

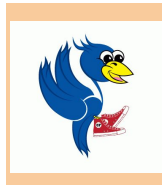
School Improvement Plan, 2019-2020

School: Conrad Fischer

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Peer Review 1 Date: To be done at EC-12	Peer Review 2 Date: To be done at EC-12
Presentation To Staff Date: October 3rd	Presentation to PTA Date: October 15th
Update to Staff Date:	Update to PTA Date:
Update to Staff Date:	Update to PTA Date:

<u>SIP Team Meeting Dates</u>	12/18/2019
8/28/2019	1/15/2019
9/11/2019	2/19/2019
10/16/2019	3/18/2019
11/20/2019	4/15/2019



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Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.

Priority areas: Math

Data Analysis to indicate that there is a problem to address for Goal 1. 40% of our students fall in the low category for math on the MAP assessment. The low category is defined as below the 25th percentile. Low scores may indicate difficulty comprehending math reading materials at their grade level. Many students, including English Learners struggle with the language of the test questions and work is necessary to support numeracy in the classroom and teach students how to read word problems. Understanding math concepts at the students' grade level requires a great deal of supports.

Developing the problem of practice (guiding questions):

What's going on with our students' learning?

It seems that students are not able to transfer the math skills taught to them through to other math concepts.

What needs to change in our students' learning

- Students need to know what they are learning
- Students need to understand what they are learning by creating more problem solving opportunities
- Students need to make connections to what they are learning through interdisciplinary units of study

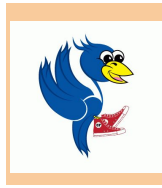
What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

- Grade level and support teachers need to be more aligned with their instruction
- Teachers need to create more rigor in their instruction
- Teachers need to apply already taught teaching strategies to their instruction

Theory of Action:

If the principal:

- Supports targeted professional learning in the practices of the workshop model in math for all Fischer teachers



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(these include but are not limited to Eureka Math, ST Math, and Zearn);

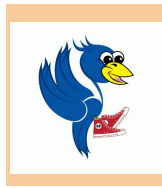
- Ensures minimal technological glitches during the usage of ST Math and Zearn during the workshop model;
- Supports a model of personalized teaching and learning that provides the differentiation necessary for individual pathways to mastery, uses time and space flexibly, and is student directed;
- Uses an observation protocol, and peer support to ensure consistent implementation of the workshop model at Fischer;
- Ensure fidelity in the usage of the math block;
- Provides opportunities for differentiated support through school-wide collaboration to share ideas and support further professional growth for all teachers;

Then teachers will be able to:

- Complete Zearn and ST Curriculum to ensure that students gain a deep conceptual understanding of grade level math;
- Develop a numeracy rich classroom through the use of a math word wall, anchor charts, math talks, and individualized visual to support accountability and for grade and age appropriate independence in the workshop model;
- Support a robust, flexible, standards-aligned to Eureka curricula that allow for multiple pathways to mastery
- Ensure effective instructional practices aligned to the workshop model that foster a student-centered classroom and a flexible, on-demand assessment system to gather formative and summative student achievement information through grade level alignment;
- Regularly share outcomes through the PLC process to support improved instructional practice
- Share with parents ways to connect school and home activities
- Direct teach academic vocabulary and direct instruction regarding word problem comprehension

So that students will be able to:

- Read and comprehend grade appropriate math level materials;
- Demonstrate knowledge of a variety of math skills;
- Apply knowledge of newly learned skills in different contexts;



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- Demonstrate greater levels of engagement in school and increased academic achievement;
- Develop greater independence and personal responsibility for learning and increase academic achievement as measured by formative and summative assessments in both reading and math.
- Understand both content and language in targets

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

- MAP assessment
- IRC report card
- End of unit Eureka Math module assessments
- Exit tickets
- ST and Zearn progress reports

SMART Goal for Goal 1 Math:

Reduce the number of students who fall in the low category for math by 20% as measured in the Fall of 2019 and the Spring of 2020.

First Trimester Action Plan with Specific Measures of Progress (August 14th through November 8th):

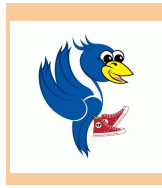
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Grade level teams will engage in further professional learning using the Zearn PD site and ST Math to inform instructions and build conceptual understanding of each Eureka Module.	Instructional Coaches	September/ October 2019	Coaches instructional logs (Attach logs here)
Establish grade appropriate clear routines and procedures to ensure productive engagement in different	Classroom Teachers	October	Principal weekly Informal walkthroughs data during Math Workshop Model



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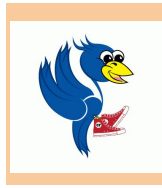
math workstations in all classrooms.			
PLC data conversations	Teachers, coaches, psychologist, principal	September/ October	Trimester data, PLC agendas, acceleration progress monitoring (Attached artifacts here as they are developed)
Second Trimester Action Plan with Specific Measures of Progress (November 8th to February 21st):			
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Teachers will plan instruction for small groups which include a focused teaching point and appropriate differentiation based on student needs identified in classroom data.	Teachers	November, December, January and February	Principal weekly Informal walkthroughs data during Math Workshop Model, PLC agenda notes
All students will engage in personalized hands-on, engaged learning in a workshop structure which includes differentiation and accountable math talk to support conceptual understanding to process complex problem solving.	Teachers	November, December, January and February	Principal weekly Informal walkthroughs data during Math Workshop Model
Teachers will use formative data for formal and informal assessments and observations to inform future instruction.	Teachers	November, December, January and February	Trimester data, PLC agendas, acceleration progress monitoring



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Third Trimester Action Plan with Specific Measures of Progress (February 21st to January through May 22nd)			
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Teachers will plan instruction for small groups which include a focused teaching point and appropriate differentiation based on student needs identified in classroom data.	Teachers, specialists	February, March, April and May	PLCs, data reviews, EL and SpEd support
All students will develop grade appropriate stamina and accountability to ensure personal responsibility for learning.	Teachers	February, March, April and May	Exit tickets and end of unit model data
Teachers will share ways to confer and record keep to inform instruction in math	Teachers	February, March, April and May	Workshop model



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Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.

Priority Area: Reading

Data Analysis to indicate that there is a problem to address for Goal 2

All Fischer students are not yet able to meet the core content standards based assessment data over time. 43% of all Fischer students fall below expectations on our Fall MAP data. All students benefit from learning activities that support a high level of student engagement, real world connections, address the core and content standards and incorporate the 6C's. It is important that we can identify the strengths and learning needs of students to support instructional rigor. A comprehensive data file helps organize instruction to support all students in the classroom.

Theory of Action:

What's going on with our students' learning?

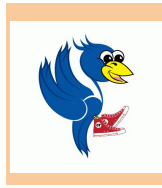
Students are able to learn and apply lessons across subjects according to grade-level learning targets. Some common formative assessments are being used. Common plan time is being provided regularly to enable teachers to plan instructional practices based on data.

What needs to change in our students' learning?

Students need to take responsibility in their learning. Students should be able to analyze and apply their own learning and creatively solve problems independently. New focus on deeper learning of fewer learning standards encourages students to carry learning experiences up through the grade levels. Common formative assessments are needed throughout the building to move student growth measures.

If the principal..

- Provides professional learning focused on meeting the needs of all learners (late arrivals, staff meetings, institute days, lunch learning, access to professional reading, etc.)
- Professional development on the workshop model
- Workshop Model resources/materials
- Connects staff learning and instructional planning to the 6cs and rigor and relevance



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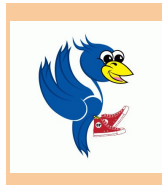
- Models best practice and innovation
- Supports teachers with meaningful feedback
- Visits classrooms to support the work of teachers and students
- Provides teachers opportunities to observe in other classrooms

Then teachers will be able to....

- Plan instruction during acceleration to meet the needs of individual students
- Analyze student data (summative and formative assessments, as well as anecdotal notes) to drive instructional decisions
- Incorporate communication, collaboration, and critical-thinking into daily instruction
- Implement the workshop model, including these components: mini-lesson, small group instruction (e.i. Guided reading, strategy groups, conferring, etc.), independent practice, and time for lesson debrief
- Collaborate in PLCs to make decisions about instruction
- Provide guided, targeted instruction in small group and/or 1:1 conferring sessions
- Give feedback to students and teach them to give feedback to each other
- Use technology as appropriate and as needed (Imagine Learning, SeeSaw)
- Use data to make instructional decisions (i.e. F&P, conferring notes, Schoolwide, etc.)
- Utilize instructional coaching for personalized professional learning focused on student outcomes
- Create a classroom community in which students feel safe to take risks
- Establish routines and expectations in the classroom during whole-group and small-group instruction and review as necessary

So that students will be able to...

- Participate in small group and/or 1:1 conferring sessions based on need
- Lead conversations that demonstrate the ability to think critically, collaborate, and communicate with one another (in whole groups, pairs, and small group)
- Use technology as appropriate and as needed
- Provide evidence of individual growth using reflection tools (i.e. reading response journals, SeeSaw, portfolios,



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etc.)

- Take risks when learning, critical thinking, communicating, working collaboratively, etc.
- Actively problem solve as learners and engage in routine inquiry
- Understand expectations and take ownership of their learning
- Read extensively and with purpose, a variety of genre

What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

Teachers should provide opportunities for independent learning where the students are able to pursue topics/tasks at their level or of their choice in order to practice higher level thinking skills. Teachers will also allow students to reach the same goal through a variety of different modalities. Teachers should reteach skills that are not mastered in a small group setting if needed. Teachers should clearly create expectations for any learning product. Teachers will learn and implement strategies

How will we know if it's working?

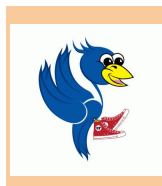
The Standards Based Grading rubrics will be used to assess both instructional efficacy as well as individual student progress toward mastery.

SMART Goal for Goal 2:

Through the continued implementation of the workshop model students will increase their MAP reading scores by 20% from Fall 2019 to Spring 2020.

First Trimester Action Plan with Specific Measures of Progress (August 14th through November 8th):

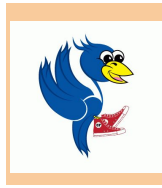
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Professional learning on the workshop model K-5	Administration Instructional coaches	September - October	Agenda Staff sign-in sheet



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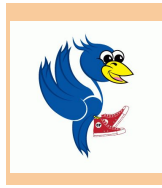
			Reflection
PLCs weekly meetings <ul style="list-style-type: none"> • Data is shared and analyzed to identify needs • Instructional decisions are made based on student learning outcomes and performances 	All Certified Staff	Weekly meetings Ongoing	PLC Notes in note-taking document in each PLC folder <ul style="list-style-type: none"> • Student work samples (data) to guide discussions and decisions • MAP data is analyzed with individual and coaches to find needed trends of improvement
Teach organization and procedures	K-5 Teachers	September - October	Visible resources and materials in the classroom. Rotating schedule posted.
Teachers confer and reflect with students on strengths and improvement to establish reading goals. Teacher and students use goals to reflect on learning.	K-5 Teachers and Specialists	End of October	Each student has 1-3 goals. Reflection and adjustment occur biweekly/monthly/trimester
Teachers instruct and confer <ul style="list-style-type: none"> • Take notes, gather evidence • Learn about students (i.e. interests, strengths, learning styles, etc.) 	All Certified Staff	Daily	Conferring notes Notes from small group instruction Student work samples
Teachers establish and use structures to support responsive teaching (small groups, flexible grouping)	All Certified Staff	Daily	Reading workshop plans, coaching logs, PLC notes and agendas
Teachers access instructional	All Certified Staff	Ongoing	Coaching log, weekly coaching



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coaching to support responsive teaching practices in the classroom.		daily	meetings
Teachers assess students regularly <ul style="list-style-type: none"> Informal running records Portfolio (Delete) 	All Certified Staff	Ongoing daily/weekly	Assessment results
Develop targeted acceleration plans that focus on the progress of our students below and approaching grade level	All PLC teams, resource teachers, EL, Reading Specialist, Instructional Coach	September 16-October 30	Acceleration planning document and formative assessments
<u>Second Trimester Action Plan with Specific Measures of Progress (November 8th to February 21st):</u>			
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
The workshop model will be daily implemented in each classroom K-5	K-5 Teachers (observations by administration and coaches)	October 28	Components of workshop model are observed: mini-lessons, small group instruction, independent practice, conferring, lesson debrief, visual rotating schedule
Review workshop organization and procedure	K-5 teachers	Ongoing	Visible resources and materials around the classroom
PLCs weekly meetings <ul style="list-style-type: none"> Data is shared and analyzed to identify needs Instructional decisions are made 	All Certified Staff	Weekly meetings Ongoing	PLC Notes in note-taking document in each PLC folder <ul style="list-style-type: none"> Student work samples (data) to guide discussions and decisions



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based on student learning outcomes and performances			<ul style="list-style-type: none"> MAP data is analyzed with individual and coaches to find needed trends of improvement
<ul style="list-style-type: none"> Provide guided, targeted instruction in small group 	K-5 teachers	Daily	Daily Plans, daily routine/schedule with group assignments
<ul style="list-style-type: none"> Confer with students 1:1 	K-5 teachers	Daily	Conferencing log, notes
<ul style="list-style-type: none"> Flexible grouping based on student skills and needs 	K-5 Teachers	Ongoing	Formative assessments, progress monitoring, conferencing log, notes
Third Trimester Action Plan with Specific Measures of Progress (February 21st to January through May 22nd)			
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Workshop model in each classroom	K-5 Teachers (observations by administration and coaches)	Daily	Components of workshop model are observed: mini-lessons, small group instruction, independent practice, conferring, lesson debrief, visual rotating schedule
Teacher observations in classrooms	K-5 Teachers	November to May	Teachers sign up document Teacher reflection
PLCs weekly meetings <ul style="list-style-type: none"> Data is shared and analyzed to identify needs Instructional decisions are made based on student learning 	All Certified Staff	Weekly meetings Ongoing	PLC Notes in note-taking document in each PLC folder <ul style="list-style-type: none"> Student work samples (data) to guide discussions and decisions MAP data is analyzed with



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outcomes and performances			individual and coaches to find needed trends of improvement
Confer with students and set new goals	K-5 Teachers	Ongoing	Teacher conferencing notes, reflection notebooks
Teachers access instructional coaching to support responsive teaching practices in the classroom.	All Certified Staff	Ongoing daily	Coaching log, weekly coaching meetings
Teachers assess students regularly <ul style="list-style-type: none">• Informal running records• Portfolio (Delete)	All Certified Staff	Ongoing daily	Assessment results

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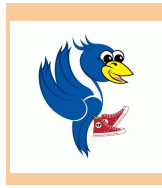
Priority Area: Attendance

Data Analysis to indicate that there is a problem to address for Goal 3 (culture goal). Fischer chronic absenteeism is 15% compared to that of the rest of our school district.

Theory of Action:

What's going on with our students' learning?

- Common behavior and expectation language is absent at Fischer
- It seems that some students don't feel engaged/welcome at Fischer
- It seems that some families don't feel engaged in the learning process of their children



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What needs to change in our students' learning?

- Students need to feel safe at school
- Students need to be present at school
- Students need to feel welcome at school
- Families need to feel connected to our school

So that students will be able to

- Participate in school-wide behavior expectations
- Express and deal with their feelings with a problem solving approach
- Attend school to be present for their learning

What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

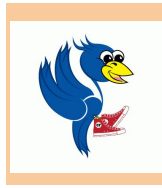
- Teachers need to support, promote and celebrate CHAMPS expectations
- Teachers need create and support family activities after school
- Principal needs to create and support different initiatives to ensure families feeling welcomed at Fischer
- Principal needs to create activities to involve families in the education of their children

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

- Student attendance will increase
- Parents will participate in afterschool activities will increase
- Monthly attendance progress monitoring
- ODR will be reduced by 50%

SMART Goal for Goal 3 (Culture):

Chronic absenteeism at Fischer will decrease by 50% during the 2019-2020 school year



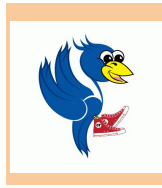
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First Trimester Action Plan with Specific Measures of Progress (August 14th through November 8th):

<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
CHAMPS introduction to staff and students on first days of attendance	Staff	August	CHAMPS staff presentation , stations rotations , stations scripts , baseline SWIS data, Keys to Success, Monday announcements, Medals, Certificates, Bailey Books, Pictures and Coupons.
Second Step 6 first lessons in classrooms	Psychologists and Social Worker	September and October	Second Step Lessons, pre and post assessments
Staff agreement and training on minor and major discipline behaviors	Principal, CHAMPS committee, staff	September, October	T-Chart
CHAMPS monthly meetings to set monthly school-wide goal based on data	CHAMPS committee	Ongoing	CHAMPS target goal and keys to success participation
Committee formation	Staff	September	Fischer Committees 2019-2020
Family after school activities	Psychologist, social worker	October	Zones of Regulation and Second Steps presentations
Monthly attendance meetings	Principal and school nurse	Ongoing	Monthly data documentation, contact and home visits log
Daily Class Meetings	Classroom Teachers	Ongoing	Videos

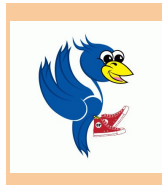
Second Trimester Action Plan with Specific Measures of Progress (November 8th to February 21st):



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CHAMPS monthly meetings to set monthly school-wide goal based on data	CHAMPS committee	Ongoing	CHAMPS target goal and keys to success participation
Family after school activities: 1. Technology Night –October 2. Math Night – November 3. Reading Night – December 4. Heritage Night - January 5. Science Night - February	Committees	October November, December, January and February	Agendas and parent sign in documentation
Second Step lessons in classrooms	Classroom Teachers	November, December, January and February	Second Step Lessons, pre and post assessments
Monthly attendance meetings	Principal and school nurse	Ongoing	Monthly data documentation, contact log, home visits log
<u>Third Quarter Action Plan with Specific Measures of Progress(February 21st through May 22nd):</u>			
CHAMPS monthly meetings to set monthly school-wide goal based on data	CHAMPS committee	Ongoing	CHAMPS target goal and keys to success participation
Family after school activities: 1. Fitness Night - April 2. School Field Trip - May	Committees	March, April and May	Agendas and parent sign in documentation
Monthly attendance meetings	Principal and school	Ongoing	Monthly data documentation, contact



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	nurse		log, home visits log
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