

**Van Buren Moody School  
School Improvement Plan  
2016-2019  
Revised December, 2017**

**School Improvement Goal 1: Student Achievement and Instructional Improvement**

- All students will demonstrate the competencies necessary to achieve mastery in literacy and numeracy through teachers' implementation of effective and research based instructional strategies.
- Develop school wide practices that cultivate student engagement in balanced literacy.

**Identified Need**

See Data Below-All our grade levels do not consistently meet the Tier I goal (80-85% proficiency) in F&P reading benchmark testing; and NWEA reading and math assessments.

**K-5 Fountas and Pinnell (Grade level reading assessment)  
% At or Above Goal**

Grade	Fall 2013	Spring 2014	Fall 2014	Winter 2015	Spring 2015	Fall 2015	Winter 2016 (students receiving Tier II and III intervention)	Spring 2016	Fall 2016	Fall 2017
K	n/a	89%	n/a	n/a	91.3%	50%	n/a	92%	n/a	n/a
1	69%	84%	67%	80%	91.1%	83.72%	82%	82%	71%	68%
2	71%	68%	69%	56%	74.29%	72.73%	71%	84%	60%	64%
3	82%	89%	74%	74%	80%	72.73%	79%	81%	83%	74%
4	74%	90%	74%	78%	88%	75%	78%	97%	66%	63%
5	77%	83%	87%	86%	87.23%	85.71%	14%	unavailable	93%	78%

Measure of Academic Progress (NWEA) Reading  
% At or Above Mean Score

Grade	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Winter 2017-2018	Spring 2018
2	67%	66%	64%	59%	45%	67%		
3	80%	78%	85%	74%	77%	88%		
4	79%	80%	88%	86%	71%	74%		
5	75.5%	77%	71%	85%	85%	95%		

Measure of Academic Progress (NWEA) Math  
% At or Above Mean Score

Grade	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Winter 2017-2018	Spring 2018
2	83%	70%	60%	51%	63%	64%		
3	68.5%	70%	70%	74%	77%	79%		
4	89.7%	88%	78%	64%	58%	69%		
5	58%	57%	57%	74%	82%	97%		

## Smarter Balanced ELA

Grade	Spring 2017	Spring 2018
3	63%	
4	67%	
5	77%	

## Smarter Balanced Math

Grade	Spring 2017	Spring 2018
3	74%	
4	54%	
5	82%	

**Measures/Outcomes/Performance Targets**

Performance Targets are based on grade level IAGD Goals, as well as Tier I expectations as a grade level, per data above.

**Problem of Practice For Instructional Rounds (TBR)**

Our problem of practice focuses on CCT Domain 2: Classroom Environment, Student engagement and commitment to learning; Indicator 2b: promoting student engagement and shared responsibility for learning. A majority of our students are not actively attending throughout math instruction. Many students require multiple reminders and prompts for tests, classroom routines, and daily assignments and most importantly, a commitment to the task. Additionally, our tasks are not universally differentiated.

Theory of Action	Action Steps	Evidence of Implementation	Support Needed (School Year)
<p>If our teachers provide differentiated instruction using guided math, along with opportunities to provide student engagement and shared responsibility for learning, then student learning outcomes will improve in math.</p>	<ul style="list-style-type: none"> <li>● PD on implementing Guided Math with district math coach</li> <li>● Professional Learning using “Guided Math” Text</li> <li>● Implement Guided Math Groups and Work Stations</li> <li>● Collaboration with grade level colleagues to develop materials and resources to support engaging and challenging differentiation</li> <li>● Learning Targets will be posted in student friendly language for Core instruction to promote student responsibility for learning</li> <li>● Instructional Rounds Feedback</li> <li>● A wide variety of Brain-Based/Growth Mindset strategy work will be applied school-wide</li> <li>● Fact Fluency School-wide focus</li> <li>● CUBES strategy for word problems K-2</li> <li>● Daily Spiral review</li> <li>● Use of technology such as NWEA Skills Navigator, Prodigy, and XtraMath, MobyMax, Skills Navigator</li> <li>● K-5 School-Wide Use of “The Power of Yet” terminology and growth mindset.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Rounds (Oct., 2016; April 2017; Nov. 2017)</li> <li>● Student workstations as part of math block</li> <li>● SDT notes and data tracking</li> <li>● Grade K-1 - Math CFA (Common Formative Assessment) Data</li> <li>● Grade 2-5 - Math CFA’s &amp; NWEA Assessment data</li> <li>● Guided Math group implementation</li> <li>● SDT minutes, agendas and data tracking</li> <li>● Staff Meeting agenda</li> <li>● “The Power of Yet” posters in classroom</li> <li>● CUBE strategy instruction; CUBE poster, CUBE activities at work stations</li> <li>● Use of Youtube video for “The Power of Yet”</li> <li>● Student goal setting: growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>● Substitute Coverage</li> <li>● Professional Books/references, <i>Guided Math</i></li> <li>● Resources and coaching from District Math Coach</li> <li>● Sub Coverage for grade level meetings</li> <li>● Release time to visit classes in and out of district that have fully implemented Guided Math.</li> <li>● Google Doc of Math Growth Mindset strategies</li> <li>● Training in CUBE strategy</li> </ul>

<b>Problem of Practice</b> <b>Our students need consistent instructional opportunities with interactive read-alouds; independent reading time; and choosing just right books in order to develop the ability to read for understanding.</b>			
<b>Theory of Action</b>	<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Support Needed (School Year)</b>
<p>If the teachers provide daily time for Interactive Read Alouds, independent reading, as well as instruction in choosing just right books, then our students will develop the skills and abilities to read for understanding.</p>	<ul style="list-style-type: none"> <li>Organize, build and set criteria for classroom libraries as a school-wide practice by organizing books by: fiction, non-fiction, author, genre, theme, and book boxes for K-1 students</li> <li>Allocate funding for classroom libraries, read alouds, guided reading books and genre study materials as needed</li> <li>Training in the Balanced Literacy model for all teachers</li> <li>Conferencing about independent reading choices</li> <li>Continue to develop a school wide philosophy and understanding of what the elements of Balanced Literacy look and sound like in K-5 classrooms</li> <li>Utilize text sets that offer diversity insights, values and points of discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Use of classroom Libraries - Text Sets</li> <li>Student Response Journals, conferencing notes, etc.</li> <li>F &amp; P scores across year</li> <li>District CFA's</li> <li>Just Right Book choices - monitor students' choices for Independent Reading</li> <li>Talking about books - share out</li> </ul>	<ul style="list-style-type: none"> <li>Training and review of how to use text sets to support curriculum</li> <li>PD on Balanced Literacy</li> <li>Budget for Classroom Libraries, bins, etc.</li> <li>Monies for teachers to attend training as needed (Literacy For All Conference)</li> <li>Release time to visit colleagues classrooms to see Interactive Read Alouds and text set organizations</li> <li>Classroom library pd</li> <li>Genre Study PD</li> </ul>

### Independent Reading Time Goals

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
<b>Kindergarten</b>		5	5	5	7	10	10	10	15	15
<b>First</b>	10	10	10	15	15	15	15	20	20	20
<b>Second</b>	15	20	20	25	30	30	35	40	45	45
<b>Third</b>	35	35	40	45	45	50	50	55	60	60
<b>Fourth</b>	40	45	50	55	55	55	60	60	60	60
<b>Fifth</b>	55	55	55	60	60	65	65	70	70	70

**School Improvement Goal 2: School Climate/Safety**

- Continually develop knowledge of school and district safety plans for students and staff.
- Analysis of Parent Feedback from the fall 2017, Panorama Survey. Determine focus area in February, 2017.
- Develop an appreciation for diversity and a variety of cultural customs with our students.
- Continue strong parent attendance at fall, winter and spring conferences in order to create a strong parent-teacher partnership.
- Support charitable causes through Teacher Dress Down Days that support school climate, our families and organizations.

**Identified Need**

- Based on the Spring 2016 Panorama Survey, valuing diversity was an area of focus the school chose to improve upon.
- Parent partnership is critical to student success.
- Staff support of charitable causes promotes a positive school climate.

**Measures/Outcomes/Performance Targets continued**

<p><b>Parent Conference Attendance</b> December 2017: 98%</p>	<p><b>Parent Conference Attendance</b> Spring, 2018 _____</p>	
<p><b>Staff Dress Down Days Charitable contributions</b></p> <p>2014-2015    Yearly Total: \$4,100. 2015-2016    Yearly Total: \$3,874. 2016-2017    Yearly Total: \$3,018.</p>		

<b>Problem of Practice</b> Our students are not exposed to enough diversity experiences that foster understanding of different cultural customs and values.			
<b>Theory of Action</b>	<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Support Needed (School Year)</b>
If all teachers incorporate a wide variety of cultural customs and traditions in their instruction, then our students and parents will recognize that the school values diversity.	<ul style="list-style-type: none"> <li>● K-5 read-alouds that highlight diversity such as cultural customs, traditions, celebrations, historical events, and exceptionalities</li> <li>● Morning meeting greeting in various languages including those representing students' cultural backgrounds.</li> <li>● Instructional units highlighting customs and cultural practices and history.</li> <li>● Provide opportunities for students to bring in items to share that are reflective of their traditions and customs.</li> <li>● Purposefully link all diversity activities and instruction to the importance of valuing and respecting differences</li> </ul>	<ul style="list-style-type: none"> <li>● Log of books read</li> <li>● Greetings at Morning Meeting</li> <li>● Lesson Plans/unit studies with a cultural theme</li> <li>● Student sharing schedule</li> <li>● Lesson Plan, parent newsletter</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom and Library books on the topics of culture, diversity, exceptionalities, customs</li> <li>● Guided reading books with diverse characters</li> <li>● Assemblies</li> <li>● Cultural night planning team, gelato or other ethnic foods, passport materials, and decorations such as flags and tablecloths.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultural night to highlight cultures that are represented in the building</li> <li>• Reorganize our Student Recognition assemblies to support the working schedule of parents as well as maintain rigorous instructional time in the classroom. The new recognition plan includes providing every staff member the opportunity to recognize students each month who display exemplary behavior (STARS Behavior). A postcard will go home to let the student and parents know they are being recognized for a specific exemplary action. The principal will recognize students with awards per yearly schedule: Nov., Jan., March , May 2017.</li> <li>• <b>Start With Hello</b> nation-wide initiative to promote</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural night with our families highlighting their various backgrounds, customs, food, dress and heritage</li> <li>• Monthly postcards sent home. Data in google docs maintained on number of recognitions.</li> <li>• Four times a year, students will be recognized for exemplary actions</li> <li>• Recognized students will be given star clings to hand in the school, a Principal’s Award and discretion on a token item (star mini-flashlight)</li> <li>• <b>Just Say Hello:</b> School bracelets, classroom diversity beads, connected chain school-wide, diversity and acceptance literature, classroom flags</li> </ul>	<ul style="list-style-type: none"> <li>• Postcards, stamps, tokens, principal award sheets;</li> <li>• Training of all staff in implementation</li> <li>• Ordering, funding and planning of connectedness activities for <b>Just Say Hello</b> initiative in February</li> </ul>
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	connectedness and kindness		
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<p><b>School Improvement Goal 3: Parent Engagement</b>          Moody School staff will develop strategies to support student success by strengthening school- family community partners.</p>
<p><b>Identified Need</b>          In order to support student success in the most supportive of methodologies, partnering with our parents is of utmost importance. To that end, our staff continually needs to establish a strong working relationship with our families. These strong working relationships will ultimately support student school success.</p>
<p><b>Measures/Outcomes/Performance Targets</b></p> <ol style="list-style-type: none"> <li>1. Continue tracking parent conference attendance fall and spring, with a goal of 95%-97% participation.</li> <li>2. A response rate goal of 80% on the fall Parent Feedback Panorama Survey.</li> <li>3. Every staff member will send out 6 student recognition postcards, this term (Nov-May 2017-2018). Data on the cards sent will be collated in a Google document by the classroom teachers.</li> </ol>
<p><b>Problem of Practice</b>          If parents aren't engaged in their child's academic and social school success, the achievement of all students will not meet the Tier I goal of 80-85% mastery for all students at their grade level. (See achievement data as a reference)</p>

Theory of Action	Action Steps	Evidence of Implementation	Support Needed (School Year)
<p>If the staff develops strong parent communication methodologies, then parent involvement will increase.</p>	<ul style="list-style-type: none"> <li>• Grade level teams to send out newsletters of some form (electronically or hard copy) updating parents regularly</li> <li>• School Messenger will be utilized for school and/or PTA updates</li> <li>• Attendance letters with staff follow-up will be utilized (KG attendance liaison)</li> <li>• Phone calls, emails, as well as recognitions to inform parents of positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Parent newsletters from grade level teams</li> <li>• PTA newsletters</li> <li>• School Messenger notices and emails</li> <li>• Electronic updates from teams using email or apps such as REMIND</li> <li>• Staff attendance at social events sponsored by PTA</li> <li>• Attendance letters sent out monthly</li> <li>• Principal’s Sunday, 6pm, weekly update message</li> </ul>	
<p>If the staff provides opportunities to recognize positive behavior, students will demonstrate model behaviors throughout the day with all staff.</p>	<ul style="list-style-type: none"> <li>• Every staff member will recognize students each month who display exemplary behavior (STARS Behavior). A postcard will go home to let the student and parents know they are being recognized for a specific exemplary action. The principal will announce all recognized students on the last</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly postcards sent home. Data in google docs maintained on number of recognitions.</li> <li>• Once a month, announcement will be made recognizing students’ exemplary actions</li> <li>• Recognized students will be given a principal’s award.</li> </ul>	<ul style="list-style-type: none"> <li>• Postcards, stamps, car magnets, training of all staff in implementation</li> </ul>

	<p>Friday of the month. Car magnets will be awarded monthly to students recognized.</p>		
<p>If the staff involves our parents with school initiatives that promote connectedness to each other and the wider community, then our school family connectedness will be strengthened.</p>	<ul style="list-style-type: none"> <li>• Staff attendance at PTA and social events</li> <li>• Parent awareness of connectedness and diversity activities including community outreach such as annual Grade 3 <b>Trees of Honor</b> Trip and school-wide Memorial Day flag ceremony</li> <li>• <i>Just Say Hello</i> nationwide initiative (promotes kindness and connectedness)</li> </ul>	<ul style="list-style-type: none"> <li>• Trees of Honor trip in November grade 3</li> <li>• Memorial Day flag ceremony</li> <li>• Girl Scout and PTA families decorating foyer seasonally</li> <li>• Panorama survey data</li> <li>• Conference attendance data</li> <li>• Climate team minutes</li> <li>• Staff meeting minutes</li> <li>• Climate meeting minutes which will include charitable giving to community organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment by staff to support charitable contributions for community organizations, as well as, our family support.</li> </ul>