

**Eagle Creek Elementary
2019-20 School Improvement Plan**

Goal:	<i>All certified staff will participate in district PD Pathways (choice of 4)</i>		
What is our Current Reality?	What will this look like when we are done? Vision of Completion		
How are we going to measure our progress on this goal? (Measures of Progress)			
<i>Walk throughs</i>			
<i>Staff Surveys</i>			
<i>Student MCA results</i>			
How are we going to get this done? (Action Steps)			
School Year	Action Steps	Who?	When?
2019-2020	2 PD days		
	Share learning in collaborative teams		
2020-2021	2 PD days		
	Share learning in collaborative teams		

Goal:	The number of students who do not meet or exceed on the MCA will decrease by 20% in each subgroup. (i.e. the percent of our Black students that Meet or Exceed on the Math MCA will increase from 41.5% to 53.2% in 2020)																																		
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2018-2019 MCA Data by Subgroup <table> <tr> <th>Sub Group</th><th>Proficient Math</th><th>Proficient Reading</th><th>Total # of Students</th></tr> <tr> <td>American Indian</td><td>50%</td><td>50%</td><td>12</td></tr> <tr> <td>Asian</td><td>77.8%</td><td>81.5%</td><td>54</td></tr> <tr> <td>Black</td><td>41.5%</td><td>41.5%</td><td>21</td></tr> <tr> <td>Hispanic</td><td>21.7%</td><td>26.1%</td><td>46</td></tr> <tr> <td>White</td><td>73%</td><td>74.7%</td><td>174</td></tr> <tr> <td>Hawaiian/Pacific Isl.</td><td>100%</td><td>100%</td><td>2</td></tr> <tr> <td>Two or More Races</td><td>57.1%</td><td>60.7%</td><td>28</td></tr> </table>		Sub Group	Proficient Math	Proficient Reading	Total # of Students	American Indian	50%	50%	12	Asian	77.8%	81.5%	54	Black	41.5%	41.5%	21	Hispanic	21.7%	26.1%	46	White	73%	74.7%	174	Hawaiian/Pacific Isl.	100%	100%	2	Two or More Races	57.1%	60.7%	28	<i>Students are engaged in their learning.</i> <i>Students and staff are excited to come to Eagle Creek.</i> <i>Student achievement for all subgroups is at 85% or higher by 2025.</i> <i>Families feel welcome at Eagle Creek and participate in the school community.</i>	
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Expectations <i>100% of staff will have clearly stated learning objectives posted.</i> <i>Collaborative teams will use common assessments to plan and assess student learning.</i>																																			
Culturally Relevant Instruction <i>Leadership team models keeping all students in mind.</i>																																			
Caring Relationships <i>Increase in Above the Line Tickets.</i> <i>Decrease in behavior referrals.</i> <i>Increase in Saebrs rating scale (Fast bridge)</i>																																			
Parent/Community Involvement <i>100% attending Connect and Assess and parent-teacher conferences.</i>																																			

How are we going to get this done? (Action Steps)

School Year	Action Steps	Who?	When?
2019-2020	Set High Expectations How we do it... 1. Students are taught challenging, rigorous curriculum in ways that capitalize on the strengths of their learning style. 2. Students receive praise for their effort to foster motivation to and responsibility for their own learning. 3. Talk in the school reflects the belief that "all children can learn to high levels." Children are believed to be "at-promise," not at-risk. 4. Teachers demonstrate persistence in their efforts to help students meet standards by changing instructional approaches to meet the needs of each student. 5. Teachers provide equitable opportunities for students to respond and participate. 6. Provide ample wait time for thinking and responding. 7. Teachers provide specific and timely feedback to students about their work. 8. Students are asked high-level, open-ended questions that require them to interpret, analyze, synthesize, and evaluate	everyone	every day
	Implement Culturally Relevant Instruction How we do it... 1.using the language and understandings that students have acquired in their families and communities to bridge the gap between what students know and are able to do and what they need to learn in school. 2.incorporating the everyday issues and concerns of families and the community into curriculum and instruction. 3.actively engaging students in the learning process. 4.using equitable grouping practices.	everyone	every day
	Establish Caring Relationships How we do it... 1.Students and families believe they are treated fairly by the school staff. 2.New immigrant students are carefully paired with a "buddy" who can help them navigate their new school environment. 3.Teachers express a personal interest in students' outside activities. 4.Students have many opportunities to interact with positive role models. 5.Cross-age and peer tutoring programs support student success in school. 6.Mentoring programs are in place to build a sense of personal efficacy and community connection. 7.Leadership is shared among students in collaborative learning activities. 8.Students have access to and encouragement to participate in extra- and co-curricular activities in the school. 9.Staff meets with parents to learn as much as possible about the new students. 10.Routines and procedures are clear and consistent.	everyone	every day
	Increase Parent and Community Involvement How we do it... 1. Staff recognizes that parents' may view their role in their children's education differently than the school. 2. School programs, events, and meetings are communicated to parents in a variety of ways and accessible to parents. 3. Staff communicates with parents in culturally appropriate ways. 4. Parents understand school expectations and are equipped with the tools and resources needed to support their children's academic achievement. 5. Parents are included in their children's academic counseling. 6. Prevention and intervention programs are co-created by the school and those for whom the program is being implemented. 7. Parents are provided with frequent feedback about their children's progress. 8. Staff makes one-on-one connections with parents to develop personalized relationships with families. 9. Schools work through community centers, churches, and key community members to help parents understand the education process.	everyone	every day