

## Step 1: Data Dig

Review your prioritized needs, urgent subgroup, and baseline data. Create goals, one per each content area. You may use the templates in the space below.

Data Source	Location
<b>Student Learning</b>	
SBAC Data	<a href="http://sd.portal.airast.org/">http://sd.portal.airast.org/</a>
Reading Inventory	Google Drive
Math Inventory	Google Drive
Literacy Data	Google Drive

<b>Demographics</b>	
Enrollment	307
Attendance	95%
Mobility Rate	38%
ELL Population	Less than 1%
Special Education Population	10-15%

<b>School Processes and Programs</b>	
<b>Safe, Drug, Gun Free Report</b>	<b>Google Drive</b> <b>6 larceny and theft</b> <b>1 threat and intimidation</b> <b>1 tobacco</b> <b>1 trespassing</b> <b>1 all other weapons - not firearms</b>
<b>Discipline Referrals</b>	<b>78</b>
<b>PLCs / Data Teams</b>	<b>Yes - Meeting monthly and weekly</b>
<b>RTI</b>	<b>Jackie Czywczynski</b> <b>Katey Swank</b>
<b>Counseling Services</b>	<b>Caleb Chapman</b> <b>Janet Kuske</b>
<b>Master Schedule</b>	<b>In Google Drive</b>

<b>Perceptions</b>	
<b>Professional Development Survey</b>	Did not do
<b>Parent / Staff EOY Surveys</b>	World Cafe Research Teamwork Family Friendly Walkthrough
<b>Observations</b>	Administration walk through
<b>Values and Beliefs</b>	End of the year parent survey Spring 2018
	<ul style="list-style-type: none"> <li>• Students/Families are changing from middle class to transient students</li> <li>• Incorporating writing into different content areas. Writing has made a huge growth this year.</li> <li>• Reading plus</li> <li>• Tier 2 is showing growth- MTSS push in for 2018-2019 school year</li> <li>• Tier 1 needs more professional development</li> </ul>
	<ul style="list-style-type: none"> <li>• Growth mindset vs. Fixed mindset</li> <li>• Brain research-working with kids in poverty</li> <li>• Collaboration</li> <li>• Vertical planning needs to be done across all grades</li> <li>• Value each other's teaching and learn from each other</li> </ul>

## Step 2: Analyze to Prioritize

Review your data sets. Determine strengths and obstacles. Prioritize your most urgent needs to turn into goals. You may use the template in the space below.

Effects	Causes
<b>Strengths</b>	
<ul style="list-style-type: none"> <li>-Increase in attendance</li> <li>-Increase in writing claims</li> <li>-5th Grade increase in ELA and Math (slight)</li> <li>-3rd grade math claims - no negatives</li> <li>-4th grade math claim - only one negative</li> <li>-5th grade math claim - only two negatives</li> <li>-All grade levels increased by 3% or more in ELA and Math</li> </ul>	<ul style="list-style-type: none"> <li>-Students feel safe (survey data, papers, FFWT)</li> <li>-Having a focus on attendance on attendance</li> <li>-Writing Grant helped with writing (purposeful planning with writing)</li> <li>-Teachers analyze student work and student needs</li> <li>-Teachers know Investigations.</li> <li>-Teachers analyze math data</li> <li>-Book study</li> </ul>
<b>Obstacles</b>	
<ul style="list-style-type: none"> <li>-5th grade decimals and division</li> <li>-4th grade generate and analyze patterns</li> <li>-3rd grade multiplication</li> <li>-Problem solving</li> <li>-Data analysis</li> <li>-Writing</li> <li>-Editing</li> <li>-Composing</li> <li>-Language/Vocab</li> <li>-TRL vs. SBAC</li> </ul>	<ul style="list-style-type: none"> <li>-unpacking standards</li> <li>-Transferring typing (multiple steps)</li> <li>-Repeat the question (topic sentence)</li> <li>-Teacher subjectivity</li> <li>-Depth with PD</li> <li>-Data cycle</li> <li>-Immediate feedback</li> <li>-LT/CS - why are they doing what they are doing?</li> <li>-Lack of consistency</li> </ul>
<b>Prioritization: List your most urgent needs</b>	
<ol style="list-style-type: none"> <li>1. Writing - Authentic writing across content areas               <ol style="list-style-type: none"> <li>a. Grammar</li> </ol> </li> <li>2. PBIS - classroom behaviors</li> <li>3. Tier I instruction</li> <li>4. Math - problem solving &amp; communicating and reasoning</li> </ol>	

## Step 3: Set SMART Goals

Review your prioritized needs, urgent subgroup, and baseline data. Create goals, one per content/process area. You may use the templates in the space below.

### Goal 1: ELA/Literacy

The percentage of \_\_\_ K-2 students \_\_\_\_\_ scoring proficient or higher in \_\_\_ Reading \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of the 2019 school year as measured by \_\_\_ DIBELS \_\_\_\_\_.

### Goal 1: ELA/Literacy

The percentage of \_\_\_ 3-5 students \_\_\_\_\_ scoring proficient or higher in \_\_\_ ELA \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of the 2019 school year as measured by \_\_\_ SBAC \_\_\_\_\_. 3rd grade will increase from \_\_\_ ? \_\_\_% to \_\_\_ 78 \_\_\_%  
4th grade will increase from \_\_\_ 67 \_\_\_% to \_\_\_ 73 \_\_\_%  
5th grade will increase from \_\_\_ 52 \_\_\_% to \_\_\_ 60 \_\_\_%

### Goal 2: Math

The percentage of \_\_\_ K-2 students \_\_\_\_\_ scoring proficient or higher in \_\_\_ Math \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of the 2019 school year as measured by \_\_\_ Math \_\_\_\_\_.

#### Screeners.

K grade will increase from \_\_\_ ? \_\_\_% to \_\_\_\_\_%  
1st grade will increase from \_\_\_ 37 \_\_\_% to \_\_\_\_\_%  
2nd grade will increase from \_\_\_\_\_% to \_\_\_\_\_%

### Goal 2a: Math

The percentage of \_\_\_ 3-5 students \_\_\_\_\_ scoring proficient or higher in \_\_\_ Math \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of the 2019 school year as measured by \_\_\_ SBAC \_\_\_\_\_.

3rd grade will increase from \_\_\_ ? \_\_\_% to \_\_\_ 78 \_\_\_%  
4th grade will increase from \_\_\_ 67 \_\_\_% to \_\_\_ 73 \_\_\_%  
5th grade will increase from \_\_\_ 61 \_\_\_% to \_\_\_ 68 \_\_\_%

**Goal 3: Attendance**

The percentage of \_\_\_\_\_ k-5 students \_\_\_\_\_ with attendance of 95% or better will increase from \_\_95\_\_\_\_\_% to \_97%\_\_\_\_\_% by the end of the 2019 school year as measured by \_\_\_\_Attendance\_\_\_\_\_.

**Goal 4: PBIS**

The percentage of discipline referrals will decrease from \_\_78\_\_\_\_ to \_\_70\_\_\_\_ by the end of the 2019 school year as measured by \_\_\_\_Skyward\_\_\_\_\_.

**Step 4: Select Your Strategies**

Revisit your prioritized needs. Based on the research you reviewed, and other researched-based practices you already know, which are the best strategies to help learners overcome the obstacles? Record your thinking below.

<b>Goal Area # 1: ELA/Literacy</b>	<b>Strategies</b>
	1. DIBELS/Interim Assessments - progress monitoring (continually create flexible groups)
	2. Fidelity of Wonders implementation (Reading and Writing)
	3. Intervention/Literacy support facilitating data chats using a protocol
<b>Goal Area #2: Mathematics</b>	<b>Strategies</b>
	1. Math Screeners/Interim Assessments - progress monitoring (continually create flexible groups)
	2. Unpack standards and plan for acceleration, remediation, and recovery based on those standards
	3 Support staff facilitating data chats using a protocol

<b>Goal Area #3: Attendance</b>	<b>Strategies</b>
	1. Traveling trophy
	2. Share weekly attendance over the intercom
	3. Bulletin board & Celebrations
	4. Bingo Night
	5. Partner with States Attorney's Office and reward families whose attendance improves
<b>Goal Area #4: PBIS</b>	<b>Strategies</b>
	1. Morning meetings/Tracking data
	2. Growth Mindset survey
	3. Assemblies/Hawk costume
	4. Fast pass, treasure chest, prizes
	5. Traveling trophy/traveling spoon
	6. PD on PBIS for all staff

## Step 5: Evidence and Artifacts

Revisit your goals and strategies. Consider what evidence and artifacts you will collect to monitor your school improvement plan. Evidence are things you are able to observe. Artifacts are thing you are able to document. Record your thinking below.

<b>Goal Area # 1: ELA/Literacy</b>	<b>Evidence</b>
	1. Teacher collaboration, planning, and engaging in data cycles
	2. Formative assessments
	<b>Artifacts</b>
	1. Protocols, meeting agendas, student work, reflection guide
	2. Reports (DIBELS data & interim data)
<b>Goal Area #2: Mathematics</b>	<b>Evidence</b>
	1. Teacher collaboration, planning, and engaging in data cycles
	2 Formative assessments
	<b>Artifacts</b>
	1. Protocols, meeting agendas, student work, reflection guide
	2. Reports (screener data, interim data, AVMR data & Next step guides)



<b>Goal Area #3: Attendance</b>	<b>Evidence</b>
	1. Students attending school
	2. Announcements
	<b>Artifacts</b>
	1. Whiteboard share outs
	2. Attendance reports
<b>Goal Area #3: PBIS</b>	<b>Evidence</b>
	1. Positive school culture
	2. Decrease in minor/major referrals
	<b>Artifacts</b>
	1. ODR Reports
	2. Mindset survey