

2021-2022 Continuous School Improvement Action Plan

HOWARD ELEMENTARY

Leadership Team

Who will be involved in the process? Guiding Coalition? It is important to have a team in place to lead and guide the work along. A variety of perspectives and backgrounds should be represented on the team, including someone with decision-making authority. Clarity on how the team functions and operates is essential as well as an explicit understanding of its relationships with other teams.

To: HOWARD ELEMENTARY

Please try not to change the format of the SIP Google Sheet. If you think you need to, please notify Jonathan Doll.

SIP or Guiding Coalition TEAM NAME:

TEAM MEMBER	POSITION	REPRESENTING	CONTACT	DATE ASSIGNED
Julie Schnitzler	Principal	School	jschnitzler@gips.org	2008
Astrid Guerrero	Kinder	Kinder	aguerrero@gips.org	2021
Emily Rush	First	1st Grade	eerush@gips.org	2021
Rebecca Larson	Second	2nd Grade	rlarson@gips.org	2019
Jacki Caldwell	Third	3rd grade team	jcaldwell@gips.org	2020
Amy Anderson	Fourth	4th Grade	aanderson@gips.org	2021
Jason Weseman	Fifth	5th Grade	jweseman@gips.org	2017
Missy Comeau	Special education teacher	special education	mchess@gips.org	2018
Melinda Sturgill	EL teacher		msturgill@gips.org	2021
Megan Ahrens	Academic Support Coach	K-5	mahrens@gips.org	2017
Tess Westover	Reading Specialist	Reading Interventionist	twestover@gips.org	2008

Assess Needs and Priorities:

[Add Link Workbook Here:](#)

[Link](#)

Includes data analysis, root cause process to get to action steps, high-leverage practices

Instructional Vision

District Success Areas:

Insert Success Area(s) here

#1 Every student has access to high-quality, culturally responsive, and engaging learning environments

#2 Every student will develop literacy skills across disciplines

#3 Every student is socially and emotionally equipped to thrive in school and in life

#4 every student will graduate as a college, career, and community-ready citizen

Building Goals
District Expectation: 1 Math, 1 Reading, 1 Positive Support Goal

Alignment to District Goal Area(s)
(Copy district goals area here)

<p>Overarching MAP Reading Building Goal: The overall percentage of students remaining proficient on MAP Reading from fall to spring will increase from 30% in 20 - 21 to 54% in 21 - 22.</p> <p>The overall percentage of K-1 students performing at or above benchmark on DIBELS will increase from K 71% and 1st 54% in the fall of 2021 to 77% in the spring of 2022.</p>	<p>Grade/Content DIBELS Goals: K: 71% to 80% 1: 54% to 77% MAP Reading goal 2: 41% to 54% 3: 26% to 40% 4: 50% to 54% 5: 49% to 60%</p>		<p>Excellent > 77% proficient Great > 54% but ≤ 77% proficient Good > 34% but ≤ 54% proficient Needs Improvement ≤ 34% proficient</p>
<p>Overarching MAP Math Building Goal:The overall percentage of students remaining proficient on MAP Math from fall to spring will increase from 31% in 20 - 21 to 54% in 21 - 22.</p>	<p>Grade/Content MAP Goals: K: 74% to 80% 1: 40% to 54% 2: 35% to 54% 3: 25% to 40% 4: 45% to 54% 5: 40% to 55%</p>		
<p>Overarching Positive Supports Building Goal:Reducing the number of major behavior incidents during non classroom environments (outside classroom setting) from 16 to 8 incidents</p>	<p>Buildings will not have individual grade level/content goals</p>		
<p>Theory of Action (elevator pitch to staff) As a building, we believe we can affect change within these areas, if we focus on:</p> <ul style="list-style-type: none"> • Academic Implementation Strategy #1 • Academic Implementation Strategy #2 • Positive Supports Implementation Strategy #1 		<p>Ensuring that ninety-five percent or more of scheduled instructional time is spent engaged in grade-level academic instruction, and the rigor of the learning target and student tasks are aligned with the rigor of standards. Question: Do we want to have this as a third strategy to focus on maybe 2nd semester? How frequently do teachers collaborate in teams to work on development, implementation, and analysis of formative assessments?</p> <p>Expected behaviors or rules for each of the non-classroom & classroom areas have been clarified for staff and teachers actively teach lessons on school-wide non-classroom and classroom expectations.</p>	
<p>Academic</p>			
<p>Academic Implementation Strategy #1</p>		<p>85% or more of scheduled math and ELA instructional time is spent engaged in high quality tier-1 instruction using CKLA Skills, Knowledge, and Origo materials.</p>	
<p>Component Area - Instruction (found on tab 3. Strategic Questions, Column A)</p>			
<p>Implementation Plan-Steps to Address Root Cause</p>			
<p>(3-5 Action Steps to Meet this Implementation Strategy. Pull these from workbook tab 4. PS Implementation Barriers, column E)</p>			
<p>Actions</p>	<p>Person (s) Accountable</p>	<p>Evidence of on-track progress</p>	<p>Resources</p>
<p>Julie, Megan, and L4L partners will conduct walkthroughs using the trendtracker. They will provide weekly and ongoing feedback on areas of success and areas improvement is needed.</p>	<p>Building principal, academic support coach, & teachers for self-audit</p>	<p>Time audit document data will show evidence of grade level teams time spent on grade-level academic content</p>	<p>Time audit document (will be linked later)</p>
<p>Based on the results from walkthrough data & self-time audit, SIP team will develop a plan for increasing academic engaged time and monitoring progress. This will be shared with grade level teams.</p>	<p>Principal, Academic Support Coach, SIP team members</p>	<p>SIP team will meet in October to review baseline data.</p>	<p>Resources will be determined based on our data.</p>
<p>Progress Review Updates (example timeframe below)</p>		<p>Once per trimester and shared with staff</p>	
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Provide professional development for teachers based on results of time audit data in order to maximize high-quality tier 1 instruction during plan time or staff meetings.	Principal, Academic Support, MTSS Coordinators, Curriculum Coordinators	Teachers implementing strategies from professional development learning	NDE Guides, professional development days and handouts	Once per trimester and shared with staff				
Teachers complete self-time audits in ELA & math classes to determine amount of time taught and lost to determine our progress toward goal.	Principal Teachers	Teachers log start and end of instruction for the week.	Schedule of classes Time-audit log	One week in September 20 -24, November 15 - 19, January 17 - 21, March 21 - 25				
Based trendtracker data from time audits, sprint coaching cycles and job imbedded professional learning will be provided when needed.	Principal, SECL, and Academic Support Coach	Documented sprint coaching cycles and goals	To be determined as needed.	Once per trimester and shared with staff				

[Explanation of status](#)

Academic Implementation Strategy #2

CKLA will be implemented in all grade-level classrooms with fidelity.

Component Area - Instruction (found on tab 3. Strategic Questions, Column A)

Implementation Plan-Steps to Address Root Cause

(3-5 Action Steps to Meet this Implementation Strategy. Pull these from workbook tab 4. PS Implementation Barriers, column E)

Actions	Person (s) Accountable	Evidence of on-track progress	Resources	Progress Review Updates (example timeframe below)
PLCs meet together to ensure they are following the district pacing guide.	PLC member	PLC agendas		
Classroom walkthroughs will be completed to monitor fidelity & provide feedback.	L4L team	Trendwalk data		
Teachers will analyze student data using the notice & wonder protocol to determine effectiveness of implementation of CKLA.	PLC team members	Howard Data Tracking of student learning	Notice & Wonder Protocol for Data (Venables, pg. 142)	
Using data rounds, teachers will use assessment data to guide instruction and accelerate student learning.	PLC team members	Data Round Schedules, MAP/Dibels results		October and February
Based on L4L and leadership team walks and sprint coaching cycle, job imbedded professional learning will be provided when needed.	L4L team, Principal, and Academic Support Coach	Documented sprint coaching cycles and goals	To be determined as needed.	Once per trimester and shared with staff

[Explanation of status](#)

Positive Supports

Positive Supports Implementation Strategy #1

Teachers will understand the rewards and consequences for student behaviors in common areas.

Component Area - Progress Monitoring (Found on tab 3. PS Strategic Questions, Column A)

Implementation Plan-Steps to Address Root Cause

(3-5 Action Steps to Meet this Implementation Strategy. Pull these from workbook tab 4. PS Implementation Barriers, column E)

Actions	Person (s) Accountable	Evidence of on-track progress	Resources	Progress Review Updates (example timeframe below)			
				30 Days	60 Days	90 Days	120 Days
Understand and apply the positive office referral system in each classroom	classroom teachers	POR spreadsheet & Monday morning slides	POR				
Review the Big 5 <i>office referral data</i> to make recommend strategies to implement to	Positive Beh. Team	Office documentation Data	Office documentation data				

Understand what behaviors are office-managed vs. classroom-managed		Classroom teachers	Classroom teachers handling minor issues in classroom vs. sending to the office	Observable Problem Behavior	Enter update				
Provide professional learning on classroom-managed behavior techniques to decrease office referrals		Academic Support Coach, SECL, principal, mentor	Decreased referrals by referring teacher	Observable Problem Behavior	Enter update				
					Enter update				
					Enter update				
Explanation of status									

Positive Supports Implementation Strategy #2 Teachers actively teach lessons on school-wide non-classroom and classroom expectations. Expected behaviors or rules for each of the non-classroom & classroom areas have been clarified for staff.

Component Area - Progress Monitoring (Found on tab 3. PS Strategic Questions, Column A)

Implementation Plan-Steps to Address Root Cause

(3-5 Action Steps to Meet this Implementation Strategy. Pull these from workbook tab 4. PS Implementation Barriers, column E)

Actions	Person (s) Accountable	Evidence of on-track progress	Resources	Progress Review Updates (example timeframe below)			
				30 Days	60 Days	90 Days	120 Days
Communicate the teaching of non-classroom expectations (hallway, recess, lunchroom, etc)	principal, teachers	posters hung in hallways	Playground Expectations 21-22 Safe, Respectful, Responsible Indicators	Enter update			
Reviewing of the Big 5 & sharing data/recommendations of interventions to staff	Positive Behavior Team	Communicate in Morning Memo Results					
Teachers will teach appropriate behavior within the classroom	teachers/staff	Posters in classroom	Be Safe, Resp., Resp Poster	Enter update			
				Enter update			
				Enter update			

[Explanation of status](#)

1. Status of Progress: List the status that applies

- No evidence of progress observed (RED)
- Some evidence of progress observed (YELLOW)
- On track to meet the goal (BLUE)
- Intended outcome has been achieved; evidence observed/received (GREEN)
- Not applicable at this time (ORANGE)

2. Provide the date and a description (including evidence) to support the level of progress reported