

2018 – 2019

Terry Elementary School

Effective Instruction- Terry Elementary will continue to use the team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level, content discipline/department, or in our professional learning communities (PLC's), our instructional staff will continue to refine and implement selected evidence based strategies that have previously proven effective in our core content areas such as the R.I.S.E. strategies, best practices in literacy and math (including CGI strategies), research-based RTI strategies (explicit planning and teaching of whole group/small group instruction), project based learning with a STEM integrated focus, and personalized learning paths via an online math/literacy learning platform. Our expectation is that 100% of our classroom teachers will use these selected strategies daily with fidelity. Our instructional teams also focused on providing small group differentiated instruction utilizing curriculum resources in response to student achievement on common formative assessments administered three times a year to identify the instructional strengths/needs of our students. Our goal is to continue that practice. The district's adoption of the NWEA Map assessment will aide in the ability of our instructional teams to plan instruction that both aligns with the curriculum requirements and students' instructional needs as growth is monitored. As an instructional leadership team, we have identified indicators of effectiveness in the categories of Curriculum, Assessment and Instructional Planning, Classroom Instruction, and Student-Focused Learning to improve our practices. We will use a continuous improvement cycle (Plan>>Do>>Check) to implement practices that are intended to deepen our knowledge and skills relative to effective instructional practice.

Student Achievement- Terry Elementary will continue to use the team structure to ensure sound instructional practices support student achievement. During our instructional grade level team planning or in professional learning communities (PLC's) the instructional staff will continue to plan, implement, analyze, and refine selected evidence based strategies that have been listed previously with the goal of improving adult practices that support student achievement and growth. In keeping with the team structure, our leadership team has determined that both our students and teachers need to focus on the practice of making data driven decisions; therefore, both teachers and students will record, track, and analyze data sets to drive instructional decisions and create academic growth goals for our students. We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Based on our data trends, our student growth and achievement goals for literacy, math, and science are: • 70% of all students will be reading on or above grade level by the end of the 18-19 school year • 70% of all students (K – 2nd) will show one year's growth on the NWEA assessment in both Reading, Math, and Science • Increase by 10% points on the English, Reading, Writing, Math, and Science on the ACT Aspire assessments for grades 3- 5.

Focus Area 1: Effective Instruction and Student Achievement			
Smart Goal	Actions/Strategies	Supports	Measurements
<p>By the end of the 2018 – 2019 school year, 70% of students' writing, math, and science skills will improve by one year's growth (or more) as measured by end of year assessments.</p>	<ul style="list-style-type: none"> • Lesson planning will reflect the following: <ul style="list-style-type: none"> ○ Evidence-based instruction ○ Differentiated Assignments ○ Time for small group instruction to allow for intervention ○ Lexia & Freckle to support literacy and math growth ○ STEM project based learning • Small group instruction will be based on student needs and data driven • Students and teachers will collect information to track progress toward goals. • RTI process will allow for referral/small group interventions • Literacy/Math facilitators will model effective teaching practices • Collaborative team planning will include time for teachers to collectively analyze data and share intervention ideas • Instructional support provided by a certified Instructional Technology Specialist • Recognition ceremonies that highlight student achievement. • STEM Lab will be established and K-5 classes will be scheduled to use the STEM Lab once per week. • Makerspace PBL activities will be incorporated into the scheduled Computer Lab and Library Media classes. 	<ul style="list-style-type: none"> • Teacher learning: <ul style="list-style-type: none"> ○ Culturally Responsive Teaching ○ Book Study- Poverty Mindset ○ R.I.S.E. Training ○ CGI Training ○ Lexia ○ Freckle ○ STEM Instructional Strategies ○ RTI Support and Training for small group instruction and effective classroom centers ○ NWEA Interim Data Reports ○ Data Driven Decision Making • Subscription for Freckle (2-5) • Subscription for Lexia (K-5) • STEM Materials and Resources to maintain the STEM Lab • Additional chrome book carts to support the additional classes added to Terry for the 18-19 school year. • Employ Certified Instructional Technology Specialist • Website paid subscriptions to support learning <ul style="list-style-type: none"> ○ Brain Pop Junior ○ Reading A-Z (Intervention) 	<ul style="list-style-type: none"> • Classroom Visits • Lesson Plans • Checklists • Classroom Artifacts • Information on students who need additional support • Teacher/Student collected information • Student Growth Data from quarterly assessments • Student Growth Data from Lexia & Freckle • NWEA Interim Data Reports

School Culture and Student Discipline- Staff and students at Terry Elementary will continue to use the team structure to support the improvement of school culture resulting in a reduction of both instructional minutes lost due to behavior and chronic absenteeism. The Leadership Team has determined that two book studies will assist in this work: Poverty Mindset and The Energy Bus. All staff members will participate in a thorough study of the characteristics of persons living in poverty that influence the methods that students learn/think/react in an educational setting. In addition, the reading/analysis of the book The Energy Bus will lead the staff on a reflective process to more clearly define the team’s goals/efforts to work towards building and maintaining a safe and nurturing school culture that supports student achievement and growth. Furthermore, our intent is that by implementing project based learning with STEM focused lessons that our students will attend daily, arrive on time, and remain engaged in instructional activities, thus reducing disciplinary infractions/sanctions.

Focus Area 2: School Culture and Student Discipline			
Smart Goal	Actions/Strategies	Supports	Measurements
<p>By the end of the 2018 – 2019 school year, school culture improvements that will support children in being successful in the school/classroom will be demonstrated by the following:</p> <ul style="list-style-type: none"> • 20% reduction of instructional minutes lost as documented by SBIT records and recorded sanctions in eSchool • 10% reduction in chronic absenteeism to include both tardies and absences 	<ul style="list-style-type: none"> • Student/staff handbook to outline expectations and responsibilities. • Administration will hold grade level assemblies at the beginning of each semester to review school rules. • Consistent school rules will be posted throughout the building. • School will educate parents about Chronic Absenteeism throughout the year (As outlined in the communication methods under the support section). • Leadership team will review procedures, policies, and discipline information and make any needed changes. • Staff will use Conscious Discipline strategies to create/maintain a culture that promotes positive behaviors. 	<p>Teacher Learning:</p> <ul style="list-style-type: none"> • Culturally Responsive Teaching • Book Studies: <ul style="list-style-type: none"> ○ Poverty Mindset ○ Energy Bus • Conscious Discipline Training <p>Communication Methods:</p> <ul style="list-style-type: none"> • Class Dojo • School Website • School Facebook Page • Email • Parent Link • School and Class Newsletters • Monthly Calendar • Parent Conferences and Meetings 	<ul style="list-style-type: none"> • Calendar of Events that documents assemblies, awards, competitions, and incentives to promote positive behavior and school attendance. • Discipline Data from eSchool • Attendance Data • SBIT Records • Classroom Observations • Programs/Agendas from Parent Meetings and Events •