

School Improvement Plan 2014-2015

School: Mountain View Elementary School

Principal: James Martin

PURPOSE: The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next school year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school goals.

LIST SCHOOLWIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8th Grade Algebra, 2nd Grade L Arts, Graduation Rate)			
MATH BASELINE PROFICIENCY	MATH PROFICIENCY GOAL	LANG. ARTS BASELINE PROFICIENCY	LANG. ARTS PROFICIENCY GOAL	SCIENCE BASELINE PROFICIENCY	SCIENCE PROFICIENCY GOAL	<small>Implement systematic, explicit anti-bullying and anti-harassment curriculum K-5 with home components</small> BASELINE	<small>Implement systematic, explicit anti-bullying and anti-harassment curriculum K-5 with home components</small> GOAL	<small>Consistent weekly communication with families about student performance and progress.</small> BASELINE	<small>Consistent weekly communication with families about student performance and progress.</small> GOAL
2012-2013	2014-2015	2012-2013	2014-2015	2012-2013	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
72		64		37			10% fewer	60% logs	100% logs

CORE PLAN: TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED

SCHOOL PERFORMANCE CHALLENGES	YEAR-END PERFORMANCE RESULTS	ROOT CAUSES OF PERFORMANCE CHALLENGE	ACTIONS TO ADDRESS ROOT CAUSES(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR-END GOAL
We have 63% of our students passing the end-of-year assessment.	We would expect to see at least 71% of our students passing the end-of-year assessment.	<ul style="list-style-type: none"> *Sufficient resources to support non/struggling readers *Help for proficient students to continue their growth *Lack of clarity regarding specific, diagnostic assessments to inform instructional interventions *Lack of consistency with regard to instructional interventions, particularly for early reading interventions 	<ul style="list-style-type: none"> • Select common diagnostic assessments that will assist in placing struggling students in reading classes for the 2014-15 year. Use the language arts department and language arts coach as resources in selecting these assessments. • Based on the results of screening and diagnostic assessments, we will identify students needs and align these needs with an appropriate intervention track. 	<p>Spring of 2014</p> <p>First month of school</p>	<p>Team leaders, principal</p> <p>Teachers, administration</p>	<p>There will be identified assessments to be used for every student (e.g., screeners) and assessments to be used for students who are struggling (i.e., diagnostic). Both will be used in individual language arts plans for students.</p> <p>*We will see improvement on the language arts interims administered every 5-6 weeks. Students who do not pass the interim the first time will, after reteach, be able to pass it the second time.</p> <p>There will be a plan in place by the end of September 2014 for all students, focused on reading needs and</p>

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			<ul style="list-style-type: none"> We will choose specific curricula to respond to the needs of students at various levels of reading need. 	Spring 2014	Team leaders, administration	<p>accompanied by a service track. The plans will be developed during teacher planning times and PLCs.</p> <p>There will be consistent and research-based curricula used that addresses the specific needs of students at particular instructional reading tracks. This will be in place, with appropriate professional development, by the end of September 2014. Professional development will occur during faculty meetings.</p>
We have 74% of our students passing the end-of-year math assessment.	We hope to increase our math proficiency level to 80%.	<p>*Logic seems to be a struggle for students in navigating math concepts.</p> <p>*Teacher struggle providing differentiated support for students who have math gaps--they have knowledge gaps that make accessing grade-level content more difficult.</p> <p>*Students struggle with the language of math (academic vocabulary).</p>	<ul style="list-style-type: none"> Build in fluency practice every day for every student K-5. 	Grades 1-5: September 2014 Kindergarten: January 2015	Principal, team leaders, grade-level teams	Data from fluency checks (e.g., CBMs) will be documented and shared. Additional interventions for students requiring more time with fact fluency will be put in place. Students will make progress as reflected on math interim assessments (every 5-6 weeks).

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			<ul style="list-style-type: none"> Increase use of higher-order thinking questions in math with attention to problem solving strategies. Identify problems from Math Expressions that will require students to employ principles of logic to solve. Model how to progress through the logical thinking process, perhaps using a graphic organizer agreed to by each grade level team. During math PLCs, teams will practice the creation of questions at Depth of Knowledge (DOK) levels 2 and 3 to help students probe deeper into math content. Coaches will help teachers identify content, graphic organizers, and questions. Teams will also develop standardized questions to use such as "How can I solve it?," "Explain how you could solve this," and "What other strategies can you use?" We will more explicitly teach academic math vocabulary to students. There will be a book group held during faculty meetings around building academic vocabulary. The book group will be facilitated by a teacher. Math vocabulary cards will be reproduced and used in the classroom as they are needed (not displayed from the beginning of the year). 	<p>September-October 2014</p> <p>September-December 2014</p>	<p>Principal, team leaders, grade-level teams, coaches</p> <p>Principal, team leaders</p>	<p>Students will write responses to questions at DOK levels 2 and 3 during math. Writing will be shared and discussed during PLCs. Writing evidence will reveal students better able to grapple with questions at DOK levels 2 and 3.</p> <p>Teachers will have math vocabulary posted. Math vocabulary will be included in the 5-6 week plan.</p>
<p>Only 37% of our fourth and fifth graders are passing the end-of-year science test.</p>	<p>We would expect 60% of our students to be at proficiency by the end of the school year 2014-15.</p>	<p>*time to teach science</p> <p>*science materials and resources for all grade levels</p> <p>*background knowledge in science in the lower grades</p>	<ul style="list-style-type: none"> Hire a science teacher to teach science grades K-5. Make sure the science teacher has collaboration time with grade level teams. 	<p>Spring 2014</p>	<p>Principal</p>	<p>The science teacher will meet with grade level teams before the start of an interim block to collaborate on a 5-6 week plan. He/she will then meet with the team at the end of the block to review data and plan for reteach. We will increase the percentage of students passing interims by a minimum of 5% each time.</p>

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			<ul style="list-style-type: none">We will buy materials and generate science kits. Teachers will be compensated for up to 4 hours of work to create the kits. The focus in the creation of the kits will be science literacy and hands-on experiences.	Summer 2014	Principal, science teacher, one teacher each grades 3, 4, and 5	The kits will be assembled and used. There will be more science materials, particularly leveled science texts, for use during language arts. We will see improvement on science interims administered every 5-6 weeks.