

# Lothrop Magnet Elementary School Improvement Plan 2019 - 2020

**Vision (Big Picture)**

To empower students with a growth-mindset that allows them to be goal setters, reflective problem solvers through academic and social accomplishments.

**Mission: (Approach)**

Every Student. Every Staff. Every Day. Prepared for Success.

**OPS/Lothrop Magnet’s Big Rocks: BIG ROCKS** help us attain our goals – Always refocus on our goals

**1. Guaranteed and Viable Curriculum**

- A+ Curriculum Guides- Teachers will monitor student progress and performance through the use of purposeful & deliberate planning.
- District Assessments- Teachers will monitor student progress and performance through the use of data. (Summative Assessments, MAP Testing)
- Teachers will post and reference learning goals in all areas
- Teachers will incorporate all components and minute allotments for each subject area

**2. Instructional Framework**

- Checking for Understanding – simple formative assessments, descriptive feedback, adjustment to instruction (mid-way through each lesson)

**3. Reading, writing, and Math Across all Content Areas**

- Teachers will utilize instructional strategies that reflect best practices.

ELA Goals	Math Goals	Science Goals
<p><b>District Intended Summative Outcome:</b> Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments will increase compared to the previous year.</p>		
<p><b>1. NSCAS Summative Goal</b> - For NSCAS ELA summative assessments, we will decrease the percent of non-proficient students by <b>10%</b> Overall Spring 2019 Rate <b>35%</b> <b>Spring 2019 rate: THIRD grade 39% FOURTH grade 30%</b> <b>Overall Spring Goal Rate for Spring 2020 41%</b> <b>Spring 2020 Goal rate: THIRD grade 45% FOURTH grade 37%</b></p> <p><b>2. MAP Interim Assessment Goals:</b> <b>a.</b> For Spring ELA MAP Growth Assessment, we will decrease the percent of non-proficient students by <b>10%</b> Overall Spring 2019 rate: <b>38%</b> Spring 2019 rate: THIRD grade <b>46%</b> FOURTH grade <b>30%</b> <b>Overall Spring 2020 goal rate: 44%</b> <b>Spring 2020 Goal rate: THIRD grade 52% FOURTH grade 37%</b></p> <p><b>b.</b> For Spring ELA MAP Growth Assessment, we will decrease the percent of students who did not meet growth projections by <b>10%</b> Overall Spring 2019 rate: <b>49%</b> Spring 2019 rate: THIRD grade <b>72%</b> FOURTH grade <b>39%</b> <b>Overall Spring 2020 goal rate: 54%</b> <b>Spring 2020 Goal rate: THIRD grade 74% FOURTH grade 45%</b></p>	<p><b>1. NSCAS Summative Goal</b> - For NSCAS MATH summative assessments, we will decrease the percent of non-proficient students by <b>10%</b> Overall Spring 2019 Rate <b>33%</b> <b>Spring 2019 rate THIRD grade 44% FOURTH grade 19%</b> <b>Overall for Spring 2020 goal rate 39%</b> <b>Spring 2020 Goal rate: THIRD grade 50% FOURTH grade 27%</b></p> <p><b>2. MAP Interim Assessment Goals</b> <b>a.</b> For Spring MATH MAP Growth Assessment, we will decrease the percent of non-proficient students by <b>10%</b> Overall Spring 2019 rate: <b>40%</b> Spring 2019 rate: THIRD grade <b>50%</b> FOURTH grade <b>23%</b> <b>Overall for Spring 2020 goal rate 46%</b> <b>Spring 2020 Goal rate: THIRD grade 55% FOURTH grade: 31%</b></p> <p><b>b.</b> For Spring MATH MAP Growth Assessment, we will decrease the percent of students who did not meet projected growth goals by <b>10%</b> Overall Spring 2019 rate <b>59%</b> Spring 2019 rate: THIRD grade <b>85%</b> FOURTH grade <b>21%</b> <b>Overall Spring 2020 Goal rate: 63%</b> <b>Spring 2020 Goal rate: THIRD grade 86% FOURTH grade 28%</b></p>	<p><b>2. MAP Interim Assessment Goals</b> <b>a.</b> For Spring SCIENCE MAP Growth Assessment, we will decrease the percent of non-proficient students by <b>10%</b> Overall Spring 2019 rate: <b>46%</b> Spring 2019 rate: THIRD grade <b>54%</b> FOURTH grade <b>37%</b> <b>Overall for Spring 2020 goal rate: 51%</b> <b>Spring 2020 Goal rate: THIRD grade 58% FOURTH grade 43%</b></p> <p><b>b.</b> For Spring SCIENCE MAP Growth Assessment, we will decrease the percent of students who did not meet projected growth goals by <b>10%</b> Overall Spring 2019 rate: <b>46%</b> Spring 2019 rate: THIRD grade <b>62%</b> FOURTH grade <b>28%</b> <b>Overall Spring 2020 goal rate: 52%</b> <b>Spring 2020 Goal rate: THIRD grade 65% FOURTH grade 35%</b></p>

## ELA

School Improvement Strategies	AQuESTT Tenant(s)	Success Criteria	Progress Monitoring	Monthly Timeline And Evidence		Monitor & Adjust	Budget Resource Alignment
A+ Curriculum Guides- Teachers will monitor student progress and performance through purposeful & deliberate planning.	College and Career Ready  Assessment	Lesson Plans reflect best practices and the use of <b>core resources</b> (Journeys, Storytown, Being a Writer) to deliver instruction based on state standards	Evidence observed during coaching visits and lesson plan checks	August September October November December	January February March April May	Upload adjust plan  Send notes of SIP Review meeting to CIS leadership	LLI Restock Rewards Prompting Guides Technology SATs MTSS-B (Environment) Student-Led Conferences Teacher Reflection and Goal Setting
District Assessments- Teachers will monitor student progress and performance through the use of <u>data</u> .	College and Career Ready  Assessment	Summative Assessments  Fall, Winter, Spring MAP Testing  Reading Mastery Guides	80% of students score basic, proficient, or advanced  Increase the number of students meeting expectations from one assessment to the next	August September October November December	January February March April May	Quarterly SIP Review meetings – October 28 <sup>th</sup> / January 13 <sup>th</sup> / March 9 <sup>th</sup> / May 4 <sup>th</sup>  Identify which progress monitoring measures were completed and achieved (provide evidence of success)  Identify which progress monitoring measures were not achieved (provide evidence of effort)	Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
Techers will post and reference learning goals	College and Career Ready  Assessment	Teachers will post learning goals 100%. Teachers will reference learning goals during the lesson 80% of the time.	Monthly Learning Walks	August September October November December	January February March April May		
Teachers will incorporate all components and minute allotments (MTSS-A)	College and Career Ready  Assessment	Teachers will provide guided reading instruction with opportunities for independent reading	Monthly Learning Walks	August September October November December	January February March April May		
Teachers will implement checks for understanding throughout each lesson to monitor and adjust instruction and student needs.	College and Career Ready	Teacher will use simple formative assessments, descriptive feedback, and adjust instruction when needed	Evidence during coaching visits				

# MATH

School Improvement Strategies	AQuESTT Tenant(s)	Success Criteria	Progress Monitoring	Monthly Timeline And Evidence		Monitor & Adjust	Budget Resource Alignment
A+ Curriculum Guides- Teachers will monitor student progress and performance through purposeful & deliberate planning.	College and Career Ready  Assessment	Lesson Plans reflect best practices and the use of <b>core resources</b> (Go Math!) to deliver instruction based on state standards with evidence of productive struggle and discourse.	Evidence observed during coaching visits and lesson plan checks	August September October November December	January February March April May	Upload adjust plan  Send notes of SIP Review meeting to CIS leadership	LLI Restock Rewards Prompting Guides Technology SATs MTSS-B (Environment) Student-Led Conferences Teacher Reflection and Goal Setting
District Assessments- Teachers will monitor student progress and performance through the use of <u>data</u> .	College and Career Ready  Assessment	Summative Assessments  Fall, Winter, Spring MAP Testing	80% of students score basic, proficient, or advanced. Increase the number of students meeting expectations from one assessment to the next  50% or more of grade level meeting agendas reflect time for staff to analyze assessment data	August September October November December	January February March April May	Quarterly SIP Review meetings – October 28 <sup>th</sup> / January 13 <sup>th</sup> / March 9 <sup>th</sup> / May 4 <sup>th</sup>  Identify which progress monitoring measures were completed and achieved (provide evidence of success)  Identify which progress monitoring measures were not achieved (provide evidence of effort)	Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
Techers will post and reference learning goals	College and Career Ready  Assessment	Teachers will post learning goals 100%. Teachers will reference learning goals during the lesson 80% of the time.	Monthly Learning Walks	August September October November December	January February March April May		
Teachers will incorporate all components and minute allotments (MTSS-A)	College and Career Ready  Civic Ready	Teachers will provide artifacts for productive struggle & discourse through high quality tasks	Evidence during coaching visits	August September October November December	January February March April May		
Teachers will implement checks for understanding throughout each lesson to monitor and adjust instruction and student needs.	College and Career Ready	Teacher will use simple formative assessments, descriptive feedback, and adjust instruction when needed	Evidence during coaching visits				

# SCIENCE

School Improvement Strategies	AQuESTT Tenant(s)	Success Criteria	Progress Monitoring	Monthly Timeline And Evidence		Monitor & Adjust	Budget Resource Alignment
A+ Curriculum Guides- Teachers will monitor student progress and performance through purposeful & deliberate planning.	College and Career Ready  Assessment	Lesson Plans reflect best practices and the use of <b>core resources</b> (Evidence Statements and Elevate science) to deliver instruction based on state standards with evidence of productive struggle and discourse.	Evidence observed during coaching visits and lesson plan checks	August September October November December	January February March April May	Upload adjust plan  Send notes of SIP Review meeting to CIS leadership	Technology MTSS-B (Environment) Student-Led Conferences Teacher Reflection and Goal Setting
District Assessments- Teachers will monitor student progress and performance through the use of <u>data</u> .	College and Career Ready  Assessment	Summative Assessments  Fall, Winter, Spring MAP Testing	80% of students score basic, proficient, or advanced. Increase the number of students meeting expectations from one assessment to the next  50% or more of grade level meeting agendas reflect time for staff to analyze assessment data	August September October November December	January February March April May	Quarterly SIP Review meetings – October 28 <sup>th</sup> / January 13 <sup>th</sup> / March 9 <sup>th</sup> / May 4 <sup>th</sup>  Identify which progress monitoring measures were completed and achieved (provide evidence of success)  Identify which progress monitoring measures were not achieved (provide evidence of effort)	Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
Teachers will post and reference learning goals	College and Career Ready  Assessment	Teachers will post learning goals 100%. Teachers will reference learning goals during the lesson 80% of the time.	Monthly Learning Walks	August September October November December	January February March April May		
Teachers will incorporate all components and minute allotments (MTSS-A)	College and Career Ready  Civic Ready	Teachers will provide artifacts for productive struggle & discourse through high quality tasks through science & engineering practices	Evidence during coaching visits	August September October November December	January February March April May		
Teachers will implement checks for understanding throughout each lesson to monitor and adjust instruction and student needs.	College and Career Ready	Teacher will use simple formative assessments, descriptive feedback, and adjust instruction when needed	Evidence during coaching visits				

**MTSS-B GOALS**

**WELLNESS GOALS**

**ATTENDANCE GOALS**

**District Intended Behavior Outcome:**

To increase the use of MTSS-B Essential Components and Effective Classroom Practices to increase learning time and improve classroom behavior. Resolutions for events entered in Infinite Campus will be reduce using the Behavior Dashboard.

**School MTSS-B Goal:** Increase the use of Effective Classroom Practices and school-wide use of specific positive feedback as measure on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI).

**Strategies (AQUESTT Tenets):**

1. Create a schoolwide behavior expectations matrix, lessons, visuals, and staff/student procedures to implement MTSS-B (Positive Partnerships, Relationships, and Success)
2. Develop and use the MTSS-B Action Plan to guide and document implementation (Positive Partnerships, Relationships, and Success)
3. Lessons, visuals, and expectations are implemented within the classroom (Positive Partnerships, Relationships, and Success)
4. Use of SAS to drive practices within the building and continue to gain SAS data (Positive Partnerships, Relationships, and Success)

**Strategies: Tier 1:**

1. Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier practices with a coach that attends coaches' trainings
2. Use the MTSS\_B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity
3. Attend Tier 1 Trainings as a team
4. Use schoolwide management strategies consistently across all settings

**Success Criteria: Tier 1**

1. Staff will teach, model, and practice behavior expectations using the lessons and language from the school's behavior matrix.
2. Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students.
3. Schoolwide acknowledgement system and behavior flowchart are used to reinforce student behavior.
4. Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.

**Progress Monitoring: Tier 1**

1. The MTSS-B Tier 1 team will monitor the implementation of Tier 1 practices through annual administration of the Self-Assessment Survey (SAS) and the Fiered Fidelity Inventory (TFI).

2. The MTSS-B Tier 1 team will use the Behavior Dashboard and other forms of data to determine trends in student behavior.

**Monitor and Adjust: Tier 1**

The MTSS-B Tier 1 team will review the Big Five Behavior data and create/monitor monthly Solution Plans to increase positive student behavior schoolwide.

The MTSS-B Tier 1 team will make necessary adjustments to lesson plans, acknowledgement systems, and other practices.

The MTSS-B Tier 1 team will provide ongoing professional development based on the needs identified by the team.

**District Intended Wellness Outcome:**

To increase the number of wellness strategies implemented district-wide

**School Wellness Goal:**

1. To increase physical activity for staff and student by increasing the number of participants for each activity by 10
2. Increase access to physical activity by offering 1 minutes of activity in addition to scheduled PE times during the school day.

**Strategies (AQUESTT Tenets):**

**Physical Activity**

1. Offer recess two times per day
2. Allow students time for movement throughout the day (Ex: Brain Breaks)

**School Based Activities that Related to Nutrition and Physical Activity (General Wellness)**

3. Present general health/wellness information at regular staff meetings
  - Stress Management
  - Benefits of Walking
  - How to Read a Nutrition Label, etc
4. Promote health/wellness messages in school communication
  - School newsletter
  - Website, etc

Strategy No.	Success Criteria	Progress Monitoring	Timeline	Results
1. Offer recess two times per day	New master schedule that includes two recesses per day.	Coaching Visits	Monthly	
2. Allow students time for movement throughout the day	Brain Breaks used during the school day	Coaching Visits	Monthly	
3. Present general health/wellness information at regular staff meetings	Agendas Sign-In Sheets	Meeting Minutes	Monthly	
4. Promote health/wellness messages in school communication	Newsletters Website Updates	Newsletters Website Updates	Monthly	

**District Intended Wellness Outcome:**

By promoting and increasing daily student attendance, our district will increase the number of students in the NOT CHRONIC (green) domain by 2%.

2018 – 2019 Achievement: \_\_\_\_\_ Goal Achievement: \_\_\_\_\_

**School Attendance Goal:**

1. Our school will increase the number of students in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.  
2018 – 2019 Achievement: \_\_\_\_\_ Goal Achievement: \_\_\_\_\_

**Strategies (AQUESTT Tenets):**

1. Our school will establish and maintain an Attendance Team to consist of the principal, counselor, attendance secretary, school support liaison, school nurse, and social worker. (AQUESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
2. The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports (AQUESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
3. Our school will increase awareness to promote increased attendance and district focus STRIVE FOR 95. (AQUESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Results
1. Our school will establish and maintain an Attendance Team to consist of the principal, counselor, attendance secretary, school support liaison, school nurse, and social worker.	School counselor makes phone calls to families of students who have reached 5 day milestones and document in Student Services contact log	Review Attendance Dashboard Data and review attendance barriers identified by families to school counselor and how to address these barriers.	Weekly	
3. Our school will increase awareness to promote increased attendance and district focus STRIVE FOR 95.	Staff engage daily with students promoting and recognizing attendance	The school/teachers will have a classroom incentive/recognition program.	School Program Implemented by the end of 1 <sup>st</sup> Semester, teacher program implemented by the end of 2 <sup>nd</sup> semester.	
	Teachers provide positive feedback to support daily attendance and promote future attendance	Provide professional development at staff meetings	Quarterly Walkthrough	
	Daily and Weekly Announcements provide attendance awareness and recognition	Review Attendance Dashboard and Class Data	Monthly	