



2019-2020 WRITING SCHOOL IMPROVEMENT PLAN

Student Goal Statement: All students will show one year's growth in one year's time by 06/12/20 as measured by a growth of one point in the Structure category from the fall (baseline) to Spring nonfiction writing prompt.

<p>Students will use leadership tools to plan their writing in different genres and content areas in the classroom.</p>	<p>Within each unit/genre students will view and analyze common grade-level anchor paper(s) as a class. The purpose is to establish targets and expectations.</p>	<p>Students will receive specific feedback through individual/small group conferring sessions.</p>	<p>Students in grades K-5 will write to a nonfiction prompt in the fall (baseline) and spring. Prompts will be scored in the area of structure (Writing Pathways Rubrics).</p>	<p>Staff will analyze and interpret data from writing prompts in PLCs to identify areas of need and monitor impact of instruction on student learning.</p>
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2019-2020 MATH SCHOOL IMPROVEMENT PLAN

Student Goal Statement: All students will show one year's growth in one year's time in Mathematics by 06/12/20 as measured by their rate of improvement of the NWEA assessment from fall to spring or district-mandated assessments.

<p>Staff will provide a collaborative culture of learning and use evidence to inform instruction.</p>	<p>Core practices to promote a culture of effective feedback include: Identifying learning goals; Setting criteria for success; Creating tasks; activities and exemplars that elicit evidence of student learning; Using questioning strategies that elicit evidence of student learning; Extending thinking during discourse; Providing opportunities for self assessment and peer feedback.</p>	<p>The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.</p>	<p>Students will evaluate their own understanding of an I CAN statement/Power Standard using a grade-level appropriate rating (i.e. 4, 3, 2, 1; thumbs up or thumbs down; etc.)</p>	<p>Students will participate in differentiated math instruction or flexible math groups; technology may be used to support differentiation.</p>
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2019-2020 READING SCHOOL IMPROVEMENT PLAN

Student Goal Statement: All students will show one year's growth in one year's time as measured by their rate of improvement on the NWEA assessment from fall to spring or district-mandated assessments (Kindergarten).

<p>Students will track their reading progress in their Leadership Notebook-working toward recording weely lead measures.</p>	<p>Students will evaluate their own understanding of an I CAN statement/Power Standard using a grade-level appropriate rating (i.e. 4, 3, 2, 1; thumbs up or thumbs down; etc.)</p>	<p>Literacy Practice #5: Explicit instruction in letter sound relationships (K-3). Students will participate in foundational skills (K-2) or content area vocabulary (3-5) instruction based on the needs of individual grade levels.</p>	<p>Students will participate in individual or small group instruction based on individual reading needs (i.e. strategy groups, individual conferences, IST groupings etc.).</p>	<p>Students will participate in instructional Support Time with differentiated ELA lessons.</p>
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2019-2020 EQUITABLE LEARNING SCHOOL IMPROVEMENT PLAN

District Goal Statement:

By 2020, 95% of our students will report a positive, equitable learning environment. This will be measured by the LACO survey questions:

14a: Teachers care that you learn. 14c: Teachers have high expectations for me. 16c: Teachers like me. 16d: Teachers respect me. 22e: Teachers enforce rules and expectations fairly. 23a: Teachers show respect for different races and ethnicities. 23d: Teachers encourage students show appreciation for people from different racial and ethnic backgrounds. 23g: Teachers have different expectations for students of different races. 39: How many adults do you trust.

<p>1. Visibility- Making every effort students feel acknowledged and included in the classroom.</p>	<p>2. Cultures-Incorporating positive elements of students' culture into classroom learning and community building.</p>	<p>3. Proximity-Using physical space to engage students and reduce perceived threat.</p>
<p>4. Addressing Race-Talking openly about racial dynamics and how they impact the student experience.</p>	<p>5. Connection to the Students Lives-Making linkages between classroom content and student experiences and perspectives.</p>	<p>6. Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students toward personal goals.</p>

