

## School Improvement Plan - Action Plan

**School Name:** Liberty Elementary

**School Year:** 2018-2019

### Goal 1 Language Arts Goal

Based upon the significant findings, list the school's most critical need related to student learning: **Reading**

**Goal established to meet the above listed need:** School will increase SAGE Language Arts scores in 4<sup>th</sup> grade from (64%) proficient to (66% predicted) proficient for the 2018-19 school year. 5th grade will move from (55%) to (58% predicted) proficient for the 2018-19 school year. 6th grade will move from (50%) to (56% predicted) proficient for the 2018-19 school year. Overall, all grade levels will have 85% of their students scoring Benchmark on the DIBELS Next Reading Assessment by the End of the Year. In order to achieve this outcome, the following grades need to show growth in their composite scores in the following manner:

- Kindergarten will increase from 71% MOY at benchmark 2018 to 90% at EOY benchmark; a total of 19% growth
- First grade will increase from 52% at benchmark MOY to 75% at benchmark; a total of 23% growth by end of year
- Second grade will increase from 73% at benchmark to 90% at benchmark; a total of 17% growth by end of year
- Third grade will increase from 73% at benchmark to 90% at benchmark; a total of 17% growth by end of year

Actions	Persons Responsible	Funding Costs/Source	Timeline
<i>Provide targeted training in reading foundation skills for teachers in grades K-3</i>	<i>Principal Literacy Specialist Classroom Teachers</i>	<i>District</i>	<i>August-May</i>
<i>Explicit Vocabulary Instruction in classroom</i>	<i>Literacy Specialist Principal</i>	<i>District</i>	<i>August-May</i>
<i>Explicit Comprehension Focus in grades 3-6</i>	<i>Literacy Specialist Principal</i>	<i>District</i>	<i>August-May</i>
<i>Targeted Reading Interventions for Struggling Readers in grades K-3.</i>	<i>Reading Paras/Title I Paras Classroom Teacher Literacy Specialist</i>	<i>39,550 Title I/Reading Budget</i>	<i>September-April</i>
<i>Professional Development/Support with Core Standards and use of Basal, grades K-6</i>	<i>Classroom Teachers Principal Literacy Specialist</i>	<i>2,000 Flexible PD Fund</i>	<i>September-April</i>
<i>Materials for Phonics/Phonemic Awareness Small Groups</i>	<i>Reading Paras/Title I Paras Lit Specialist</i>	<i>5,000 Title I</i>	<i>September-April</i>
<i>Time for Teacher Collaboration (PLCs) around ELA Standards- Paras to cover special rotations</i>	<i>Principal Classroom teacher</i>	<i>10,000 Trustlands</i>	<i>Weekly- August-May</i>

PLC Conference- Train Teachers how around PLC model and school vision	Principal Teachers	3,500 Trustlands	October
Chromebooks for an ELA classroom and projectors	Principal Classroom Teacher	11,500 Trustlands	August
Instruction on teaching informational text tied to writing based on integration	Principal Literacy Specialist Classroom Teachers	Trustlands	September-April
Software and Technology training for teachers and students to access ELA content, and to create student directed learning opportunities- moving toward Student Data Notebooks	Teachers, District Tech Specialist, Principal	2,500 Trustlands, 1,000 Flexible PD	August-May
DoK and Questioning Training for Teachers	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Engagement Strategies	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Learning Targets	Title I Coach, Lit Specialist, Principal	District	August-May

**Professional Learning Plan Goal 1**

	<p align="center"><b>Student Scaffolded Supports</b> What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</p>	<p align="center"><b>Learning Goal(s)</b> What skills do your teachers need to implement the scaffolded supports?</p>	<p align="center"><b>Actions</b> How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</p>	<p align="center"><b>Evaluation</b> How will progress towards goals be measured?</p>
<p><b>What strategies and structures will be implemented during core instruction to meet the performance goal?</b></p>	<ul style="list-style-type: none"> <li>-Student Discourse</li> <li>-Timely Teacher Feedback</li> <li>-Varied Grouping Strategies</li> <li>-Engagement Strategies</li> <li>-Manipulatives</li> <li>-Learning Targets</li> <li>-Reteaching built into unit</li> <li>-Gradual release of responsibility</li> <li>-Use of Graphic Organizers</li> <li>-Questioning Strategies</li> </ul>	<p>Teachers will teach...</p> <ul style="list-style-type: none"> <li>-Explicit Phonics and phonemic awareness instruction K-3</li> <li>-Explicit Vocabulary Instruction 4-6</li> <li>-Explicit Comprehension Instruction 3-6</li> <li>-DYAD Reading 3-6</li> <li>-Guided Reading K-2</li> </ul> <p>Teachers will need training in...</p> <ul style="list-style-type: none"> <li>-Engagement strategies</li> <li>-DoK</li> <li>-Phonics</li> <li>-Phonemic Awareness</li> <li>-Vocabulary</li> <li>-Comprehension</li> <li>-DYAD reading</li> <li>-Questioning</li> <li>-Technology</li> <li>-Understanding Core Standards</li> </ul> <p>Teachers will need support in...</p> <ul style="list-style-type: none"> <li>-Behavior Management</li> <li>-Analyzing Data</li> <li>-Grouping Students</li> <li>-Pacing</li> <li>-Writing/Informational Text Support</li> </ul>	<ul style="list-style-type: none"> <li>-The School will create a master schedule that includes time for intervention.</li> <li>-The school will provide time for teachers to collaborate through the use of paras to cover classrooms during "special" rotations.</li> <li>-Para Support will be provided to assist with targeted interventions.</li> <li>-The school will provide subs to cover classrooms</li> <li>understand content and align curriculum to standards and to gain understanding of DoK.</li> <li>-The school will provide the technology and training for teachers and students to utilize technology effectively.</li> <li>-Teachers will PLC Conference to gain understanding of school PLC vision.</li> <li>-Coaches and principal will observe and provide on engagement. At monthly faculty meetings an engagement strategy will be taught and expected to</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregated SAGE data</li> <li>• DIBELS</li> <li>• District Benchmarks</li> <li>• Classroom CFA's</li> <li>• PASI/PSI</li> <li>• Classroom Observation/Feedback</li> <li>• ERI/RLA</li> <li>• PLC Agendas/Action Plans</li> <li>• Data of Use of Technology in classrooms</li> <li>• Surveys</li> <li>• Utah Compose Scores</li> <li>• Coaching Data</li> <li>• Questioning Observations</li> <li>• Time on Task</li> <li>• Feedback on use of Learning Targets</li> <li>• Monitor Fidelity of ELA Programs and interventions</li> </ul>
<p><b>What will be implemented to promote continued growth for proficient students?</b></p>	<ul style="list-style-type: none"> <li>-Inquiry Based Learning Projects integrated with Technology</li> <li>-Debate</li> <li>-Group Projects</li> </ul>			
<p><b>What will be implemented to accelerate learning of students who are not proficient?</b></p>	<ul style="list-style-type: none"> <li>-Phonemic Awareness and Phonics Interventions in Small Groups</li> <li>-REWARDS</li> <li>-PHONICS for all Readers</li> <li>-Small Group Reading Intervention at point of need with para and teacher support</li> <li>-Small Group Early Step Groups</li> <li>-ERI Interventions</li> <li>-All Day Kindergarten</li> </ul>			

	<ul style="list-style-type: none"> <li>-Sentence Stems</li> <li>-Writing Frames</li> <li>-Visual Aids</li> <li>-Repetition</li> <li>-Error Correction</li> <li>-Extended Time</li> </ul>	<ul style="list-style-type: none"> <li>-using Learning Targets with students</li> <li>-PLCs</li> </ul>	<p>be implement within 2 weeks to be discussed at next meeting.</p> <ul style="list-style-type: none"> <li>-Ongoing support will be given to teachers by coaches and principal on how to use learning targets with students.</li> </ul>	
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**Programs, practices, materials, or equipment that the school will need to secure to implement the action plan:** The school will include Target Time (Tier II Instruction) to reteach skills in LA at each grade. During Tier III time students will work with classroom teachers, Title I paras, ELL, and sped Paras in a small group, pull-out setting, if needed, while on and above level students extend learning with technology. The school administrator will meet with teachers regularly throughout the year in PLC meetings to discuss student progress. The BLT will review DIBELS and formative assessments to determine PD and/or ongoing training. The school administrator will observe lessons being taught and provide feedback to the teachers. The literacy specialist will oversee and implement reading and writing intervention programs and will be responsible for the training and mentoring of teachers and reading aides. Additional Chromebooks, projectors, and reading intervention materials will need to be purchased.

## Goal 2 Math Goal

Based upon the significant findings, list the school's most critical need related to student learning: **Math**

**Goal established to meet the above listed need:** School will increase SAGE Math scores in 4<sup>th</sup> grade from (67%) proficient to **(69% predicted) proficient** for the 2018-19 school year. 5<sup>th</sup> grade will move from (49%) to **(55% predicted) proficient** for the 2018-19 school year. 6<sup>th</sup> grade will move from 48% to **(57% predicted) proficient** for the 2018-19 school year.

Actions	Persons Responsible	Funding Costs/Source	Timeline
Teach specific academic Vocabulary related to math	Classroom teachers Title I coach Principal	None	August-May
Build Number Sense in students through Engage NY and Number Talk Routines (Engage NY materials & Number Talk books needed)	Classroom teachers Title I coach Principal	4,500 Title I	September- April
Teacher PD on Math Content Standards, the 8 Mathematical Practices, and incorporating Math Tasks	Title I Coach Classroom Teachers	3,000 Title I	September- April
Software and Technology training for teachers and students to access Math content, and to create student directed learning opportunities (moving toward Digital Student Data Notebooks)	Teachers, District Tech Specialist, Principal	2,500 Trustlands, 1,000 Flexible PD	August-May
DoK and Questioning Training for Teachers	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Engagement Strategies	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Learning Targets – How to unpack with students	Title I Coach, Lit Specialist, Principal	District	August-May
Time for Teacher Collaboration (PLCs) around Math Standards- Paras to cover special rotations	Principal Classroom teacher	10,000 Trustlands	Weekly- August-May

PLC Conference- Train Teachers around PLC model and school vision	Principal Teachers	3,500 Trustlands	October
Parent Involvement to understand conceptual models and reasoning strategies in grades K-6, related to essential standards	Principal Title I Coach Teachers	3,000 Title I	October
Increase connection between math and science technology and engineering (materials for inquiry based stem lessons)	Principal Title I Coach 3-6 Teachers	2,000 Trustlands	August-May

**Professional Learning Plan Goal 2**

<b>Student Scaffolded Supports</b> <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	<b>Learning Goal(s)</b> <i>What skills do your teachers need to implement the scaffolded supports?</i>	<b>Actions</b> <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	<b>Evaluation</b> <i>How will progress towards goals be measured?</i>
<p><b>What strategies and structures will be implemented during core instruction to meet the performance goal?</b></p> <ul style="list-style-type: none"> <li>-Tasking</li> <li>-Student Discourse</li> <li>-Reasoning/Justification of mathematical ideas through speaking and writing</li> <li>-Timely Teacher Feedback</li> <li>-Varied Grouping Strategies</li> <li>-Engagement Strategies</li> <li>-Manipulatives &amp; Models</li> <li>-Clear Learning Targets</li> <li>-Reteaching built into unit</li> <li>-Gradual release of responsibility</li> <li>-Questioning Strategies</li> <li>-Understanding of Mathematical Practices</li> <li>- Number Talk Routines</li> <li>- Explicit use of math vocabulary</li> </ul>	<p>Teachers will teach...                      -Explicit Math Vocabulary Grades K-6                      -Engage NY grades K-5                      -Math Talk Grades K-6                      Teachers will need training in...                      -NCTMs Principals to Actions 8 Mathematical Teaching Practices                      -8 Mathematical Practices for Students                      -Tiered supports for mathematics (UMTSS)                      -Engagement strategies                      -Student Discourse strategies                      -DoK                      -Vocabulary instruction                      -Questioning to promote higher level thinking                      -Technology – effective use                      -Understanding Core Standards and progressions across grade levels                      -Number Talk routines                      -Fact strategy routines to increase fluency                      -Engage NY pacing                      -Digital Data Binders                      -Math Interventions                      Teachers will need support in...</p>	<ul style="list-style-type: none"> <li>-The School will create a master schedule that includes time for intervention.</li> <li>-The school will provide time for teachers to collaborate through the use of paras to cover classrooms during "special" rotations.</li> <li>-Para Support will be provided to assist with targeted interventions.</li> <li>-The school will provide subs for teachers to have time &amp; support with aligning curriculum material to content standards and representing all DoK levels within planned instruction.</li> <li>-The school will provide the technology and training for teachers and students to leverage learning through technology.</li> <li>-Teachers will attend the PLC Conference to gain understanding of school PLC process and vision.</li> <li>-Coaches and principal will observe and provide professional learning on engagement. At bi-monthly faculty meetings an engagement strategy will be taught, practiced by</li> </ul>	<ul style="list-style-type: none"> <li>• Disaggregated SAGE data</li> <li>• District Benchmarks</li> <li>• Classroom CFA's</li> <li>• Classroom Observation &amp; Feedback</li> <li>• PLC Agendas &amp; Action Plans</li> <li>• Data to monitor frequency and quality of Technology use in classrooms</li> <li>• Perception data in the form of Surveys</li> <li>• Coaching Data</li> <li>• Student engagement &amp; Questioning Observations</li> <li>• Feedback on use of Learning Targets</li> <li>• Monitor Fidelity of selected math</li> </ul>
<p><b>What will be implemented to promote continued growth for proficient students?</b></p> <ul style="list-style-type: none"> <li>-Math Olympiads</li> <li>-Technology training for students</li> <li>- Coding or other STEM related activities</li> <li>-Inquiry Based Learning Projects</li> </ul>			
<p><b>What will be implemented to accelerate learning of students who are not proficient?</b></p> <ul style="list-style-type: none"> <li>-Math Manipulatives &amp; models</li> <li>-Extended time and support</li> <li>-Error Correction and feedback</li> <li>-Teacher Toolbox Lessons from Ready Math</li> </ul>			

	<p>-Ready Math computer lessons</p>	<p>-Behavior Management          -Analyzing Data          -Grouping Students          -Pacing          -STEM focused Informational writing          -unpacking Learning Targets          -Effective us of PLC time          -Scheduling assessments for essential standards in math          - Balanced Lesson structures to support incorporation of number talks, fluency, and tasking into core instructional routines</p>	<p>teachers, and discussed at the next meeting.          -Ongoing support will be given to teachers by coaches and principal on how to unpack learning targets with students.</p>	<p>programs &amp; routines</p>
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**Programs, practices, materials, or equipment that the school will need to secure to implement the action plan:**  
 The school will include Target Time (Tier II Intervention time) to reteach targeted skills and concepts in math at each grade level. During Tier III time students will work with classroom teachers, Title I paras, ELL, and sped Paras in a small group, pull-out settings, if needed, while on and above level students extend learning with content based technology. The school administrator will meet with teachers regularly throughout the year in PLC meetings to discuss student progress. The BLT will review DIBELS and formative assessments to determine PD and/or ongoing training. The school administrator will observe lessons being taught and provide feedback to the teachers. The Title I specialist will oversee and implement math PD and intervention programs and will be responsible for the training and mentoring of teachers and Title I aides. Additional Chromebooks, projectors, some math interventions, and Number Talk books for teachers will need to be purchased.