School Improvement Plan, 2017-18
School: Madison ECE Center

Team Members	Madison BLT	
Susan Kondrat	**Teresa Soria (Sarah Pappas)**	
Amy Passmore	**Emily McDonough**	
Anna Robins		

Peer Review 1 Date: **9/17/17**	Peer Review 2 Date:
Presentation To Staff Date: **9/27/17**	Presentation to PTA Date:
Update to Staff Date:	Update to PTA Date:
Update to Staff Date:	Update to PTA Date:

SIP Team Meeting Dates	November 15, 2017
June 5, 2017	December 20, 2017
June 15, 2017	January 24, 2018
June 22, 2017	February 21, 2018
August 10, 2017	March 18, 2018
August 23, 2017	April 18, 2018
September 20, 2017	May 23, 2018

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October 18, 2017	

Goal 1: If we increase student engagement by implementing and utilizing STEM kits and if we continue to implement learning targets with fidelity and if we improve our inter-rater reliability using our common formative assessments and if we effectively utilize Seesaw to collect and analyze student achievement data related to common assessments, then we will meet or exceed student growth targets from baseline to trimester 2 for power standards 1-6.

(*Power Standard 1: Follows limits and expectations, Power Standard 2: Interacts with peers during play, Power Standard 3: Understands directions, Power Standard 4: Uses language to express thoughts and needs, Power Standard 5: Solves problems, Power Standard 6: Takes appropriate action to meet own needs*)

Goal 2: If we increase student engagement by implementing Kagan strategies, utilizing learning targets and if we increase rigor and relevance by improving questioning strategies and intentional lesson planning using the rigor relevance framework and if we utilize Seesaw to collect and analyze student achievement data related to common assessments, then we will see an increase in student growth in power standards 4 & 10.

(*Power Standard 4: Uses language to express thoughts and needs, Power Standard 10: Interacts during read-alouds*)

Goal 3: If the staff at Madison ECEC utilize common plan time to engage in professional learning communities and if all PLC's focus on the four PLC questions and if all PLC's share agendas and notes to increase transparency and if student work is regularly analyzed and used to plan future instruction and if a culture is created and maintained that fosters respect, solutions, positivity and is student-centered, then collaboration among staff will increase and then the culture will more effectively support our students, and

then student achievement will increase and be more consistent across teams and grade levels.

Data Sources and Analysis Used in This Plan:

Goal 1: After reviewing the schoolwide data compiled on Power Standards 1-6, during the 2016-2017 school year, there was 26.8% growth from baseline to trimester 2 on Power Standard 1, 29.3% growth on Power Standard 2, 15.1% growth on Power Standard 3, and 12.1% growth on Power Standard 4. Although there was significant growth on the first two Power Standards, the percentage of students who were at age expectancy or above on both Power Standards was lower than the four year average. Baseline data was not collected for Power Standards 5 and 6. There was 13.1% growth from trimester 1 to 2 on Power Standard 5 and 13% growth on Power Standard 6. The first six power standards measure the functional performance and learner characteristics of the students in the areas of follows limits and expectations, interacts with peers, understanding directions, expressive communication, interacting with peers and self help and independence skill of students. We are working on these six areas in order to improve students in all of their school functioning skills to provide a solid foundation for in social emotional skill development which can assist students as they acquire and apply academic content.

Goal 2: After reviewing the schoolwide data compiled on Power Standards 4 and 10 for the 2016-2017 school year, there was 12.1% growth from baseline to trimester 2 for Power Standard 4 and 15.9% growth from trimester 1 to trimester 2 (baseline data was not collected) for Power Standard 10. For Power Standard 4, there was 1.5% growth between trimester 2 and 3. For Power Standard 10, there was 4.6% growth between trimester 2 and 3. The percentage of students at age expectancy or above on both Power Standards was lower than the four year average. These two standards focus on the areas of expressive communication and how students use their communication skills to interact during literacy activities and book conversations so that they answer comprehension questions and retell events from stories. We are looking to improve the levels of questioning throughout all activities to ensure we are asking rigorous questions and addressing communication so that students are thinking and then applying content learned throughout the day.

Goal 3: After reviewing the responses of 2017 Madison Staff Improvement Survey and the 2016-2017 School Feedback Survey, staff members reported that there is good collaboration in the building and the staff has a collaborative approach (particularly on assessment.) It was reported that staff has appreciated the work with the instructional coach, liked incorporating learning targets, and appreciated the fact that the staff is student focused. Responses indicated that we can grow in following areas: more time for collaboration, increased communication amongst the staff, PLC structures and consistency, working together for the common goal of the kids, and continued success in building collaborative team environments. We will administer a school culture survey in the fall to determine if the overall goal needs to be modified based on survey results.

What this will look like at Madison when fully implemented? (ALL classroom teachers will… not done until ALL)
-ALL members of the BLT take responsibility for action steps

Goal 1:
When this plan is fully implemented, all classroom staff will:
- Implement, integrate, and utilize STEM thinking in classroom in centers and whole group discussion
- continue to implement learning targets with fidelity
- improve our inter-rater reliability using our common formative assessments
- effectively utilize Seesaw to collect and analyze student work related to portfolio assessments

Goal 2:
When this plan is fully implemented, all classroom staff will:
- implement Kagan strategies and utilize learning targets with fidelity
- utilize rigor relevance framework when lesson planning
- utilize Bloom's Taxonomy when lesson planning to improve questioning strategies for whole group
- utilize Seesaw to collect and analyze student work related to portfolio assessments

Goal 3:
When this plan is fully implemented, we will see PLC's
- utilize common plan time to engage in professional learning communities
- focus on the four PLC questions
- share agendas and notes to increase transparency
- regularly analyze student work to plan future instruction

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● create a culture that fosters respect, solutions, positivity and is student-centered

Goal 1: Action Step	Person Responsible	Target Date	Evidence
Order STEM kits/materials	Marilyn/Ann	8/16/2017	Order Stem Kits: Lakeshore
Create timeline and structure for training teachers and implementing STEM kits	EC Coach/Principal	9/18/2017	Presentation on STEM in EC to integrate concepts into existing centers. Organize Stem materials and bar code them and put away in library
Seesaw setup for teachers	Teachers	8/16-8/17	Workshop on Institute Day in August
Collect baseline data on Power Standards 1-3 or 5-6 (each PLC will identify a power standard to collect data on through Seesaw)	Teachers, PLC Members	9/20/17 PLC meetings	During September PLC meetings.
Get consensus on Learning Target format in the classrooms			1. PLCs work on creating or editing learning targets, get them set up in classrooms 2. Whole group Classroom Visits to review how teachers are implementing
Baseline Data Review	Emily	End of Sept.	SIP meeting on September 25
Trimester 1 Data Review	Emily	End of Nov.	November SIP meeting
Meet with BLT to review progress and planning	BLT	June-May	Ongoing monthly at least once per month

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Goal 2: Action Step	Person Responsible	Target Date	Evidence
Create folder with tools for staff including portfolio documentation tool, Bloom's Taxonomy, Kagan strategies	EC Coach	August 14	Reference folder for teachers
Seesaw setup for teachers	Teachers	8/16-8/17	Workshop on Institute Day in August
Review on Kagan Structures, Bloom's questioning techniques, learning targets	EC Coach	Institute Day	Institute Day in August
Collect baseline data on Power Standard 4 (each PLC to collect data through Seesaw and review as a PLC)	Teachers, PLC Members	8/30/17	Teachers/SLP collect baseline on PS: 4 using Seesaw.
Baseline Data Review	Emily	End of Sept.	SIP meeting in September
Trimester 1 Data Review	Emily	End of Nov.	SIP meeting in November
Meet with BLT to review progress and planning	BLT	June-May	Ongoing monthly at least once per month
Goal 3: Action Step	Person Responsible	Target Date	Evidence
Train staff on PLCs	BLT Members	Institute Day	Presentation:Intro to PLC Groups for PLCS Intro to PLC facilitators
Divide into PLC groups	Staff	Thursday meeting	Each PLC decide where to meet, norms.
BLT to share agenda and meeting	BLT Members	Institute Day	BLT will share information at institute

notes with certified staff along with SIP plan. Review calendars of meetings.			day with staff.
Meet with BLT to review progress and planning	BLT	June-May	Ongoing monthly at least once per month