

Pleasant Valley 2019-20 School Improvement Plan

Student Achievement Goal #1

District Elementary Goal (ELA): By the end of the 2019/2020 school year, 85% or more of our second, third and fourth-grade students will be considered on track and low risk of not passing ELA AIR as measured by MAP benchmark reading scores.

Action Steps/Plan	Person(s) Responsible Group(s)	Monitoring Evidence/Data Sources	Implementation Timeline	Evaluation Statement
Professional development in the areas of authentic literacy, reading, writing, & discussion practices along with the use of effective elements in lessons	Teachers, Intervention Specialists, & Building Administrators	-Professional Development Agendas & Activity Artifacts -Student Work Samples & Artifacts	August 2019 - May 2020	A needs assessment will be conducted in June 2020
Daily reading instructional routines that include authentic literacy, reading, writing, & discussions and effective elements in lessons	Classroom Teachers & Intervention Specialists	-Teacher PGPs and artifacts -Student work and ELA standards-based formative assessments analyzed at TBTs -Google walkthrough data of teaching and student learning analyzed by the BLT	August 2019 - May 2020	A needs assessment will be conducted in June 2020
Daily independent sustained reading in every class	Classroom Teachers & Intervention Specialists	-Compelling class and grade level scoreboards to record minutes -Google walkthrough data of teaching and student learning analyzed by the BLT	November 2019 - May 2020	A needs assessment will be conducted in June 2020
Gradual Release of Responsibility teaching approach for the RACE strategy to cite text evidence in written responses using common grade level writing rubrics/checklists in grades KG-4	Teachers & Intervention Specialists	-Regular analysis of students' writing performance and instructional strategies documented in TBT notes -Google walkthrough data of teaching and student learning analyzed by the BLT	August 2019 - May 2020	A needs assessment will be conducted in June 2020

Student Achievement Goal #2

District Elementary Goal (Math): By the end of the 2019/2020 school year, 85% or more of our second, third and fourth-grade students will be considered on track and low risk of not passing Math AIR as measured by MAP benchmark math scores.

Action Steps/Plan	Person(s) Responsible Group(s)	Monitoring Evidence/Data Sources	Implementation Timeline	Evaluation Statement
Daily problem-solving instruction with the gradual release of responsibility teaching and learning approach linking concepts and skills with the common language of the 8 Mathematical Practices	Teachers, Intervention Specialists, & Building Administrators	-Teacher PGPs and artifacts -Student work and Math standards-based formative assessments analyzed at TBTs -Google walkthrough data of teaching and student learning analyzed by the BLT (noted in instruction, responses, and discussions by teachers and students)	October 2019 - May 2020	A needs assessment will be conducted in June 2020
Implement evidence-based strategies for teaching and reinforcing board adopted target vocabulary and curriculum maps	Classroom Teachers & Intervention Specialists	-Post and current academic target and math vocabulary words displayed -Google walkthrough data of teaching and student learning analyzed by the BLT (noted Wall Walks, vocab embedded into anticipatory sets, content vocabulary use by teachers and students)	October 2019 - May 2020	A needs assessment will be conducted in June 2020
Use of digital resources that provide prevention, intervention and or enrichment to support and adjust instruction for specific skills that provide additional instruction, practice-assignments with feedback	Teachers & Intervention Specialists	-Student assignment and Math standards-based formative assessments analyzed at TBTs -Digital Class Management document/reports (ex. Khan Academy, Zearn, Todo Math, Mappers,espark) -Google walkthrough data of teaching and student learning analyzed by the BLT	October 2019 - May 2020	A needs assessment will be conducted in June 2020

Use the Reflex Math program with students for 75 minutes/week (15 minutes/day) as a center/rotation/station for mastery of basic math facts to increase accuracy and fluency with problem-solving and with mental math	Building Administrators, Teachers	-Reflex Milestone Reports -Class celebrations for growth and mastery of math operations, including printing and publicizing student certificates.	August 2019 - May 2020	A needs assessment will be conducted in June 2020
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Student Achievement Goal #3

District Elementary Goal (Instruction): By the end of the 2019/2020 school year, 100% of third-grade students will meet requirements of Third Grade Reading Guarantee as measured by MAP and/or AIR assessments.

Action Steps/Plan	Person(s) Responsible Group(s)	Monitoring Evidence/Data Sources	Implementation Timeline	Evaluation Statement
Use of Benchmark MAP Assessments and Third Grade Fall ELA scores to identify students who are “not on track” or have not met the requirements of the TGRG to provide targeted reading instruction	Building Administrators, School Psychologist, Teachers, Intervention Specialists, Title I Teachers, Building Literacy Specialists	-Grade 3 benchmark MAP & Fall AIR ELA results using the domain (subscores) or standards analysis and the 5-Step process to provide targeted instruction to specific students -Flexible small groupings of students -eschool entries of students identified to be on track, on track/RIMP, & not on track -Analysis of students’ performance on the MAP assessment domain subscores to identify targets for instruction to flexibly group students for small group instruction	October 2019 - May 2020	A needs assessment will be conducted in June 2020
Use of formative assessments between skill instruction and benchmark	Teachers,	-Teacher created and Edulastic formative assessments	August 2019 - May 2020	A needs assessment will

assessments to measure learning and to provide further targeted instruction to small groups of students with flexibility with student grouping	Intervention Specialists, Title I Teachers, Building Literacy Specialist	-Analysis of formative assessments to show growth and flexible grouping of students		be conducted in June 2020
Documentation of individual students' progress in reading and writing in students' Leadership Binders (including graphs, goal setting sheets, data, and reflection logs)	Classroom Teachers, Intervention Specialists, Building Administrators	-Student Leadership Notebooks (including graphs, goal setting sheets, data, and reflection logs)	August 2019 - May 2020	A needs assessment will be conducted in June 2020
Use of a 4-point informational/expository writing rubric to define success criteria for <i>end of the year</i> expectations as an instructional tool, student guide, and self-evaluation tool.	Classroom Teachers, Intervention Specialists, Building Administrators	-Regular analysis of students' writing performance for informational/expository writing and instructional strategies documented in TBT notes -Student writing samples of informational/expository writing -Google walkthrough data of teaching and student learning analyzed by the BLT	November 2019 - May 2020	A needs assessment will be conducted in June 2020

Climate Goal #4

During the 2019-2020 school year, the percentage of chronic absenteeism will decrease by 2% as compared to the chronic absenteeism of the 2018-2019 school year.

Action Steps/Plan	Person(s) Responsible Group(s)	Monitoring Evidence/Data Sources	Implementation Timeline	Evaluation Statement
Analyze attendance data monthly to identify trends.	Building Administrators, Attendance Clerk, Liaison, & PBIS/BLT Team	-Attendance Reports -Documentation of 5 step process with admin and home liaisons and shared with PBIS/-BLT	September 2019 - May 2020	A needs assessment will be conducted in June 2020

Share monthly attendance data with staff and parents.	Home Liaison, Administration & Teachers	-Weekly Staff Newsletter - PV Star Family Communication Newsletter -Classroom Recognition- tracked on entrance Scoreboard -Quarterly Student Recognition for 98% Daily Attendance - Attendance Awareness Campaign (Spirit Week, Classroom PSAs, Morning Announcements, etc.) - Attendance 101 - Postcards for Tardy Parents	September 2019 - May 2020	A needs assessment will be conducted in June 2020
Communication and collaboration with students and parents who have reached a cumulative threshold of hours equaling 10+ day threshold of absences/ tardies to create an Attendance Meeting to create a Success Plan.	Home Liaison, Teacher, Student, Guardian, & Building Administrators	-Attendance Reports Milestones -Meeting Notes, -Conference Success Plans - Attendance Reports	September 2019 - May 2020	A data review will be conducted in June 2020

Climate Goal #5

During the 2019-2020 school year, the number of referrals coded as Aggressive Behavior, as defined by the Parent/Student Handbook 2019-2020, will decrease by 10% as compared to the 2018-2019 school year.

Action Steps/Plan	Person(s) Responsible Group(s)	Monitoring Evidence/Data Sources	Implementation Timeline	Evaluation Statement
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<p>All students will participate in teacher facilitated Morning Meetings that address Social and Emotional standards and fosters a classroom community. K will focus on Zones of Regulation and Growth Mindset 4 times per week for 15 minutes each day. Grades 1-4 will focus on SEL curriculum at least 3 times per week for 15 minutes each day.</p>	<p>Administration, PBIS Team, Teachers, Intervention Specialists, Related Service & Home Liaisons</p>	<ul style="list-style-type: none"> -Lesson Plans -Walkthroughs -Teacher PGP's and artifacts 	<p>Grades 1-4 August 2019 - May 2020 KG November 2019-2020</p>	<p>A needs assessment will be conducted in June 2020</p>
<p>Use of Tier 2 interventions (Restorative Practices-ex. Think Tank Activities, CICO, Resiliency Groups) for students that demonstrate physical aggression towards others</p>	<p>Administration, CICO Mentor Volunteers, School Psych, Home Liaisons</p>	<ul style="list-style-type: none"> -HL, Admin weekly meeting agenda and notes -Teacher student recommendations for RL groups (Google Form) -Lessons -CICO Reports -Pre and Post Tier 2 Resiliency Assessments -Liaison group schedules -Observation of group work 	<p>October 2019 - May 2020</p>	<p>A needs assessment will be conducted in June 2020</p>
<p>Professional Development for staff on Social Emotional Learning Standards and Practices as well as Restorative Practices and book study with <i>Better Than Carrots or Sticks</i></p>	<p>Administration, Teachers, Noon Monitors, PBIS Team, TEPS Team</p>	<ul style="list-style-type: none"> -Professional Development Agendas & Activity Artifacts -Monthly/Quarterly meetings to discuss Restorative Practices w/ staff -Copies of assigned reading -TEPS project 	<p>August 2019 - May 2020</p>	<p>A needs assessment will be conducted in June 2020</p>