



Field Club School Improvement Plan at a Glance, 2019-2020

Schoolwide Strategy:

Collaboration and lesson planning using guaranteed and viable curriculum with fidelity.
Content and Language Learning Goals.

School Improvement Criteria	Coaching Look Fors
<p>Attendance/MTSSB:</p> <ul style="list-style-type: none"> ✓ By 2020, the percent of students experiencing chronic absenteeism will decrease from 13.05% to 7%. <p style="text-align: center;"><u>Content Specific Strategy:</u></p> <p>Data review, emphasis on building relationships with students, connect with families through education and social supports.</p>	<ul style="list-style-type: none"> ○ NEU practices (college bound expectations, college conversations) ○ Evidence of Class DOJO ○ Positive Specific Performance Feedback, 4:1 ○ Evidence of comfort zone ○ Use of a continuum of strategies to encourage positive behavior (Engagement Techniques, Mindfulness) ○ Multiple opportunities to respond (OTRs) <p style="text-align: center;">Section 3, Best Instructional Practices Handbook</p>
<p>Language Arts:</p> <ul style="list-style-type: none"> ✓ By 2020, will increase the percentage of students identified as being on track or college and career ready from 23% to 34% on NSCAS-ELA. ✓ Demonstrate an increase of 5% of students exceeding projected growth on MAP assessment by 2020. <p style="text-align: center;"><u>Content Specific Strategy:</u></p> <p>Systems of strategic actions: thinking-beyond-about the text (Continuum of Literacy, Fountas & Pinnell)</p>	<ul style="list-style-type: none"> ○ Language and learning goals posted, referenced throughout lesson ○ Direct instruction and conversations that reflect the network of processing Systems of Strategic Action (within-about-beyond text) ○ Evidence of differentiated instruction (leveled text) ○ Guided Reading instruction based on F&P Continuum, student level/needs <p style="text-align: center;">Section 11, Best Instructional Practices Handbook</p>
<p>Math:</p> <ul style="list-style-type: none"> ✓ By 2020, will increase the percentage of students identified as being on track or college and career ready from 20% to 30% on NSCAS-Math ✓ Demonstrate an increase of 5% of students exceeding projected growth on MAP assessment by 2020. <p style="text-align: center;"><u>Content Specific Strategy:</u></p> <p>Multiple Representations (CPA, use of manipulatives, number lines, word walls)</p>	<ul style="list-style-type: none"> ○ Language and learning goals posted, aligned, referenced throughout lesson ○ Evidence of Go Math Curriculum ○ Evidence of manipulatives, accessible to students, modeled by the teacher ○ Use of Concrete-Pictorial-Abstract sequence of instruction ○ Math visuals accessible and utilized by students ○ Use of number lines, models, drawings by teacher and student <p style="text-align: center;">Section 5, Best Instructional Practices Handbook</p>
<p>Science</p> <ul style="list-style-type: none"> ✓ By 2020, will increase the percentage of students identified as being on track or college and career ready from 33% to 42% on NSCAS-Science ✓ Demonstrate an increase of 5% of students exceeding projected growth on MAP assessment by 2020. <p style="text-align: center;"><u>Content Specific Strategy:</u></p> <p>Deepen knowledge and understanding of CCCR standards and curriculum: unpacking standards, evidence statements, utilize lesson planning tip sheet, planning/collaboration including common assessments.</p>	<ul style="list-style-type: none"> ○ Language and learning goals posted, referenced throughout lesson ○ Evidence of Pearson Learning Curriculum ○ Lessons reflect evidence of tip sheet ○ Common assessments administered, analyzed by teams <p style="text-align: center;">Section 14, Best Instructional Practices Handbook</p>
<p>English Learners:</p> <ul style="list-style-type: none"> ✓ By 2020, the percent of EL students taking ELPA exhibiting "On Track" Progress toward proficiency will increase from 49.02% to 55% <p style="text-align: center;"><u>Content Specific Strategy:</u></p> <p>Academic conversations and academic writing</p>	<ul style="list-style-type: none"> ○ Language and learning goals posted, referenced throughout lesson ○ Student wait time ○ Frequent opportunities for interaction ○ Conversation stems to model and promote language usage <p style="text-align: center;">Section 13, Best Instructional Practices Handbook</p>

The Destination Location for Teaching and Learning

Staff Meeting Dates	Grade Level Meeting Dates
<p>August 19th Learning Goals</p> <p>September 16th Guided Reading Practices</p> <p>September 30th Science</p> <p>October 28th Multiple Representations (The Why)</p> <p>November 4th Dojo check; Vertical Team Planning</p> <p>December 2nd MTSSB-Trauma Informed Teaching</p> <p>January 13th Test Practices Procedures/NSCAS/MAP/ELPA</p> <p>February 10th Language Goals/Academic Conversations</p> <p>February 24th Systems of Strategic Actions</p> <p>March 2nd Science continued</p> <p>March 30th Multiple Representations continued</p> <p>April 13th Mindfulness Practices/Engagement</p> <p>April 27th Year to Date PD Reflection</p> <p>May 11th. Data Review/Next Steps</p>	<p>September 19th</p> <p><i>September 26th (optional)</i></p> <p>October 3rd</p> <p><i>October 10th</i></p> <p><i>October 24th (optional)</i></p> <p>October 31st</p> <p><i>November 7th.</i></p> <p>November 21st</p> <p><i>December 5th</i></p> <p>December 19th</p> <p><i>January 9th</i></p> <p>January 16th</p> <p><i>January 23rd</i></p> <p>January 30th</p> <p><i>February 6th</i></p> <p>February 13th</p> <p><i>February 20th</i></p> <p>March 5th</p> <p><i>March 19th</i></p> <p>March 26th</p> <p><i>April 2nd</i></p> <p>April 9th</p> <p><i>April 16th</i></p> <p>April 23rd</p> <p><i>April 30th</i></p> <p>May 7th</p> <p><i>May 21st (optional)</i></p>

District GLMs (bold) will focus on deepening/ extending learning of material presented during the previous staff meeting.

Team GLMs (italic) are driven by specific grade level needs for additional collaboration and lesson planning. *Funded by CSI-Support for Improvement Grant.

District Professional Development /Curriculum Days

August 8th ELA and Math

September 20th ELA (Mastery Guides K-3), Dyslexia (Overview 4-6) and Math

September 23rd Academic Conversations

April 10th Professional Development Day

May 26th-27th Professional Development/Teacher Planning Days