

Purpose

The purpose of the school improvement planning process is to establish a clear set of shared goals, aligned with the District strategic plan, that inspire action and align efforts for student growth and achievement.

2016-17 School Improvement Plan Goals Review and Key Reflections

Goal	Results
Literacy: We will reduce the number of all students who scored NON-PROFICIENT in reading by 10% in the spring MCA III of 2017.	The goal was not met: The number of non-proficient readers increased by 2.5%
Math: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the Spring MCA III of 2017.	The goal was not met. The number of non-proficient students increased by 7.7%.
Climate: We will increase the frequency of positive social emotional interactions with students by providing more opportunities for the recognition of students displaying pro-social behaviors. In SY 16-17, 100% of our classrooms will recognize 1 Character Kid per classroom. In SY 16-17, we will recognize 2 Playground Heroes per month at our monthly building-wide meetings. In SY 16-17, we will measure the number of "Caught You's" awarded school wide at our monthly building wide meeting. Goal Getters will be recognized every month in individual classrooms. Goal Getter's will be recognized on a daily basis through the addition of daily Goal Getter Announcements.	<p>100% of our classrooms recognized a Character Kid one or more times in the 2016-2017 school year.</p> <p>Playground heroes were recognized at 44% of the building wide meetings in 2016-2017.</p> <p>"Caught You's" were awarded at every building wide meeting this year.</p> <p>Goal Getters were recognized in daily announcements during the school year.</p>

Key Reflections:

Reading: Our results reinforce the need for the current work of the district literacy team and the adoption of a K-5 curriculum with a vertically aligned scope and sequence based on state standards. Grade 5 implemented several new instructional strategies that led to improved results for the cohort. **Math:** After the first year of EM4 implementation, it was clear that additional work was needed in the alignment of MN standards to the curriculum. This work was completed this summer. **Climate:** The building wide meetings and student recognition meet the social emotional learning needs of the majority of our students. The adoption of a district wide social emotional learning curriculum will provide consistency for the students needing more comprehensive support.

2017-18 School Improvement Plan Goals, Strategies and Evaluation

Goal	Strategies	Evaluation
Literacy: Kindergarten: The percentage of students in low risk category on FAST (Composite of Literacy Assessment) will increase 15% from fall 2017 to spring 2018. Grades 1-5: The percentage of students* meeting their student growth	<ul style="list-style-type: none"> Establishment of a school literacy team that meets monthly comprised of grade level representatives and other stakeholders provide leadership, guidance, trouble-shooting and professional development in the areas of literacy. Explore individualized learning opportunities using technology based literacy tools. 	<ul style="list-style-type: none"> Kindergarten FAST Composite Literacy Assessment. Grades 1-5 NWEA MAP.

<p>target from fall to spring on NWEA MAP reading will meet or exceed:</p> <p>1st: 67.5% 2nd: 72% 3rd: 50% 4th: 69% 5th: 60%</p> <p>*Students must participate in fall and spring MAP assessments to have a score in this area.</p> <p><i>Strategic Plan Alignment: "Robust core subject instruction" and "Equitable opportunities and support for all career and college paths."</i></p>	<ul style="list-style-type: none"> • Continue successful implementation of technology-based literacy tools for 5th grade. • Read 180 implementation with ADSIS support. 	
<p>Math: 80% of students will score 80% or higher on selected quarterly Everyday Math unit tests.</p> <p><i>Strategic Plan Alignment: "Robust core subject instruction" and "Equitable opportunities and support for all career and college paths."</i></p>	<ul style="list-style-type: none"> • Establishment of a school math team that meets monthly comprised of grade level representatives and other stakeholders who will meet regularly to provide leadership, guidance, troubleshooting and professional development in the area of math. • Add Title I Math Interventionist to provide math interventions. • Complete district math committee work on standards alignment. • Implementation of newly created EM4 SMARTBoard lessons and/or EM4 ePresentations to guide and enhance instruction. 	<ul style="list-style-type: none"> • EM4 Unit Test Results.
<p>Climate: In order to increase positive behavior, we will implement the Second Step curriculum and continue our Character Education Traits to reduce minor and major behaviors by 10%, as measured by SWIS data by June 2018. (Baseline data: Average of the last three years.)</p> <p><i>Strategic Plan Alignment: "Building and fostering relationships – commitment to social/emotional health for all."</i></p>	<ul style="list-style-type: none"> • Implement Second Step curriculum. • Revise monthly character traits to align with Second Step. • Continue monthly building wide meetings. 	<ul style="list-style-type: none"> • SWIS data.