

Refine Priority and Describe the Strategies/Actions

Refer to the SY2017-2018 reflection document, the results from the Action Plan Implementation Survey to the staff, and data from the Data Dip to refine the Priorities for School Improvement (if necessary). Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2018-2019 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Incorporate higher order thinking and questioning into standards-based instruction

Alignment to District Priority(s): Standards-Based Instruction – Higher Order Thinking

Priority 1

Combine a continued focus on higher order thinking skills with cooperative learning protocols which address problem solving and reasoning skills.

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	In-house PD around Cooperative Learning Protocols provided by the principal.	<ul style="list-style-type: none"> • Building Professional Practice Goal • Observed in classrooms • Posters • Increased student engagement • Less disruptive behaviors • Increased test scores (ownership of learning) 	<ul style="list-style-type: none"> • Observations • TeachPoint evidence (from teachers) • Student work samples • Test Data • Number of office referrals 	Monthly at PLT and/or Faculty Meetings SY 2018-2019	Principal (PD) Teachers (Implementation)
2.	Continued use of HOTS Posters in Classrooms	<ul style="list-style-type: none"> • Application of HOTS to Cooperative Learning Protocols • Referencing HOTS posters in classrooms • Students using academic language from the poster 	<ul style="list-style-type: none"> • Lesson plans, including HOTS • Observations • Student Work 	Weekly SY 2018-2019	Teachers
3.	Exploration of EL strategies SWRL, Sentence Frames, and Academic Discourse	<ul style="list-style-type: none"> • Improvement towards English language proficiency • Increased student participation • Strategies in use in all classrooms • Evident in student work 	<ul style="list-style-type: none"> • ACCESS scores • Observations • Lesson Plans (including SWRL, sentence frames) 	Ongoing SY 2018-2019	Principal (PD) Teachers (Implementation)

Aborn SIP Action Plan Year 3 School Year 2018-2019

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Identified Area of Need: Using data to improve student achievement vs. simply looking at the data.

Alignment to District Priority(s): Effective Instruction

Priority 2

Reframe and refine our data meetings to address next steps for student learning to ensure all students are getting what they need when they need it.

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	ELT Meetings will be held for All EOU math assessments at all grade levels.	<ul style="list-style-type: none"> Increased retake scores Increased achievement on all problem-solving unit assessments 	<ul style="list-style-type: none"> District overview document EOU Retake scores Rtl document ELT Attendance 	Biweekly PLT meetings	Math CIT Principal
2.	Use Data from ELT Meetings to Drive Tier II Math Support in the Classroom.	<ul style="list-style-type: none"> Observed small group / Tier II instruction Formative assessments used 	<ul style="list-style-type: none"> Rtl document Formative Assessment Data 	Ongoing SY 2018-2019	Teachers
3	DIBELs Meetings after each Benchmarking Period to Assess and Restructure Small Groups and Small Group Interventions.	<ul style="list-style-type: none"> Increased achievement in reading fluency and accuracy Ambitious gains in Progress Monitoring scores 	<ul style="list-style-type: none"> SPS Reports 	Once per benchmarking period at PLT meetings	Reading Teacher
4.	ELA Data Meetings - Once per Trimester to Assess and Restructure Small Groups along with DIBELs Benchmarking and Progress Monitoring Data.	<ul style="list-style-type: none"> Targeted Small Group Instruction Explicit instruction in Focus Strategy and Skill Academic Discourse and Vocabulary 	<ul style="list-style-type: none"> EOU Assessments Reading Comprehension (Reach) Formative Assessment data Observations Writing Samples 	Once per Trimester at PLT meetings	Principal

5.	Science Data Meetings - Once per Trimester to Review Data	<ul style="list-style-type: none">NoteBook lessons used consistentlyIncrease in Proficient and/or Advanced on Science MCASAcademic Discourse and Vocabulary	<ul style="list-style-type: none">EOU Science Assessment dataObservationsScience Writing	Once per Trimester at PLT meetings	Principal
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