

Elementary School Name: Dundee

**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 compared to the previous year. *Spring 2019 rate: 55.1% ; Goal rate for Spring 2020 :59.6%*

**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 4.5%. *Spring 2019 rate 55.1%; Goal rate for Spring 2020 59.6%.*

**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 4.2%. *Spring 2019 rate57.8%; Goal rate for Spring 2020 62%.*
- b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 4.7%. *Spring 2019 rate53.1%; Goal rate for Spring 2020 57.8%*

**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)

| 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"> <li>a. Students engage in high-quality tasks</li> <li>b. Teacher self-assessment</li> <li>c. High-quality tasks in lesson plans</li> </ul> | <ul style="list-style-type: none"> <li>a. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons</li> <li>b. Teacher self-assessments show implementation in at least 75-90% of lessons</li> <li>c. 90% of lesson plans checked and observed show evidence of high-quality task implementation</li> </ul> | <ul style="list-style-type: none"> <li>a. September, October, February, and April coaching visits</li> <li>b. October and February grade level meetings</li> <li>c. October and February lesson plan checks and coaching visits</li> </ul> | Quarter 1:<br>a.<br>b.<br>c.<br>Quarter 2:<br>a.<br>b.<br>c.<br>Quarter 3:<br>a.<br>b.<br>c.<br>Quarter 4:<br>a.<br>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"> <li>a. Students engage in discourse</li> <li>b. Implementation of math discourse</li> <li>c. Discourse opportunities evident in lesson plans</li> <li>d. Teacher self-assessment</li> </ul>   | <ul style="list-style-type: none"> <li>a. Student artifacts show evidence of discourse in at least 75% of lessons</li> <li>b. 75% of lessons observed show evidence of mathematical discourse</li> <li>c. Lesson plans show evidence of mathematical discourse in at least 75% of lessons</li> <li>d. Teacher self-assessment</li> </ul> | <ul style="list-style-type: none"> <li>a. November and March coaching visits</li> <li>b. September and March grade level or faculty meetings</li> <li>c. September lesson plan checks</li> </ul>  | <ul style="list-style-type: none"> <li>Quarter 1:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d.</li> </ul> </li> <li>Quarter 2:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d.</li> </ul> </li> <li>Quarter 3:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d.</li> </ul> </li> <li>Quarter 4:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> <li>d.</li> </ul> </li> </ul> |
| 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"> <li>a. Students progress toward standards on district common assessments</li> <li>b. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm</li> <li>c. Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed</li> </ul> | <ul style="list-style-type: none"> <li>a. 80% of students score basic, proficient, or advanced</li> <li>b. 5% increase in number meeting growth goals and grade level norms from each test administration</li> <li>c. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data</li> </ul>          | <ul style="list-style-type: none"> <li>a. As determined by A+ Curriculum Guides for each grade level</li> <li>b. Fall, Winter, and Spring MAP assessments</li> <li>c. 1x per month or as determined by timing of assessments</li> </ul> | <ul style="list-style-type: none"> <li>Quarter 1:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> <li>Quarter 2:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> <li>Quarter 3:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> <li>Quarter 4:                             <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> </ul>   |
| <p><b>Monitor and Adjust –</b></p> <p>Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]</p> <ol style="list-style-type: none"> <li>1. Review SIP goals, strategies and PD plan</li> <li>2. Review progress monitoring measures and fidelity checks</li> <li>3. Identify which progress monitoring measures were completed and achieved (provide evidence of success)</li> <li>4. Identify which progress monitoring measures were not achieved (provide evidence of effort)</li> <li>5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan</li> <li>6. Conduct building walk identifying evidence of growth from previous quarter</li> <li>7. Discuss adjustments needed to the plan</li> </ol> <p>After the SIP Review meeting -</p> |  |  | <p><b>Budget/Resource Alignment (Title I schools)–</b></p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>  |  |

**OPS School Improvement Plan**  
**2019-2020**



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|--|--|
| <ol style="list-style-type: none"><li>1. Adjust SIP plan based after receiving input from staff</li><li>2. Upload adjusted plan to Instructional Leadership SharePoint</li><li>3. Send notes of SIP Review meeting to CIS leadership</li></ol> |  |
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