



# School Improvement Plan, 2019-20 Madison ECE Center

Our goal is to ensure that all students develop their content knowledge and build their future ready skills of collaboration, communication, creativity, critical thinking, character and citizenship.



## **District Vision:**

“All Students will graduate college, career and life ready.”

## **District Beliefs:**

- ALL students must learn and grow
- We accept shared responsibility for student growth
- We make decisions based on what is best for students
- We are a future-focused community of learners

## **Learning and Teaching Priorities:**

- Help create shared understanding and measurement of district vision, strategies, and priorities
- Develop curriculum resources and assessments in key content areas with new standards or programs that reflect rigor and relevance
- Support instructional strategies aligned to rigor & relevance and the 6C's

## **BLT Team Members:**

Susan Kondrat	Colleen Gjataj	Sarah Pappas
Teresa Soria Phillips	Emily McDonough	Anna Robins

## **PLC Leadership Team Members:**

Robin Buzinski	Brittany Christin	Katie Delaney
Shannon Ford	Julie McGovern	

**“All students leave Madison with a love of learning and ready for the challenges of future learning by developing strong partnerships and support for families”**

## **Madison Agreements:**

1. We will support each other when things are hard.
2. We will expect excellence and celebrate failure as we learn and grow with students.
3. We will make decisions based on what is best for kids.
4. We will keep a growth mindset in our work and expectations of kids.
5. We will all be responsible for communicating about the learning we do together and with kids.

Peer Review 1 Date:	Peer Review 2 Date:
Presentation To Staff Date:	Presentation to PTA Date:
Update to Staff Date:	Update to PTA Date:



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<u>SIP Team Meeting Dates</u>	
June 3, 2019	December 4, 2019
June 17, 2019	January 8, 2020 (lunch meeting)
July 1, 2019	January 29, 2020
August 8, 2019 (BLT/PLC Leadership teams)	February 26, 2020 (BLT/PLC Leadership teams)
August 21, 2019	March 11, 2020 (lunch meeting)
September 17, 2019 (BLT/PLC Leadership teams)	April 1, 2020
October 16, 2019	April 29, 2020 (BLT/PLC Leadership teams)
November 13, 2019	May 20, 2020



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## Priority Area: Social Emotional Development and Inquiry Based Learning

### Data Analysis to indicate that there is a problem to address for Goal 1:

Implementation of DRDP in the 2018-19 school year allowed us to see where Madison kindergarten eligible student skills are in comparison to kindergarten readiness as identified through KIDS. Data review shows the following DRDP results, from Trimester 2, related to social-emotional and future ready learning skills.

#### Social Emotional:

- ATL-REG 5: Self-Control of Feelings and Behavior 55% BM or higher (37% for IEPs, 42% for ELLs, 47% for Free/Reduced), 84% BE or higher
- ATL-REG 6: Engagement and Persistence 69% BM or higher, 93% BE or higher
- HSS 4: Conflict Negotiation 51% BM or higher (34% for IEPs, 42% for ELLS, 40% for Free/Reduced), 89% BE or higher
- HSS 5: Responsible Conduct as a Group Member 76% BM or higher, 91% BE or higher

#### Future ready:

- ATL-REG 4 : Curiosity and Initiative in Learning 59% BM or higher (49% for IEPs, 47% for ELLs, 47% for Free/Reduced), 92% BE or higher
- COG 8: Cause and Effect 68% BM or higher, 94% BE or higher
- COG 9: Inquiry through observation and Investigation 56% BM or higher (39% for IEPs, 47% for ELLS, 36% for Free/Reduced), 86% BE or higher

The data shows that in ATL-REG 4, ATL-REG 5, HSS 4 and COG 9, less than 65% of overall kindergarten eligible students meet the readiness standard (BM). In these same measures, subgroup data shows that less than 49% of students with IEPs, less than 47% of ELLs, and less than 47% of low-income students meet the readiness standard



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(BM).

This shows we need to further students' self-control of feelings and conflict negotiation skills, which would allow students more meaningful engagement in the classroom, specifically as it relates to inquiry based learning. Furthermore, data shows that we are not closing the achievement gap as it relates to fostering these skills with the identified subgroups. Our classroom instruction is not meeting the needs of these students and they are not growing at an appropriate rate of progress. Instructional Coaching survey results demonstrate that 53.3% of staff would like future professional learning around social-emotional learning, 68.8% would like to learn more about the Project Approach, and 46.7% wanted more learning around student engagement.

## **Theory of Action:**

To adequately impact growth in these areas, teachers need to implement strategies to support social-emotional learning and support inquiry based learning in the classroom environment. This will lead to students becoming active participants who can collaboratively solve problems.

If the Principal:

- Collaborates with BLT and PLC leadership team focused on assessment of social emotional learning
- Works with the Instructional Coach to plan professional learning on using an inquiry based learning approach within the classroom and supporting student social-emotional development
- Determines schedule and provides support that allows for monthly data team review
- Observes classroom formally and informally for evidence of inquiry based learning and social-emotional development
- Communicates and participates within PLC's to ensure they are focused on the right work

Then the Teachers Will:

- Effectively use classroom data to guide classroom instruction to improve social-emotional and inquiry based learning
- Collaborate within PLC groups to effectively implement strategies to support social-emotional learning and inquiry based learning



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- Provide support for students to develop strategies for regulating and communicating feelings and behavior, becoming less reliant on adult guidance over time
- Understands how planning for instruction impacts Creativity, Collaboration, Communication, Critical Thinking, Character and Citizenship through the design of an inquiry based project.

And Students Will:

- Develop and apply more control over social-emotional skills and conflict negotiation in order to work effectively with others.
- Have personalized learning experiences to gain the skills needed for future academic success.
- Develop a love for learning that leads to successful future life and learning experiences.

How will we know if it's working? What data will we use to support our claim?

- PLC and Data Review Minutes
- Instructional Coach Survey Results will show that professional learning has improved professional practice and student learning
- Classroom Observations/Learning Walks focused on elements of inquiry based learning
- Student Growth in DRDP Curiosity and Initiative in Learning (ATL-REG 4)
- Student Growth in DRDP Self-Control of Feelings and Behaviors (ATL-REG 5)
- Student Growth In DRDP Inquiry Through Observation and Investigation (COG 9)
- Student Growth in DRDP Conflict Negotiation (HSS 4)

## **SMART Goal for Goal 1:**

By May 2020, classroom teams will create an environment where all kindergarten-eligible students including subgroups ELL, IEP, F/RL develop their social emotional learning skills in order to fully participate in inquiry based learning as evidenced by 65% of kindergarten-eligible students meeting the kindergarten readiness level (Building Middle) at



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Trimester 2 in the following DRDP assessment measures:

- ATL-REG 4 : Curiosity and Initiative in Learning
- ATL-REG 5: Self-Control of Feelings and Behavior
- COG 9: Inquiry through Observation and Investigation
- HSS 4: Conflict Negotiation

## **First Trimester Action Plan with Specific Measures of Progress:**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
Inter-rater reliability practices for each DRDP measure listed	Teachers		
Monthly Team Data Reviews	Instructional Coach, Principal, School Psychologist, and Classroom Teams	September 2019-May 2020	Agendas, Completed MTSS Forms for Tier 2 and Tier 3 Students
Learning Walks focused on elements of inquiry based learning	All Classroom Teachers & Instructional Coach		LW Survey Results Completion
Introducing Second Step Program weekly in selected pilot classrooms	Social Workers, School Psychologist	September 2019	Mental Health PLC Agendas
Calm Corner in all classrooms	SW, Classroom Teachers	September 2019	Classroom Observations



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Project Approach training for certified staff during August Institute Days	Colleen, Sarah, Robin	Institute Day Late Arrivals	Agendas and Presentations Classroom Observations
Learning Strands presented during August Late Arrival to allow staff to determine their focus for personalized progressional learning	BLT	Aug 28th	Institute Day Agenda and Presentation
Oct 2019 Institute Day for initial Learning Strands Training	District	Oct	Agendas for Institute Day
<b><u>Second Trimester Action Plan with Specific Measures of Progress:</u></b>			
<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
<b><u>Third Trimester Action Plan with Specific Measures of Progress (February-May)</u></b>			
<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>



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## Priority Area: Building Culture

**Data Analysis to indicate that there is a problem to address for Goal 2 (Culture Goal).**

[PLC Continuum Survey](#)

[Spring Culture Survey 18-19](#)

Spring '19 Staff Culture Survey Results and PLC Continuum Survey Results:

- In the area of Focus/Goal on the PLC Continuum, groups averaged a score of 3.25 out of a possible 6 when fully accomplished
- Staff agree or strongly agree that they view student work to inform and plan instruction during PLCs = 61%; In the area of Data Collection/Analysis on the PLC Continuum, groups averaged a score of 3.25 out of a possible 6 when fully accomplished
- Staff agree or strongly agree that they take time to observe one another teaching = 55%; In the area of Deprivatization of Practice on the PLC Continuum, groups averaged a score of 3.5 out of a possible 6 when fully accomplished

### **Theory of Action:**

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.

If the Principal:

- Sets the vision for the work of PLC's as part of our professional practice and



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- Collaborates with BLT and PLC Leadership Teams to determine priorities and plan for PLC structures and
- Observes PLC's in action
- Communicates well with BLT, PLC Leaders and PLC's throughout the year about effectiveness

Then the Teachers Will:

- Solidify PLC roles and practice effective facilitation practices
- Analyze student work in order to determine appropriate instructional strategies
- Utilize protocols to elicit feedback from colleagues through learning walks and sharing of practice

And Students will:

- Have personalized learning experiences to gain the skills needed for future academic success
- Develop and apply effective communication, and critical thinking skills while working with others
- Remain curious about the work and work hard while learning skills to make them ready for their future

How will we know if it's working? What data will we use to support our claim?

- Fall PLC/Culture Survey and PLC continuum ratings results for baseline data
- Winter PLC continuum ratings to look for growth
- Spring PLC/Culture Data Survey and PLC continuum ratings results to determine if culture and PLC effectiveness is increasing

## **SMART Goal for Goal 2 (Culture):**

By May 2020, staff will improve focus during PLC groups, student data collection and analysis, and deprivatization of practice as evidenced by the results of ratings on the PLC Continuum and PLC/Culture Survey as indicated by the achievement of an average score of 4.5 out of a possible 6 when fully accomplished, and attainment of 80% or higher on staff climate survey results from fall to spring in the following areas: Staff agree or strongly agree that Staff regularly view student work to inform and plan instruction during PLCs, and Staff agree or strongly agree that they take time to observe one another teaching.

## **First Semester Action Plan with Specific Measures of Progress):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
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PLC Continuum survey and PLC group goal setting	PLC group members	Fall, Winter, Spring	
PLC/Culture Survey	All staff	Fall, Spring	
Train PLC team as facilitators	Colleen	August 8, 2019	PLC Leadership Agenda and Presentation
PLC Observations/Recommendations from Cindy Harrison	Susan	September 17, 2019	Agenda and Recap Notes
Implement monthly data reviews outside of PLC time	MTSS team	Starting Mid September	Schedule, MTSS Folder, Data results, Tier 2 & 3 Forms Completed as needed
Learning Walks	Colleen and individual Teachers/SLPs	Fall, Winter, Spring rotations	October 23 Agenda Learning Walk Survey Results
Collaborative PLC/BLT Ongoing PL on facilitation and data analysis	BLT/PLC team	August 8, ongoing	August 8, 2019, September 17, 2019 BLT/PLC Agendas
<b><u>Second Semester Action Plan with Specific Measures of Progress :</u></b>			
<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>



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<b><u>Third Semester Action Plan with Specific Measures of Progress:</u></b>			
<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>