

Elementary School Name: Jefferson Elementary School

District Intended Summative Outcome:

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments Math will increase by **5%** compared to the previous year. *Spring 2019 rate _____; Goal rate for Spring 2020 _____*

School Math Goals:

1. NSCAS Summative Goal

For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 6%. *Spring 2019 rate 40.2% ; Goal rate for Spring 2020 46.2%*

2. MAP Interim Assessment Goals

- a. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by **5.4%**. *Spring 2019 rate 46%; Goal rate for Spring 2020 51.4%*
- b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by **5%**. *Spring 2019 rate 50% Goal rate for Spring 2020 55%*

Strategy(ies) (add AQUESTT Tenets after each strategy):

All students will receive mathematics instruction utilizing targeted high probability strategies specific to mathematics:

- 1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career, and Civic Ready)
- 2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career, and Civic Ready)
- 3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment)
- 4. Provide instructional support to ELLs utilizing high yield instructional EL practices within Tier 1 core instruction to make content accessible to all students (College and Career Ready, Assessment)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle	<ul style="list-style-type: none"> a. Students engage in high-quality tasks b. Teacher self-assessment c. High-quality tasks in lesson plans 	<ul style="list-style-type: none"> a. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons b. Teacher self-assessments show implementation in at least 75-90% of lessons c. 90% of lesson plans checked and observed show evidence of high-quality task implementation 	<ul style="list-style-type: none"> a. September, October, February, and April coaching visits b. October and February grade level meetings c. October and February lesson plan checks and coaching visits 	Quarter 1: a. b. c. Quarter 2: a. b. c. Quarter 3: a. b. c. Quarter 4:

				a. b. c.
2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations	<ul style="list-style-type: none"> a. Students engage in discourse b. Implementation of math discourse c. Discourse opportunities evident in lesson plans d. Teacher self-assessment 	<ul style="list-style-type: none"> a. Student artifacts show evidence of discourse in at least 75% of lessons b. 75% of lessons observed show evidence of mathematical discourse c. Lesson plans show evidence of mathematical discourse in at least 75% of lessons d. Teacher self-assessment 	<ul style="list-style-type: none"> a. November and March coaching visits b. September and March grade level or faculty meetings c. September lesson plan checks 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a. b. c. d. Quarter 2: <ul style="list-style-type: none"> a. b. c. d. Quarter 3: <ul style="list-style-type: none"> a. b. c. d. Quarter 4: <ul style="list-style-type: none"> a. b. c. d.
3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process	<ul style="list-style-type: none"> a. Students progress toward standards on district common assessments b. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm c. Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed 	<ul style="list-style-type: none"> a. 80% of students score basic, proficient, or advanced b. 5% increase in number meeting growth goals and grade level norms from each test administration c. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data 	<ul style="list-style-type: none"> a. As determined by A+ Curriculum Guides for each grade level b. Fall, Winter, and Spring MAP assessments c. 1x per month or as determined by timing of assessments 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a. b. c. Quarter 2: <ul style="list-style-type: none"> a. b. c. Quarter 3: <ul style="list-style-type: none"> a. b. c. Quarter 4: <ul style="list-style-type: none"> a. b. c.
4. Provide instructional support to ELLs utilizing high yield instructional EL practices within Tier 1 core instruction to make content accessible to all students	<ul style="list-style-type: none"> a. Lessons and plans include use of high yield strategies 	<ul style="list-style-type: none"> a. Evidence observed during 100% of coaching visits and grade level meeting check-ins 	<ul style="list-style-type: none"> a. monthly 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a. b. c. Quarter 2: <ul style="list-style-type: none"> a. b. c. Quarter 3: <ul style="list-style-type: none"> a. b. c. Quarter 4: <ul style="list-style-type: none"> a.

**OPS School Improvement Plan
2019-2020**



				b. c.
<p>Monitor and Adjust –</p> <p>Quarterly SIP Review meetings – Oct 7th, Feb 10th, May 26th</p> <ol style="list-style-type: none"> 1. Review SIP goals, strategies and PD plan 2. Review progress monitoring measures and fidelity checks 3. Identify which progress monitoring measures were completed and achieved (provide evidence of success) 4. Identify which progress monitoring measures were not achieved (provide evidence of effort) 5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan 6. Conduct building walk identifying evidence of growth from previous quarter 7. Discuss adjustments needed to the plan <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> 1. Adjust SIP plan based after receiving input from staff 2. Upload adjusted plan to Instructional Leadership SharePoint 3. Send notes of SIP Review meeting to CIS leadership 			<p>Budget/Resource Alignment (Title I schools)–</p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p> <ul style="list-style-type: none"> • Tutoring • Adding an additional paraprofessional • Parent engagement activities • Software programs to provide supplemental activities and resources 	