Red Oak Elementary
2018-19 School Improvement Plan

School Readiness (WBWF)	Grade 3 Reading (WBWF)	Close Achievement Gap (WBWF)	College/Career Readiness (WBWF)	Graduation Rate (WBWF & ESSA)
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☑	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, **OR** set a locally determined measure & goal. ☑	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, **OR** set a locally determined measure & goal. ☐	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☐
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Century*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)	Academic Progress/Grow	Consistent Attendance (ESSA)	Other Focus Areas
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☑	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A transition matrix is used to calculate results. ☑	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☐	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

What is the goal? (Consider this the **summative** measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART):

Increase the percentage of students demonstrating profiency on the MCA Reading to be 12+ points above the state average across all grades.

Current Reality (baseline):

Reading MCA Scores are as follows: 2015 - 6 points above state, 2016 - 7 points above state, 2017- 3.1 points above state, 2018- 12.3 points above state

What is the goal? (Consider this the **summative** measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Increase the percentage of students demonstrating profiency on the MCA Math to be 7+ points above the state average across all grades.

Current Reality (baseline) Math MCA Scores are as follows: 2015 - 1 point above state, 2016- 1.3 points above state, 2017 - 1.3 points above state, 2018- 5.1 points above state

School Readiness (WBWF)	Grade 3 Reading (WBWF)	Close Achievement Gap (WBWF)	College/Career Readiness (WBWF)	Graduation Rate (WBWF & ESSA)
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☑	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, **OR** set a locally determined measure & goal. ☑	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, **OR** set a locally determined measure & goal. ☐	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☐
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Century*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)	Academic Progress/Grow	Consistent Attendance (ESSA)	Other Focus Areas
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☑	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A tranisition matrix is used to calculate results. ☑	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☐	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

What is the goal? (Consider this the **summative** measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): 3. Reduce the overall achievement gap in MCA Reading by 3 plus percentage points compared to previous year's results

Current Reality (baseline) 3. MCA Reading achievement gap results are as follows: 2015 - 27.8, 2016- 28.3, 2017- 24.9, 2018, 22.85

School Readiness (WBWF)	Grade 3 Reading (WBWF)	Close Achievement Gap (WBWF)	College/Career Readiness (WBWF)	Graduation Rate (WBWF & ESSA)
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☑	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, **OR** set a locally determined measure & goal. ☑	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, **OR** set a locally determined measure & goal. ☐	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☐
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Century*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)	Academic Progress/Grow	Consistent Attendance (ESSA)	Other Focus Areas
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☑	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A tranisition matrix is used to calculate results. ☑	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☐	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

What is the goal? (Consider this the **summative** measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): 4. Reduce the overall achievement gap in MCA Math by 5 plus percentage points from previous year's results

Current Reality (baseline) 4. MCA Math achievement gap results are as follows: 2015- 29.41, 2016, 27.5, 2017, 33.5, 2018, 21.86

Red Oak

SMART Goal: Staff will unpack math standards around the Number and Operations Strand, focusing on those benchmarks that present students with the most difficulty in order to plan lessons and assesments that will lead to increased MCA scores in Math.

Strategy/Activity	Description	Timeline	Persons Responsible	Success/Accountability Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity?
Identify benchmarks to focus on.	Could use the MDE Difficulty Coding (link from Tony) for grades 3-5 and the high leverage math skills for K-2. Could also use the MCA Benchmark Report (https://drive.google.com/drive/u/1/folders/0B6v6Sc_PF7NnMjdaeUEzVU5UZzQ)	Sept. 25 staff meeting and Sept. 26 PLCs	Mitch, Ford, Tony, and BLT reps.	BLT rep turns in list of benchmarks teams will work on and why they were chosen by Sept. 27th.
Grade level Teams unpack identified benchmarks	Use Design in 5 process	Oct. 9 staff meeting and PLCs on Oct. 10	Mitch	I Can Ladders created for each benchmark unpacked by each team.
Vertical teaming to determine rigor and common vocabulary	Use form to align grade levels, KUD	PLC and staff meeting time used in Oct. and Nov. to complete . Vertical Team Meeting Schedule: Oct. 23- K-1, Oct. 24- 1-2, Oct. 30- 2-3, Oct. 31- 3-4, Nov. 7- 4-5	BLT reps help faciliate vertical team discusions.	KUD form completed during vertical team meetings
Implement through PLC work	Using the PLC procees, teams will focus on team goals around each focus benchmark for numbers and operations	PLC discussion at least 1 time per month throughout remainider of year	BLT reps	PLC notes indicate work being implemented and student results from common experiences or assesments.

Red Oak

SMART Goal: Impement Math Talks in each K-5 classroom.

Strategy/Activity	Description	Timeline	Persons Responsible	Success/Accountability Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity?
Inservice on how to use the book, "Number Talks Whole Number Computation" by Parrish		Sept. 11 Staff Meeting	Intervention Team	Staff indicate enough comfort level to begin implementation of number talks daily.
Inservice on how to use "Number Talk Daily Activity Center"		Sept. 11 Staff Meeting	Intervention Team	Staff indicate enough comfort level to begin implementation of number talks daily.
Coaching from Intervention teachers as requested		ongoing	Intervention Team	Intervention teachers will log number of requests for coaching ancdshare data with Mitch
Implement Number Talks daily in all classrooms		ongoing	all	Survey of staff, along with classrrom walkthroughs indicate daily implementation of Math Talks
Follow Up at PLCs and Staff Meetings - what is working, what is not?		At least once per month	BLT reps and Mitch	Discussion during staff meetings takes place.

| | **Action Plan 2018-19** | |

Red Oak

SMART Goal: Increase staff understanding of the elements of effective instruction that lead to more personalization of learning so each teacher can identify and take their next steps to personalizing learning.				
Strategy/Activity	**Description**	**Timeline**	**Persons Responsible**	**Success/Accountability Measure(s) - Did it work, not work? How do you know? Critical features... what would this look like if done/implemented with fidelity?**
Reflection on Align the Nine	Each table assigned one of the nine to list what they currently do toward that element, then rotateto next chart to indicate their agreement and to add any additions to the list.	Aug. 27 Inservice	Mitch	Staff indicate understanding of all they already do among the 9 that lead to personalizing learning.
Shoe Store Analogy and The Myth of Average to help define what personalization is and why it is important		Aug. 27 Inservice	Mitch/Mary	Staff can define "pesonalized learning" and indicate a belief in its importance
Colors Presentation by Mary tying in why personalization is important		Aug. 27 Inservice	Mitch/Mary	Staff can define "pesonalized learning" and indicate a believe in its importance
Follow up on Align the Nine		Early Release Days- Sept. 26, Nov. 28, Mar. 13, and April 24, and/or monthly staff inservice	Mitch in cosultation with Mary and BLT prior to and after each early release.	Staff completes a form or PGP that states the person's next step(s) in personalized learning and how it will be documented. This will be collected quarterly.
Support will come from those who attended the PL Summit, this summer. (Holly, Shelly, Sara, Bethany, Virginia, Kristen, Jed, Teri, Cindy, Molly T., Kathryn, Mitch)				