

Jackson School Improvement Plan, 2017-18

District Focus:

- Assessment - formative and student growth
- Student Engagement

Jackson Building Goals 2017-2018

- Collaborative Culture
- Student Engagement
- Differentiation

<u>Team Members</u>		
Marta Cote- ELL	Robin Brooks- 4th Grade	Becky Hursh- 2nd grade
Danielle Philips- Resource	Jillian Hamblin- SLP	Jessica Vega- 1st Grade
Susan O'Leary- REACH	Kat Kuziel- Instructional Coach	Linda Schneider- 5th
Aska Lempke- Reading Specialist	Lisa Michalski- 3rd Grade	Joanne Sgarbossa- K

Peer Review 1 Date: September 21, 2017	Peer Review 2 Date:
Presentation To Staff Date: October 11, 2017	Presentation to PTA Date: October 18, 2017
Update to Staff Date:	Update to PTA Date:
Update to Staff Date:	Update to PTA Date:

<u>SIP Team Meeting Dates</u>	6/6/17, 8/10/17, 9/3/17, 10/3/17
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Jackson School Improvement Plan, 2017-18

Theory of Action Statements

Goal 1

- If the staff at Jackson School 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.

Goal 2

- If teachers at Jackson School create learning environments in which students are highly engaged in learning activities (versus compliant) through a well managed workshop model maximizing instructional time and if the learning environment is created with high expectations for ALL students making it a student driven classroom with voice and choice, then we will see more students reach their target growth on MAP for reading and math and increase their reading growth according to Fountas & Pinnell benchmark assessment system.

Goal 3

- If the staff at Jackson School differentiates instruction for all students with implementation of guided reading and small group math instruction, and if teachers are inclusive in their instructional practices for total participation, and if teachers create personalized learning opportunities for students, and if teachers facilitate discussions based on student readiness, then we will see more students meeting their expected growth on MAP, increase the number of students reading at grade level expectations according to F and P Benchmarks, students will show proficiency on Eureka post module assessments, and more students meet expectations on PARCC.

Data Sources and Analysis Used in This Plan:

- The 2016-2017 one year growth data from MAP testing showed that an average 44.5% of students achieved one year of growth in the area of math (2nd- 47%, 3rd- 43%, 4th- 52%, 5th- 36%) and an average of 62.5% of students showed growth in the area of reading (2nd- 67%, 3rd- 55%, 4th- 67%, and 5th- 61%). This wide range of achievement shows that teachers could benefit from increased support and collaboration.
- Preliminary Fountas and Pinnell data shows that students have higher levels of oral reading fluency than they do comprehension.
- Teachers have been working in a traditional common plan time approach with a focus on teaching rather than a focus on student learning. A PLC structure will push our practice to include the use of student data in conversations and instructional planning.

Jackson School Improvement Plan, 2017-18

Goal 1: PLCs

What will this look like at Jackson School when fully implemented?

- All teachers will regularly bring data to PLC meetings (data to bring will be decided each week)
- Teachers will analyze data to determine instructional needs of students
- Teachers will develop instructional plans to meet the needs of the students
- All students will increase their growth due to responsive teaching based on weekly analysis of data by PLC teams
- Data will drive the instructional decisions of the PLC team
- Data will be made transparent as to provide open conversations that lead to student growth

<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Devote one hour per week to PLC time in each grade level	All Staff Admin	Starting in September and maintaining throughout the year	Formative assessments and benchmark assessments
Create PLC agendas weekly	PLC team members	Starting in September and maintaining throughout the year	PLC weekly agenda will be placed in Grade Level folders on Google docs for access to all team members (Sped, ELL, Reading)
Identify common learning targets for instruction in PLCs (What do we expect students to learn?)	PLC team members	Starting in October after ½ day planning	PLC instructional document that will be placed in Grade Level folders on Google docs for access to all team members (Sped, ELL, Reading)

Jackson School Improvement Plan, 2017-18

Bring identified (formative) student work/data to PLCs for discussion and planning (exit slips, reading records, independent work, guided reading anecdotal notes) (How will we know if students are learning?)	PLC team members Instructional coach Reading specialist	Ongoing	Develop cohesive instructional plans within a grade level team for core literacy using the instructional document in PLC folders
Analyze student data in grade levels teams to monitor growth and progress three times per year (using MAP, Eureka, Fountas and Pinnell) (How will we respond to students who are not learning or are above the learning target?)	PLC team members (Reading Specialist, ELL, Sped)		NWEA and Mastery Manager graphs Data review agendas and notes PLC agenda and notes PLC instructional planning documents
Implementation of “Acceleration” Block with instructional plans that are targeted to student needs and progress monitored with data	PLC team members Reading Specialist		Student progress monitoring data in Tier 2 interventions shows we are closing the achievement gap and all students are making adequate growth

Goal 2: Student Engagement

What will this look like at Jackson School when fully implemented?

- All teachers will design lessons that engage all students.
- All teachers will have high expectations for all students.
- All teachers will reflect on their teaching and ask for feedback from students.
- All students will be engaged in learning.
- All students will initiate classroom routines and procedures and support their peers.
- All students will participate in higher level discussions related to math and literacy content.
- Data will show that students are learning. Eureka exit slips will show that students are learning as a result of

Jackson School Improvement Plan, 2017-18

each lesson.			
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Staff will build strong relationships with students and classroom communities that are student centered.	Grade level PLCs Special Education PLC Instructional Coach	August and September 2017 And ongoing	Classroom observations Positive culture and community PLCs instructional plans developed are student centered
Staff will design learning that provides students with opportunities for peer discussion, including sharing their thinking and reasoning. Sentence frames and stems will be available to support student engagement in discussion.	Grade level PLCs Special Education PLC Instructional Coach	October 2017	Classroom observations PLCs instructional plans developed include sentence frames and stems
Staff will include Kagan strategies into instruction to increase student participation.	Grade level PLCs Special Education PLC Instructional Coach	October/Nov ember 2017	Coaching log, Classroom observations PLC planning documents
Staff will embed goal setting and self assessment for all students into instructio; fostering a growth mindset	Grade level PLCs Special Education PLC Instructional Coach	ongoing	Sample goal setting and self assessments created in PLCs, classroom observations
Implementation of clear classroom routines and procedure managed by students	Grade level PLCs Special Education PLC Instructional Coach		Students are independently transitioning throughout readers' workshop

Jackson School Improvement Plan, 2017-18

			Instructional time is maximized
Staff will embed student voice and choice into student learning.	Grade level PLCs Special Education PLC Instructional Coach		PLC planning documents Coaching log

Goal 3: Differentiated Instruction

What will this look like at Jackson School when fully implemented?

- All teachers will implement guided reading instruction as part of core literacy instruction. All teachers will participate in the develop of acceleration block instructional plans that meet the needs of all students. Teachers will facilitate high level discussions in the area of math.
- All students will receive targeted instruction in reading and math. All students will receive regular feedback from teachers. All students will reflect on their learning.
- Data will show an increase in performance for all students; approaching grade level, on grade level, and above grade level.

<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Provide professional learning about guided reading at late starts, through instructional coaching, modeling, and co-teaching	Admin Reading Specialist Instructional Coach Instructional Coach Teacher Leaders	On going	Implementation of guided reading instruction at all grade levels. Teachers' instructional plans and data collection will reflect guided reading instruction for all students at least 3 x per week Coaching log
Staff will participate in a book study to support small group instruction.	Reading Specialist Instructional Coach Admin	January 2018	Book study agendas, teacher reflection, peer observations

Jackson School Improvement Plan, 2017-18

	Teachers		
Staff will use <i>The Literacy Continuum</i> to drive small group instruction and to “teach up.”	Reading Specialist Instructional Coach Admin Teachers	November 2017	PLC agendas and notes Guided reading group instruction plans
Use exit tickets (math) and anecdotal running records (guided reading) to design instruction and be responsive to students. These planning discussions will happen in PLCs and coaching.	PLCs Instructional coach Admin Reading specialist	Ongoing Starting September	Implementation of small group instruction for math and reading Implementation of conferrals in readers’ workshop
Implementation of choice activities during reader’s workshop	PLCs Instructional coach Admin Reading specialist	December 2017	Teachers are designing productive independent work for students that meets their needs. Students have opportunities for choice reading.
Implementation of acceleration block to provide support and enrichment to all students.	PLCs Instructional coach Admin Reading specialist Admin	October 2017	Acceleration planning documents, progress monitoring data
Staff will utilize PLC and planning time to create differentiated learning activities.	PLCs Instructional coach Admin Reading specialist	ongoing	PLC shared folders; agendas, planning documents, notes Coaching log