2019 – 2020
Terry Elementary School
Current Reality

Leadership- Terry Elementary practices shared-decision making to improve adult practices that support student achievement. We will continue to implement a "team" structure to reflect distributive leadership in our school community. Our master schedule reflects adequate time for various building level teams to meet regularly. Currently, our Leadership Team meets regularly with the goal of improving instructional practices, as well as, increasing engagement with families and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement, and monitor team structure.

Effective Instruction- Terry Elementary will continue to use the team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level, content discipline/department, or in our professional learning communities (PLC's), our instructional staff will continue to refine and implement selected evidence based strategies that have previously proven effective in our core content areas such as the R.I.S.E. strategies, best practices in literacy and math (including CGI strategies), research-based RTI strategies (explicit planning and teaching of whole group/small group instruction), project based learning with a STEM integrated focus, and personalized learning paths via an online math/literacy learning platform. Our expectation is that 100% of our classroom teachers will use these selected strategies daily with fidelity.

Our instructional teams also focused on providing small group differentiated instruction utilizing curriculum resources in response to student achievement on common formative assessments administered three times a year to identify the instructional strengths/needs of our students. Our goal is to continue that practice. The district's selection of NEWA as an intermittent assessment tool that is aligned with state standards will aide in the ability of our instructional teams to plan instruction that both aligns with the curriculum requirements and students' instructional needs.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of Curriculum, Assessment and Instructional Planning, Classroom Instruction, and Student-Focused Learning to improve our practices. We will use a continuous improvement cycle (Plan>>Do>>Check) to implement practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring those practices will be developed as we plan.

Student Achievement- Terry Elementary will continue to use the team structure to ensure sound instructional practices support student achievement. During our instructional grade level team planning or in professional learning communities (PLC's) the instructional staff will continue to plan, implement, analyze, and refine selected evidence based strategies that have been listed previously with the goal of improving adult practices that support student achievement and growth. In keeping with the tam structure, our leadership team has determined that both our students and teachers need to focus on the practice of making data driven decisions; therefore, both teachers and students will record, track, and analyze data sets to drive instructional decisions and create academic growth goals for our students.

We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Based on our data trends, our student growth and achievement goals for literacy, math, and science are:

- Improve the Overall ESSA Index Score by 10 points (72.2 C to 82.2 A)
- 90% of all students in 1-3rd grade will be reading on or above grade level by the end of the 19-20 school year

- 80% of all student in 4-5th grade will be reading on or above grade level by the end of the 19-20 school year.

- 100% of all students (K – 5th grades) will show growth on the NWEA assessment in both reading and math
  - K-2nd grade students met the growth goal in both reading and math on the Spring NWEA summative assessment.
- Increase by 10 percentage points on the English, reading, writing, and math sections of the ACT Aspire
- Increase by 15 percentage points on the science section of the ACT Aspire

  - 3-5th grade students doubled their growth toward their growth goal on the NWEA spring Science assessment. ACT Aspire scores show a 14% growth when comparing 17-18 SY's 3rd and 4th graders to 18-19 SY's 4th grade and 5th grade scores.

Discipline and Culture- Staff and students at Terry Elementary will continue to use the team structure to support the improvement of school culture. The reading/analysis of the book The Energy Bus will continue this fall and lead the staff on a reflective process to more clearly define the team's goals/efforts to work towards building and maintaining a safe and nurturing school culture that supports student achievement and growth. Students will be introduced to the seven principles of The Energy Bus in the 19-20 school year. Preschool teachers and some specialist have been trained in Conscious Discipline. Additional staff members will be trained in the 19-20 school year. Furthermore, our goal is that by continuing to increase project based learning with STEM focused lessons that our students will attend daily, arrive on time, and remain engaged in instructional activities, thus reducing disciplinary infractions/sanctions.

Parental Involvement- Terry Elementary views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware in support of the school's mission and vision. Our leadership team currently has two parent representatives that serve an integral role in developing our School Improvement Plan. Currently, we have an active PTA. The PTA provides support to our school and parents in a variety of ways (i.e. Meet and Greet, Multi-Cultural Night, sponsoring a Yearbook, Sweetheart Dance, Field Day, staff appreciation). As a result of the PTA involvement and encouraging the active engagement of our parents and partners, Terry Elementary increased our volunteer hours from an average of 20+ hours per student for the 17-18 school year to 100+ hours per student for the 18-19 school year. This is five times as many hours per pupil. Our expectation is that 100% of our staff will join PTA and that our volunteer hours for the 19-20 school year will be able to maintain our volunteer hours per student.

Focus Area 1: Leadership

Goal: To improve adult practices that support student achievement and growth.

Actions:	Implementation:	Professional Development:	Evaluation:
*Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. *Instructional teams will meet regularly (twice a month or more for 45 minutes each meeting) to analyze student achievement data to determine future instructional plans and student support. *The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including *Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. **Timeline:** By the end of the first quarter, teachers will work collaboratively to share instructional strengths/skills to achieve short term goals. **Other Needs/Resources (Barriers):** ----PD on effective instructional practices. -Consistent time to analyze school data. -Support in implementing R.I.S.E strategies and new literacy adoption.	• Classroom schedules will reflect instructional focus from bell to bell • Lesson planning will reflect data driven instruction • Student grouping will be based on test data • Teachers identify and provide interventions for students showing characteristics of dyslexia • Literacy/Math facilitators will model effective teaching practices • Review school-wide data on a continuous basis • Develop a PD plan for the 19-20 SY that is: aligned with the literacy needs of students and that is based on the science of reading.	• Book Study- Poverty Mindset • R.I.S.E. Training for new staff and those who changed grade levels • CGI & ECM Training • STEM Instructional Strategies • RTI Support and Training for small group instruction and effective classroom centers • Dyslexia Interventions • Data Driven Decision Making • RISE Training • Literacy Curriculum Training: Heggerty, Fundations, Wit & Wisdom, Just Words	• Instructional Schedules • EdReflect Informal/Formal Data • Lesson Plans • Checklists • Classroom Artifacts • Committee Agendas • Collaboration Logs • Professional Development Agendas/ Sign-in Sheets • Assessment/Screener Data • Staff Feedback Surveys

Focus Area 2: Effective Instructional Practice

Goal: To improve instructional practice that supports student achievement.

Actions:	Implementation:	Professional Development:	Evaluation:
* Instructional teams develop standards-aligned units of instruction for each subject and grade level. *The school tests each student at least three times each year to determine growth towards mastery of standards- based objectives. *All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. *All teachers maintain a record of each student's master of specific learning objectives. *The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.	• Lesson planning will reflect the following: 　o Evidence-based instruction 　o Differentiated Assignments 　o Time for small group instruction to allow for intervention 　o Lexia & Imagine Learning Implementation 　o Implementation of Wit & Wisdom K-5, Fundations K-3, Heggerty K-2, Just Words 4-5. • Student grouping will be based on skill level determined by screeners • Data binders (teacher/student) will reflect goals and growth • RTI process will allow for referral/small group interventions • Literacy/Math facilitators will model effective teaching practices • Collaborative team planning will include time for teachers	• Book Study- Energy Bus • R.I.S.E. Training (recalibration) • CGI & ECM Training • Lexia • Imagine Learning • STEM Instructional Strategies • STEM Data Collection and Analysis • RTI Support and Training for small group instruction and effective classroom centers • NWEA Interim Data Reports • Data Driven Decision Making	• Schedules • EdReflect Informal/Formal Data • Lesson Plans • Checklists • Classroom Artifacts • RTI & SBIT Referral Data • Teacher/Student Data Binders • Student ISR's • Student Growth Data from Lexia & Imagine Learning

Timeline:

By the end of the second quarter, teachers will deliver evidence based instruction that aligns with student needs across all tiers. This work will be reflected in both classroom artifacts and student work and documented in both student/teacher data binders.

Other Needs/Resources (Barriers): -PD on identifying and utilizing resources for differentiating/tiered instruction. -Consistent time to meet both horizontally and vertically to analyze school data. -PD on creating, maintaining, and analyzing data sets. -Funds to replace outdated iPads for use in K-1 classrooms for the 19-20 SY.	to collectively analyze data and share intervention ideas • Instructional support provided by a certified Instructional Technology Specialist		

Focus Area 3: Student Achievement			
Goal: To improve adult practices that support student achievement and growth.			
Actions:	**Implementation:**	**Professional Development:**	**Evaluation:**

*Instructional teams use student data to plan instruction and interventions.
*The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards, assemblies, hallway and classroom wall displays and student competitions.
* All teachers are attentive to students' emotional states, guide, student in managing their emotions, and arrange for supports and interventions when necessary.
* Students will be engaged and on task.
 	
Timeline:
By the end of the first quarter, teachers will deliver evidence based instruction that aligns with student needs across all tiers. This work will be reflected in both classroom artifacts and student work and documented in both student/teacher data binders.
Other Needs/Resources (Barriers):
-PD on self-monitoring strategies.
-Funds to bring in outside presenter/expert.
- PD and support for teachers to observe model lessons/instructional practices.
	• Lesson planning will reflect the following:
	   o Essential Questions
	   o Think-Alouds
	   o Modeling
	   o Problem Solving
	   o Rotations/Centers:
	     Lexia & Imagine Learning Usage
	• Interventions/Differentiation
	• Student grouping will be evidence-based to identify need of supports
	• Data binders (teacher/student) will reflect goals and growth
	• RTI process will allow for referral/small group interventions
	• Literacy/Math facilitators will model effective teaching practices
	• School-wide intervention block
	• Intervention teacher hourly approx. 20 hours per week
	   o Work with student Tier II intervention groups k-2
	   o Data analysis to identify students for intervention
		• Book Study: The Energy Bus
		• R.I.S.E. Training (recalibration)
		• Additional R.I.S.E. training for teachers who changed grade levels
		• R.I.S.E. training for two teachers new to the district
		• Adopted Literacy Curriculum Training
		• CGI & ECM Training
		• STEM Instructional Strategies
		• STEM Data Collection and Analysis
		• Dyslexia Intervention
		• Conscious Discipline
		• RTI Support and Training for small group instruction and effective classroom centers
		• NWEA Interim Data Reports
		• Data Driven Decision Making
		• Other PD as determined by needs assessments that may include but are not limited to:
		   o Effective STEM Instructional Strategies
		   o Lexia
		   o Imagine Learning
		• Classroom Management
		• Self-Monitoring Strategies
		   o
			• Classroom artifacts
			• Student work/conferences
			• Data Binders
			• Assessment/Screener Data
			• Agenda and programs from assemblies, competitions, award ceremonies
			• RTI & SBIT logs/referral data
			• Student/Parent Inventories/Surveys

	- o Collect intervention resources and train teachers in their use. - School-wide announcements will be streamed live through AR Sandbox to increase student access. - Collaborative team planning will include time for teachers to collectively analyze data and share intervention ideas - Recognition ceremonies that highlight student achievement. - Instructional support provided by a certified Instructional Technology Specialist		

Focus Area 4: Student Discipline/ School Culture

Goal: To improve school culture that supports student growth and achievement.

Actions:	Implementation:	Professional Development:	Evaluation:
* The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards, assemblies, hallway and classroom wall displays and student competitions. * All teachers are attentive to students' emotional states, guide, student in managing their emotions, and arrange for supports and interventions when necessary. *All teachers use a variety of instructional modes (whole-class, small group, computer –based, individual, homework). *All teachers encourage students to help each other with their work.	• Student/staff handbook to outline expectations and responsibilities. • School will provide a calendar and frequent notifications that outline opportunities for parents/students. • School-wide discipline committee will review school rules, procedures, and discipline plan quarterly. • Rituals and routines will be evident by the staff, students, parents, and visitors. Students will display school pride and respect for self and others.	• Book Study: Energy Bus • Concsious Discipline Training • Positive Behavioral Interventions & Supports Training	• Calendar of Events • Programs from assemblies, awards, competitions • Discipline Data • Student/parent/staff survey feedback • Walk Through Observations

Timeline:

After the first 10 days of school and continuing through the year, teachers will establish, reinforce rules/procedures, provide feedback/check for understanding and interact with students to connect on a personal level to determine the needs of students.

Other Needs/Resources (Barriers): - - -Funds to support incentives for attendance and citizenship.
-Funds to provide professional development.

Focus Area 5: Parent Involvement

Goal: To improve engagement practices that support student achievement.

Actions:	Implementation:	Professional Development:	Evaluation:

Timeline:
-By the end of the first quarter, the school will develop a plan that outlines a variety of opportunities for parental involvement via communication, events, providing information and resources for the school year to support their efforts to monitor their students' academic and social progress. Teachers and administrators will work to reach 100% parent membership on Class Dojo.
-Literacy and STEM events for families will be scheduled and planned by the Leadership Team.
  Other Needs/Resources (Barriers): ---
  -Funds for incentives to support parental involvement.
  -PD for parents and teachers that promote engagement and collaboration.
-Funds for resources to provide to parents.
	• School will provide a calendar and frequent notifications that outline opportunities for parents/students.
	• Teachers will lead/participate in school committees (PTA) and at parent involvement events.
	• Leadership Team will include parental voice (parent representative).
	• VIPS will reflect a continued increase in parental engagement via hours documented.
	• Parental Involvement Coordinator will engage parents with workshops/events
	• Needs assessment will be created/distributed to parents
	• Social Media platforms (Class Dojo, website, Facebook, Twitter) will be used to disseminate information about school events, academic support and general information.
		• Book Study: The Energy Bus
		• Parent Involvement Workshops
		  o Parenting Classes
		  o Community Resources/ Support
		• Effective Communication Strategies
			• VIPS sign-in Sheets
			• Programs/Agendas from Meetings and Events
			• Calendar of Events
			• Parent Survey Results
			• Stats from Communication Tools/Platforms Used