintain iReady time usage and passage rate goals; offer school wide recognition and incentives for achievement – increase access to laptop carts with one per grade level
	15. Ensure fidelity of support schedules, method of instruction for ESOL and ESE push-in and pull-out support
	16. iii after school for after care students beginning in September for L25 students
* **Increase overall reading learning gains from 73% to 75%**
	1. Intensive focus on iii using LLI, Fundations and iReady resources for instruction and progress monitoring
	2. Fidelity to school based team model ensuring student reading deficiencies of on
	3. Attention to planning with main focus on 3rd and 4th FAIRGAME Science benchmarks
	4. Explicit Science instruction based on grade level Science standards using alloted time in schedule
	5. Integrate tier 3 science vocabulary during reading and science

**Section 5**

School Culture and Climate

Staff Team Building

1. Administration will feature a weekly bulletin, Time to PAWS, for enhancing communication - sections will include: upcoming school events, weekly schedule reminders, teacher spotlight, staff spotlight, instructional focus area, birthdays, general reminders, instructional “shout out” and professional development tips (ex: every Tuesday Brett Petrillo Google instructional tips)

2. Focus on staff interpersonal relationships for building cohesive teams

a. Staff spirit apparel days – Faculty meetings dress up day

b. September – dips (sports jerseys) October – fall flavors, apple and pumpkin flavors (literary character) – November – pies (multicultural theme); December – cookies (ugly holiday shirt); February – chocolate (display a heart/peace/love); March – salads (Hawaiian theme day, spring break) – April – appetizers (school colors – green, blue, white); May –PTA (Tacky Tourist Day)

3. Student Recognition

1. Focus on student achievement and gains through school-wide award assemblies after each trimester (3) for Academics (PR/EX in all academic subject areas) and Growth (showing exceptional gains or progress in the trimester, teacher discretion).
2. Character Counts: 8 TRAITS: Teachers will now choose two students per month to earn the certificate and recognition for displaying the monthly character trait. Students’ names are announced on WPAW at end of the month after description of trait is featured by guidance counselor, who will also spotlight students in a special video. Teachers will be reminded to submit their nominees one week prior to guidance counselor through the Google doc student of the month nomination page. Reminder will be in every 3rd Monday of the week administration bulletin. Certificates will be in the teacher mailboxes to give to students.
3. Every teacher receives a master copy of “PAWS” tickets. (Back to school folder) These tickets will be used to recognize students who have been caught “soaring” through Del Prado with exemplary conduct connected to Positivity, Always being responsible, Willing learners and Safety displayed. Students will be awarded the chance to have every 10th PAW ticket put in a school-wide drawing for recognition and reward. The winners are announced every Friday on WPAW. For every 10th ticket, students will also receive a reward decided upon by each teacher in their class. Teachers should track these on a basic chart in their classrooms.

d. Improve student comportment around school (cafeteria, playground, transition lines in hallways, etc.)

 Soaring Safely and Silently through Del Prado Elementary (master copy on back-to-school folder) (students recognized by other teachers, administration and staff for adherence to safe, silent, straight lines through the campus. Each compliment earns privilege of filling in letters of banner. Once all letters are crossed off, the class earns a prize. Reward will be by choice.

How will you SOAR today? as reminders on Daily Morning Announcements

Banners displayed in 200 and 400 bldgs

**Section 6**

5. Professional Development – connected to “tights” / goals

a. Focus on structures that allow for student processing during reading and math whole group instruction time: Cooperative learning. In addition, varying ways to actively monitor comprehension with or without technology; Plus, basic classroom management strategies and routines (organization),

b. Breakout sessions on PDD days – teacher experts present strategies; planning; Make and Take structure;

c. Digital repository of video examples will be collected to share with staff in Google drive, upon teacher approval

d. Instructional Rounds – TBD (Or, a cadre of teachers gather on a voluntary basis to be a primary support for ESP modeling video and self reflection practice)

f. ESP New Teacher Support - varying levels: new to teaching, new to our school, new to district; Assistant Principal leads with support of lead mentor. Teacher mentors should attend ESP meetings on periodic basis; last 15 minutes of each ESP meeting, merge in Trailblazers and other teachers that may want to share practical tips, as evidence of sharing strategies with other staff (focused model domain 4).

g. October 19th – portion of staff are at LLI; other half of staff going to break-out sessions in the AM; PM session will be SIP planning. Breakout sessions – Tyler Montgomery and Brittany Smith(monitoring with technology) Katie and other teacher (classroom routines/organization tips) Teacher for (classroom routines and procedures); Kelly Urbano -PMP working session (identify students who need PMP by district policy, completion of PMP); Kathryn Morem and other teacher (cooperative learning structures- Kagan); Debbie Wolf (building positive classroom environments)

Trailblazer Google Certified Teachers: Meet on monthly basis to share best practices among each other; designate one teacher per faculty meeting to share a tip with staff

h. Agenda – Teachers choose 2 sessions plus one mandatory (guidance presentation) Everyone is presenting 3 times.

 i. Welcome (brief introduction of the day’s agenda

 ii. 8:00-11:30 (AM session)

 iii. 8:45-9:30 – Session 1

 iv. 9:35-10:20 – Session 2

 v. 10:25-11:10 – Session 3

 vi. 11:15-11:30 – Closing and Exit Ticket

i. Same plan, different strategies, on November 6th (given this is switched out for a PD day from January)

j. January 7th – Teacher Duty Day (if voted)

k. February 8th – Duty Day

l. March 25th – PDD Day

m. Note!!! First Day Back – faculty vote on changing November 6th to a PDD Day with a January 7th Duty Day.