



Department Improvement Plan SY 2018-2019

SMART Goal #1

Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.

Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.

Actions, Strategies and Interventions	Funding (Source & Amount)	Timeline	Indicators of Success	2017-22 Strategic Plan (Check all that apply)
<p><b>Effective and Appropriate Instruction</b> – K-6<sup>th</sup> grade teachers will provide effective AZ College and Career Ready Standards-based instruction appropriate for age and educational backgrounds of students.</p>	<p>Purchase Ready Gen Curricula</p> <p>Professional Development Costs</p>	<p>08/18-09/19</p>	<p>Lesson plans will contain standards alignment between Learning Goals and Assessment to measure mastery of standards through Ready Gen implementation.</p> <p>Walk-through Observations – SRES Teachers will be rated a 2 or higher on Standard 3 of the SRS Evaluation Tool.</p> <p>Formal Evaluations – SRES Teachers will average a score of 2.5 on Standard 1C: <i>Designs Coherent Instruction</i>.</p>	<p><input checked="" type="checkbox"/> Increase Student Achievement to Cultivate Highly Achieving Schools</p> <p><input type="checkbox"/> Recruit, develop, and retain teachers, students, and staff</p> <p><input type="checkbox"/> Increase positive and consistent involvement from students, staff, family, Community, and stakeholders</p>
<p><b>Tiered Instruction</b> – The level of assignments are varied so all students have a chance to find success and make progress.</p>		<p>09/18-05/19</p>	<p>Differentiated instruction is provided for students through flexible grouping, sheltered instruction, tiered assignments and scaffolds for learning in collaboration with support staff through Ready Up implementation.</p> <p>ELA teachers will share progress monitoring data in their grade level PLC twice per month and identify students who are not making adequate progress.</p>	<p><input type="checkbox"/> Become a School of Choice for the Community</p>



Department Improvement Plan SY 2018-2019

			Teachers present concerns with students in reading through the 45 Day Screening instrument and if needed have completed the process for Student Success Team.
<p><b>Assessment:</b></p> <p>The Teaching and Learning Cycle is implemented daily to help measure student learning toward mastering standards using formative and summative assessments, progress monitoring, and pre and post assessments.</p>		09/18-05/19	<p>Work samples and assessments will align to grade level standards.</p> <p>Rubrics are developed to align with assignments and grade level standards.</p> <p>Students' progress towards mastery of the Standard is assessed consistently; data is collected frequently and is used to make instructional decisions at the classroom, grade level, and school level.</p>

Describe how your SMART Goal will be monitored throughout the year:

1. *Lesson plans* will be collected weekly by each grade level and reviewed by administrators. Grade levels will be provided feedback on standards alignment between Learning Goals and Assessment to measure mastery of standards through Ready Gen implementation.
2. *Walk-through Observations* – Site Instructional Leaders will observe classroom instruction and provide feedback to each teacher at least six times per quarter.
3. *Formal Evaluations* – SRES Teachers will average a score of 2.5 on Standard 1C: *Designs Coherent Instruction* as measured by Standards for Success data twice per year.
4. Lesson plans include multiple opportunities for learning, including: whole group, small group, and 1:1 instruction as needed throughout the day.
5. Teachers will analyze alignment of work samples and assessment to grade level standards three times per year.
6. *Teachers will analyze rubric with assessment and grade level standards three times per year.*
7. Assessment data is reported consistently as documented by the Ready Gen Selection Test Student Progress Chart.



Department Improvement Plan SY 2018-2019

- 8. Leadership Team will monitor progress on goals once per quarter by reviewing the most current data and artifacts collected that support progress towards the goal.

SMART Goal #2

*Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.*

*Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.*

Actions, Strategies and Interventions	Funding (Source & Amount)	Timeline	Indicators of Success	2017-22 Strategic Plan (Check all that apply)
<p><b>Effective and Appropriate Instruction</b> – K-6<sup>th</sup> grade teachers will provide effective AZ College and Career Ready Standards-based instruction appropriate for age and educational backgrounds of students.</p>		08/18-09/19	<p>Lesson plans will contain standards alignment between Learning Goals and Assessment to measure mastery of standards through EngageNY implementation.</p> <p>Walk-through Observations – SRES Teachers will be rated a 2 or higher on Standard 3 of the SRS Evaluation Tool.</p> <p>Formal Evaluations – SRES Teachers will average a score of 2.5 on Standard 1C: <i>Designs Coherent Instruction</i>.</p>	<p><input checked="" type="checkbox"/> Improve Student Achievement to Cultivate Highly Achieving Schools</p> <p><input type="checkbox"/> Recruit, develop, and retain teachers, students, and staff</p> <p><input type="checkbox"/> Increase positive and consistent involvement from students, staff, family, Community, and stakeholders</p>
<p><b>Tiered Instruction</b> – The level of assignments are varied so all students have a chance to find success and make progress.</p>		09/18-05/19	<p>Differentiated instruction is provided for students through flexible grouping, sheltered instruction, tiered assignments and scaffolds for learning.</p> <p>Math teachers will share progress monitoring data in their grade level PLC twice per month and identify students who are not making adequate progress.</p>	<p><input type="checkbox"/> Become a School of Choice for the Community</p>



Department Improvement Plan SY 2018-2019

			Teachers present concerns with students in math through the 45 Day Screening instrument and if needed have completed the process for Student Success Team.
<b>Assessment:</b>  The Teaching and Learning Cycle is implemented daily to help measure student learning toward mastering standards using formative and summative assessments, progress monitoring, and pre and post assessments.		09/18-05/19	Work samples and assessments will align to grade level standards.  Students' progress towards mastery of the Standard is assessed consistently; data is collected frequently and is used to make instructional decisions at the classroom, grade level, and school level.

Describe how your SMART Goal will be monitored throughout the year:

1. *Lesson plans* will be collected weekly by each grade level and reviewed by administrators. Grade levels will be provided feedback on standards alignment between Learning Goals and Assessment to measure mastery of standards through EngageNY implementation.
2. *Walk-through Observations* – Site Instructional Leaders will observe classroom instruction and provide feedback to each teacher at least six times per quarter.
3. *Formal Evaluations* – SRES Teachers will average a score of 2.75 on Standard 1C: *Designs Coherent Instruction* as measured by Standards for Success data twice per year.
4. Lesson plans include multiple opportunities for learning, including: whole group, small group, and 1:1 instruction as needed throughout the day.
5. Teachers will analyze alignment of work samples and assessment to grade level standards three times per year.
6. Assessment data is reported consistently as documented by the Student Progress Chart.
7. Leadership Team will monitor progress on goals once per quarter by reviewing the most current data and artifacts collected that support progress towards the goal.



Department Improvement Plan SY 2018-2019

SMART Goal #3

*The average proficiency rate of Full Academic Year (FAY) K-6 students will increase from 5% - 15% as measured by End of Year (EOY) Performance Based Assessments (PBAs) in which proficiency is an average score of 15 on the Ready Gen Writing Rubric.*

Actions, Strategies and Interventions	Funding (Source & Amount)	Timeline	Indicators of Success	2017-22 Strategic Plan (Check all that apply)
<p><b>Implementation of Ready Gen Writing Curriculum</b>                      Teachers will implement with 100% fidelity the writing portion of the Ready Gen curriculum.</p> <p>Rubrics will be used to evaluate student writing and to monitor progress of student writing samples throughout the year.</p> <p>Writing foundations and organizational skills will be taught to students as needed as teachers gain more knowledge and training on writing instruction in the K-6 classroom.</p>	<p>Adoption of Ready Gen Curriculum</p> <p>Funds needed for Professional Development in Writing instruction</p>	<p>09/18-05/19</p>	<p>ReadyGen Writing lessons and Performance Based Assessments are used exclusively during the ELA Block</p> <p>ReadyGen Writing Rubric for Narrative or Informative Writing are used to evaluate student writing samples in all classrooms. Feedback is provided to students in a timely manner by each teacher.</p> <p>Professional Learning opportunities are attended by teachers and their learning is implemented into the classroom lessons consistently</p>	<p><input checked="" type="checkbox"/> Improve Student Achievement to Cultivate Highly Achieving Schools</p> <p><input type="checkbox"/> Recruit, develop, and retain teachers, students, and staff</p> <p><input type="checkbox"/> Increase positive and consistent involvement from students, staff, family, Community, and stakeholders</p> <p><input type="checkbox"/> Become a School of Choice for the Community</p>

Describe how your SMART Goal will be monitored throughout the year:

**Department Name: Salt River Elementary School**



**Department Improvement Plan SY 2018-2019**

1. ReadyGen Writing lessons and Performance Based Assessments are used exclusively during the ELA Block by all teachers as observed during classroom observations and evaluations
2. Lesson plans will be collected weekly from each grade level and reviewed by administrators. Grade levels will be provided feedback on inclusion of ReadyGen writing and/or PBAs within the ELA Block,
3. ReadyGen Writing Rubric for Narrative or Informative Writing are used to evaluate student writing samples in all classrooms as measured by data included on the Writing Keystone Checklist.
4. Students will increase their score for *Organization* by 2% each quarter as measured by writing rubric data in which a score of 3 is proficient.
5. Leadership Team will monitor progress on goals once per quarter by reviewing the most current data and artifacts collected that support progress towards the goal

**Department Professional Development Plan**

**Professional Learning Goal(s):**



Department Improvement Plan SY 2018-2019

During the 2018-2019 school year, we will:

- maximize student learning by creating and sustaining high expectations with a focus on rigor and relevance;
- work with a collaborative team to embed formative assessment practices into daily instruction;
- continually review student data to look for individual students who are not performing to their potential;
- use student formative assessment data to effectively differentiate to meet the needs of our students;
- evaluate students and report to families their mastery of standards based on Arizona College and Career Ready Standards;
- strive to create a positive climate in our classrooms and
- enhance the culture of our school by actively participating in a collaborative book study and implementing new strategies learned.

DATE(S) & TIME	SIP Goal	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
07/24-26/18 8:00 – 4:00 Division PD	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>The average proficiency rate of Full Academic Year (FAY) K-6 students will increase from 5% - 15% as measured by End of Year (EOY) Performance Based Assessments (PBAs) in which proficiency is an average score of 15 on the Ready Gen Writing Rubric.</i></p>	Ready Gen Implementation	K. Tucker  Pearson Presenters	Title II	<p>PD Evaluation will be collected and analyzed to gauge teacher’s level of understanding, ease of use of new program in the K-6 classroom and to identify Next Steps for presenters.</p> <p>Lesson Plans will be collected and feedback provided.</p> <p>Classroom Walkthrough Data will be collected to evaluate implementation of ReadyGen in the ELA Block.</p>
07/31/18 7:30 – 4:00 Site PD	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading from 129</i></p>	SRES All Staff Training: Danielson Framework: Domain II	A. Guerrero		Classroom/Whole School Procedures are identified and put into practice in all classrooms/grade levels on Day 1 and beyond as evidenced by student actions



Department Improvement Plan SY 2018-2019

	<p>students to 85 students as measured by Spring NWEA reading data.</p>	<p>Analyze Spring Data anonymously. Share data with current and former teams. Make the connection between AZ MERIT results and MAP by completing Projecting Proficiency (3<sup>rd</sup>-6<sup>th</sup>)</p> <p>Standards-based Grading &amp; Reporting: PLDs</p>	<p>Melody Herne Dr. Guerrero</p> <p>Dr. Guerrero</p>		<p>&amp; behaviors both inside and outside the classroom.</p> <p>Begin to understand RIT scores and identify where students land. Formulate a plan for students below and above the expected RIT score.</p> <p>Create a Class/Grade Data Wall.</p> <p>Use the PLDs to evaluate students at each Standard &amp; to explain grading to parents.</p>
<p>08/02/18 Division PD</p>	<p><b>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</b></p> <p><b>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</b></p>	<p>“Engaged Learner Part 1” Framework for Teaching (FFT): <i>Assignments Matter</i></p>	<p>Curriculum &amp; instruction Team</p>	<p>Framework for Teaching Book &amp; Template</p>	<p>Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.</p>
<p>08/03/18 Site PD</p>		<p>Grading in NASIS</p>	<p>Dr. Guerrero</p>	<p>Laptop Student grades</p>	<p>Teachers will enter grades into NASIS by category and assignment using the Decaying Average formula to determine ending proficiency.</p>





Department Improvement Plan SY 2018-2019

<p>08/10/18 1:30 – 4:00 Division PD</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	<p>“Engaged Learner Part 2 (Declaration Of Independence)” Framework for Teaching (FFT): <i>Assignments Matter</i></p>	<p>Curriculum &amp; instruction Team</p>	<p>Framework for Teaching Book &amp; Template</p>	<p>Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.</p>
<p>08/13-14/18 Common Plan/ (60 minutes)</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p>	<p>NWEA Data Analysis: Analyze a CLASS Report Identify The Bottom 25%, (0-10%. 11-25%) 26% - 49% &amp; 50% and above</p>	<p>Melody Herne Dr. Guerrero</p>	<p>Laptops Data Analysis Templates</p>	<p>Teachers will identify subgroups of students and determine a learning path for each group.</p>



Department Improvement Plan SY 2018-2019

	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i>				
<b>08/20-21/18 Common Plan (60 minutes)</b>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p>	Ready Gen Implementation	K. Tucker		<p>PD Evaluation will be collected and analyzed to gauge teacher’s level of understanding, ease of use of new program in the K-6 classroom and to identify Next Steps for presenters.</p> <p>Lesson Plans will be collected and feedback provided.</p> <p>Classroom Walkthrough Data will be collected to evaluate implementation of ReadyGen in the ELA Block.</p>
<b>08/24/18 12:30 – 130 Site Meeting</b>	Mandatory Staff Training	CPS Training	Victoria Corlett		Staff will follow the procedures for mandatory reporting throughout the year.
<b>08/24/18 1:30 – 4:00 Site PD</b>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p>	<p>Progress Monitoring: Data Walls &amp; Data Binders</p> <p>NWEA SKILLS Checklist &amp; Growth Screeners</p>	NWEA Trainers		<p>Teachers will use progress monitoring throughout the year and analyze data in their PLC.</p> <p>Teachers will identify subgroups of students and determine a learning path for each group using most recent data.</p>



Department Improvement Plan SY 2018-2019

	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>				
09/5-6/18 Common Plan	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p>	Initial Placement in Tiered System of Supports (ELA)	Kathy Tucker Dr. G	Templates	By Monday, September 10 <sup>th</sup> Intervention Groups will be formed and begun in 1 <sup>st</sup> – 6 <sup>th</sup> .
<b>DATE(S)</b>	<b>SIP GOAL</b>	<b>PD TITLE</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES &amp; FUNDING SOURCE</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>
9/10-11/18	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p>	NWEA Data Analysis: Analyze Class Breakdown Report and Learning Continuum	Melody Herne Dr. Guerrero	Laptops Data to Instruction Framework	<p>Teachers will identify skills needed of each identified sub group at the grade level. Identify growth goals for each student.</p> <p>Explore Edgenuity for student use in small group instruction/intervention.</p>



Department Improvement Plan SY 2018-2019

	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>				
<p><b>09/12/18</b> <b>08:00 – 2:30</b></p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	<p>Math 20/20 Classroom Walkthroughs</p>	<p>S. Olmos A. Guerrero</p>	<p>Math 20/20 Rubric</p>	<p>Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.</p>
<p><b>09/14/18</b> <b>Staff Meeting</b> <b>12:30-1:30</b></p>	<p>Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022</p>	<p>Creating a School Family Book Study</p>	<p>Staff members</p>	<p><u>Creating a School Family Book</u></p>	<p>Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.</p> <p>Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers</p>
<p><b>09/14/18</b> <b>1:30 – 4:00</b> <b>(Division PD)</b></p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p>	<p>“The Quality Assignment” (Declaration of Independence)</p>	<p>Curriculum &amp; instruction Team</p>	<p>Framework for Teaching Book &amp; Template</p>	<p>Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.</p>



Department Improvement Plan SY 2018-2019

	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>				
<p>Week of 09/17/18 Common Plan</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	<p>45 Day Screeners</p>	<p>Dr. G Teachers</p>	<p>45 Day Screeners  Cumulative files</p>	<p>Teachers will review and/or create 45 Day Screeners for 100% of their students and present them for review to the Principal.</p>



Department Improvement Plan SY 2018-2019

Week of 09/24/18 Common Plan	No Meeting Scheduled	Standards-based Grading & Reporting	Individual Teachers	Gradebook NASIS Report Card Template	Teachers will analyze grades for the quarter and report to families through Standards-Based Report Card Template
10/03-4/18 Common Plan	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	Math 20/20	S. Olmos A. Guerrero		Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.
10/05/18 12:30-1:30 Staff Meeting	Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022	Creating a School Family Book Study	Staff members	<u>Creating a School Family Book</u>	Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
DATE(S)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
10/05/18 1:30 – 4:00 Site PD		NASIS Gradebook			Grades entered and posted into Standards-Based Report Card K-6
Week of 10/15-16/18	No Meeting – Math 20/20 on 10/18				



Department Improvement Plan SY 2018-2019

Common Plan					
<p>10/18/18 3:00 – 5:00</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	<p>Math 20/20 Teacher Workshop</p>	<p>S. Olmos A. Guerrero</p>		<p>Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.</p>
<p>Week of 10/22-23/18 Common Plan <b>Dr. G &amp; Gayl out at training</b></p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p>	<p>Ready Gen Implementation</p>	<p>K. Tucker</p>		<p>PD Evaluation will be collected and analyzed to gauge teacher’s level of understanding, ease of use of new program in the K-6 classroom and to identify Next Steps for presenters.</p> <p>Lesson Plans will be collected and feedback provided.</p> <p>Classroom Walkthrough Data will be collected to evaluate implementation of ReadyGen in the ELA Block.</p>
DATE(S)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
<p>10/26/18 12:30-1:30 Staff Meeting</p>	<p>Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies</p>	<p>Creating a School Family Book Study</p>	<p>Staff members</p>	<p><u>Creating a School Family Book</u></p>	<p>Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.</p>





Department Improvement Plan SY 2018-2019

	Self-Assessment: A Tool for Teachers by the end of SY 2022				Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
<p>10/26/18 1:30 – 4:00 Division PD</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	Collaborative analysis of assignments	Curriculum & instruction Team	Framework for Teaching Book & Template	Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.
<p>Week of 10/29/18 Common Plan</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p>	10/29 & 10/30 Educational Technology in the Classroom	K. Tucker		Teachers will be observed to utilize educational technology in their classroom as observed by classroom observation data.





Department Improvement Plan SY 2018-2019

DATE(S)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
Week of 11/5/18 Common Plan	TBD				
11/09/18 12:30-1:30 Staff Meeting	Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students' development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022	Creating a School Family Book Study	Staff members	Creating a School Family Book	Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
11/09/18 1:30 – 4:00 Division PD	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	Developing Rubrics	Curriculum & instruction Team	Framework for Teaching Book & Template	Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.



Department Improvement Plan SY 2018-2019

Week of 11/19 Common Plan	TBD				
Week of 11/26/18 Common Plan	TBD				
Week of 12/3/18 Common Plan	No Meeting Scheduled	Standards-based Grading & Reporting	Individual Teachers	Gradebook NASIS Report Card Template	Teachers will analyze grades for the quarter and report to families through Standards-Based Report Card Template
12/12-13/18 Common Plan	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i>  <i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i>	Math 20/20	S. Olmos A. Guerrero		Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.
12/19-20/18 Common Plan	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i>  <i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i>  <i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the</i>	NWEA Data Analysis	Melody Herne	Laptops Data Analysis Templates	Teachers will use NWEA Reports to plan instruction and intervention with flexible groups based on data.



Department Improvement Plan SY 2018-2019

DATE(S)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
	<p><i>first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>				
<p><b>01/07/19 All Staff In-Service 7:30 – 4:00</b></p>	<p><i>Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022</i></p>	<p>Conscious Discipline</p>	<p>Loving Guidance trainer</p>	<p>Funds for: Presenter’s fees &amp; travel Meeting space</p>	<p>Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.</p> <p>Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers</p>
<p><b>01/11/19 12:30-1:30 Staff Meeting</b></p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p>	<p>NWEA Data Analysis: Analyze a Class Report, Class Breakdown Report &amp; Achievement Status &amp; Growth Report</p>	<p>Melody Herne</p>	<p>Laptops Data Analysis Templates</p>	<p>Teachers will use NWEA Reports to plan instruction and intervention with flexible groups based on data.</p>



Department Improvement Plan SY 2018-2019

	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i>				
01/11/19 1:30 – 4:00 Division PD	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	Analysis of Assignment and Rubric	Gayl Howell & Team		Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.
<b>DATE(S)</b>	<b>SIP GOAL</b>	<b>PD TITLE</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES &amp; FUNDING SOURCE</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>
Week of 01/14/19 Common Plan Dr. G @ Elevate Training	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i>	Progress Monitoring: Data Walls & Data Binders	Melody Herne	Laptops Data Data Binders	Teachers will use NWEA Reports to plan instruction and intervention with flexible groups based on data.



Department Improvement Plan SY 2018-2019

	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>				
<p>Week of 01/21/19 Common Plan</p>	TBD				
<p>01/25/19 12:30-1:30 Staff Meeting</p>	<p>Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022</p>	<p>Creating a School Family Book Study</p>	<p>Staff members</p>	<p><u>Creating a School Family Book</u></p>	<p>Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.</p> <p>Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers</p>
<p>01/25/19 1:30 – 4:00 Site PD</p>	TBD				
<p>Week of 01/28/19 Common Plan</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p>	<p>1/28 &amp; 1/29 Educational Technology in the Classroom</p>	<p>K. Tucker</p>	<p><b>Laptops</b></p>	<p>Teachers will be observed to use educational technology appropriately in the classroom as observed during classroom observations and lesson plans.</p>



Department Improvement Plan SY 2018-2019

	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i>				
Week of 02/04/19 Common Plan	TBD				
DATE(s)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
02/08/19 12:30-1:30 Staff Meeting	Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022	Creating a School Family Book Study	Staff members	<u>Creating a School Family Book</u>	Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
02/08/19 1:30 – 4:00 Division PD	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i>  <i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i>  <i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i>	Analysis of Student Work	Curriculum & instruction Team	Framework for Teaching Book & Template	Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.



**Department Improvement Plan SY 2018-2019**

	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i>				
Week of 02/11/19 Common Plan	TBD				
Week of 02/18/19 Common Plan	TBD				
02/22/19 12:30-1:30 Staff Meeting	Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022	Creating a School Family Book Study	Staff members	<u>Creating a School Family Book</u>	Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
<b>DATE(S)</b>	<b>SIP GOAL</b>	<b>PD TITLE</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>RESOURCES &amp; FUNDING SOURCE</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>
02/22/19 1:30 – 4:00 Site PD	TBD				
02/27-28/18 Common Plan	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i>  <i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the</i>	Math 20/20	S. Olmos A. Guerrero		Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.





Department Improvement Plan SY 2018-2019

	<i>first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i>				
<b>Week of 03/04/18 Common Plan</b>	<b>No Meeting Scheduled</b>	Standards-based Grading & Reporting	Individual Teachers	Gradebook NASIS Report Card Template	Teachers will analyze grades for the quarter and report to families through Standards-Based Report Card Template
<b>03/07/19 3:00 – 5:00</b>	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i>  <i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i>	Math 20/20 Teacher Workshop	S. Olmos A. Guerrero		Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.
<b>03/08/19 12:30-1:30 Staff Meeting</b>	Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022	Creating a School Family Book Study	Staff members	<u>Creating a School Family Book</u>	Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
<b>03/08/19 1:30 – 4:00 Site PD</b>	TBD				
<b>Week of 03/18/19 Common Plan</b>	TBD				





Department Improvement Plan SY 2018-2019

<p><b>03/22/19 12:30-1:30 Staff Meeting</b></p>	<p><i>Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022</i></p>	<p>Creating a School Family Book Study</p>	<p>Staff members</p>	<p><u>Creating a School Family Book</u></p>	<p>Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers</p>
DATE(S)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
<p><b>03/22/19 1:30 – 4:00 Division PD</b></p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	<p>Designing an Assignment &amp; Rubric</p>	<p>Curriculum &amp; instruction Team</p>	<p>Framework for Teaching Book &amp; Template</p>	<p>Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.</p>
<p><b>Week of 04/01/19 Common Plan</b></p>	<p>TBD</p>				



Department Improvement Plan SY 2018-2019

DATE(S)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
Week of 04/08/19 Common Plan	TBD				
04/12/19 12:30-1:30 Staff Meeting	Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students' development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022	Creating a School Family Book Study	Staff members	Creating a School Family Book	Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
04/12/19 1:30 – 4:00 Division PD	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	Analyzing Assignment and Rubric	Curriculum & instruction Team	Framework for Teaching Book & Template	Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.



Department Improvement Plan SY 2018-2019

DATE(s)	SIP GOAL	PD TITLE	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES & FUNDING SOURCE	MEANS TO ASSESS IMPROVEMENT
Week of 04/15/19 Common Plan	TBD				
Week of 04/22/19 Common Plan	TBD				
04/24/18	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	Math 20/20 Classroom Walkthroughs	S. Olmos A. Guerrero		Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.
04/26/19 12:30-1:30 Staff Meeting	Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies as measured by increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers by the end of SY 2022	Creating a School Family Book Study	Staff members	<u>Creating a School Family Book</u>	Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.  Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers
04/26/19 1:30 – 4:00 Site PD	TBD				
Week of 04/29/19 Common Plan	TBD				



Department Improvement Plan SY 2018-2019

<p>05/1-2/19 Common Plan</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i></p>	<p>Math 20/20</p>	<p>S. Olmos A. Guerrero</p>		<p>Teachers will be observed to use effective math practices that promote mathematical discourse in the K-6 classroom.</p>
<p>Week of 05/06/19 Common Plan</p>	<p>TBD</p>				
<p>05/10/19 12:30-1:30 Staff Meeting</p>	<p>Goal 4. 100% of SRES teachers will build and improve their own social and emotional learning (SEL) competencies and implement the most effective strategies to promote students’ development of SEL competencies</p>	<p>Creating a School Family Book Study</p>	<p>Staff members</p>	<p><u>Creating a School Family Book</u></p>	<p>Teachers will create and work toward a SMART goal to facilitate improvement in the area in which he/she scored lowest.</p> <p>Increased scores on Social and Emotional Instruction and Competencies Self-Assessment: A Tool for Teachers</p>
<p>05/10/19 1:30 – 4:00 Division PD</p>	<p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in by 15% as measured by Winter NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in reading by 30% as measured by Spring NWEA reading data.</i></p> <p><i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 15% as measured by Winter NWEA math data.</i></p>	<p>Framework for Teaching (FFT): Assignments Matter Reflection</p>	<p>Curriculum &amp; instruction Team</p>	<p>Framework for Teaching Book &amp; Template</p>	<p>Teachers will increase the rigor of assignments given to students and make the connection between what is taught and what is assessed.</p>

**Department Name: Salt River Elementary School**



**Department Improvement Plan SY 2018-2019**

	<i>Decrease the number of Full Academic Year (FAY) K-6 students in the Lo Category (Students in the first – twentieth percentile of NWEA) in math by 30% as measured by Spring NWEA math data.</i>				
<b>Week of 05/13/19 Common Plan</b>	<b>No Meeting Scheduled</b>	Standards-based Grading & Reporting	Individual Teachers	Gradebook NASIS Report Card Template	Teachers will analyze grades for the quarter and report to families through Standards-Based Report Card Template