

School Improvement Plan

Indicator 1:

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| District and School Structure and Culture | DSC 1.5 | School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary. |
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Team Members: Jared D., Jake Rooks, Janelle Walker, Mozh Zahedi, Shantrin Linninger
Date: 11/30/16

1. Choose the level of Development or Implementation:

- a. None
- b. Limited**
- c. Full

2. Priority of implementation

- a. High priority**
- b. Medium priority
- c. Low priority

3. Ease of implementation

- a. Relatively easy to implement
- b. Can be accomplished within current practice and budget**
- c. Requires a change in current practice and budget

4. Describe the current level of development or implementation

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| Current Level: Students have an independent passing period. Multiple teachers by subject. Binders are organized by subject and labeled. Early grades are incrementally teaching independent transitions with exception to Kinder, first and second. |
| Goal: Students will be able to successfully transition by attending activities and participating fully with their grade level with 85% success based on a 0-5 rubric created by 6th grade teachers for readiness. |

5. Activities/Tasks/Steps in implementing the goal

| Description of Task | Person(s) Responsible | Date Due | Estimated Cost |
|---|-------------------------------------|-------------|----------------|
| Last week of school meet in new grade | Grade Level Teachers | End of year | |
| Divide students classroom homerooms for new grade before year end | Grade Level Teachers | End of year | |
| Fifth grade graduation | 5 th and 6 th | End of year | 200 |

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| Sixth to fifth mentoring program | Janelle | End of year | |
| H.S. students coming in as mentors and PE coaches | Martin, Janelle, Jake | End of year | |

6. How will implementation be assessed?

5th and 6th grade teachers along with leadership team will meet on 3 occasions in (March, April, May). During these meetings we will discuss the progress of the students in 5th grade with respect to the needs of incoming 6th graders. Each student will be rated on a scale of 0-5 based on readiness.

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Indicator 2:

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| Educator Effectiveness | EE 2.4 | Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes. |
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Team Members: Tracy Rude, Sara Hinze, Erin Miller, Azalea Lusch Date: 11/30/16

1. Choose the level of Development or Implementation:

- a. None
- b. Limited**
- c. Full

2. Priority of implementation

- a. High priority**
- b. Medium priority
- c. Low priority

3. Ease of implementation

- a. Relatively easy to implement
- b. Can be accomplished within current practice and budget**
- c. Requires a change in current practice and budget

4. Describe the current level of development or implementation

Current Level: Iready data is used to structure reading intervention and discussed at grade level. Iready data is also used in report cards and given to parents. SFA data is used as another tool to look at the student progress. Bill Davidson is crafting small quizzes to help with retention and is gathering all data. Math data is discussed with teacher.

Goal: Improve SBAC scores by 10% at each grade level. Administer SFA tests on computers to prepare students for SB test. Teach and administer the SBAC test prep agenda given by consultants John and Rachael George.

5. Activities/Tasks/Steps in implementing the goal

| Description of Task | Person(s) Responsible | Date Due | Estimated Cost |
|---|--|-------------|----------------|
| 3-6 th team utilize PLC time to discuss SBAC prep and discuss implementation | Leadership Team/3-6 th teachers | End of year | |
| Prep students on reading instructions and how to plan and write a well crafted response | Leadership Team/3-6 th teachers | End of year | |

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| Buy more computers so that students have access for 1hr of instruction a week | Leadership Team/3-6 th teachers | End of year | 45,000 |
| Use iready data regularly in PLC groups to discuss the needs of each student for growth | Leadership Team/3-6 th teachers | End of year | |
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6. How will implementation be assessed?

This will be assessed using the iready data and looking at growth. PLC group notes. We will also assess this looking at SBAC scores over the summer and discuss the constructive response categories.

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Indicator 3:

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| Family and Community Involvement | FC 3.5 | School staff ensure families have the opportunity for meaningful involvement in the school. |
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Team Members: Edilia Tipton, Kaylese Smith, Julia Kemp, Shelby Dias, Jani Hale
 Date: 11/30/16

1. Choose the level of Development or Implementation:

- a. None
- b. Limited**
- c. Full

2. Priority of implementation

- a. High priority**
- b. Medium priority
- c. Low priority

3. Ease of implementation

- a. Relatively easy to implement**
- b. Can be accomplished within current practice and budget
- c. Requires a change in current practice and budget

4. Describe the current level of development or implementation

Current Level: past events have been very successful and well attending. However we have lacked variety, documentation and tend to taper off by the end of the year.

Goal: Increase family and staff attendance/involvement in various meaningful school and community building functions.

5. Activities/Tasks/Steps in implementing the goal

| Description of Task | Person(s) Responsible | Date Due | Estimated Cost |
|------------------------------------|-----------------------|-------------|----------------|
| Movie night | All/Martin | 12/9/16 | 100 |
| Cultural night potluck | All/Martin | 2/17 | 100 |
| Smarter balanced information night | All and AJ Schultz | 4/17 | 50 |
| Talent show | All and Bri | 5/17 | 50-250 |
| Donuts/Muffins for moms and dads | Mary Jo, AJ, Callie | End of year | 2,000 |

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| Family dance night | All/Martin | 4/17 | 250 |
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6. How will implementation be assessed?

We will document how many parents are attending and how many teachers are attending our functions. We will also develop a parent feedback sheet to help address needs and document successes.

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Indicator 4:

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| Teaching and Learning | TL 4.1 | All instructional staff at the school are engaged in aligning instruction and local assessments to state standards. |
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Team Members: Whitney Hanlin, Kylee Adderson, Michelle Hull, Haley Maddox, Tom Cole, Callie McQueen Date: 11/30/16

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| <p>1. Choose the level of Development or Implementation:</p> <ul style="list-style-type: none"> a. None b. Limited c. Full | <p>2. Priority of implementation</p> <ul style="list-style-type: none"> a. High priority b. Medium priority c. Low priority |
|--|---|

- 3. Ease of implementation
 - a. Relatively easy to implement
 - b. Can be accomplished within current practice and budget**
 - c. Requires a change in current practice and budget

4. Describe the current level of development or implementation

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| <p>Current Level: We are currently in a position where our reading curriculum is not aligned with the state standards. Our grade level teams are attempting to fill the needs of students in their reading classes. Our math curriculum is currently aligned with the standards and our math specialist is meeting with teachers to work on retention</p> |
| <p>Goal: Evaluate reading programs and buy and implement a new program that better fits our students needs and aligns with state standards.</p> |

5. Activities/Tasks/Steps in implementing the goal

| Description of Task | Person(s) Responsible | Date Due | Estimated Cost |
|---|---------------------------|-------------|----------------|
| Research practice and programs | Callie, Whitney, Edilia | End of year | |
| Assess alignment practices of teachers | Leadership Team/Jani Hale | End of year | |
| Curriculum relevance to student demographic | Leadership Team | End of year | |

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| All support staff is highly qualified | Leadership Team | End of year | |
| | | | 50,000 |

6. How will implementation be assessed?

Through teacher informal and formal observations of teacher practices from Principal Hale. Lesson plan documentation, PLC documentation and SBAC reading scores. Leadership will address needs of student and utilize our consultants in picking a new reading program that utilizes current best practices and aligns with state standards