

Potter Gray Elementary School 2019-2020 Comprehensive School Improvement Plan

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| <p>EXPECTATIONS:</p> <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> - I will get to know our students by name and need. - I will give and earn respect among students, caregivers, and colleagues. - I will inspire effort, excellence, and collaboration. - I am a member of a learning community that is welcoming and inclusive. - I am proud to be part of the Purple Family. <p><u>Engaging Student and Connecting Opportunities:</u></p> <ul style="list-style-type: none"> - I will help all student actively plan for their future and reach their full potential. - I will engage students in learning global awareness and developing citizenship skills. - I will encourage and support innovation, critical thinking, and communication skills. - I will provide and support learning opportunities both at school and through community partnerships. <p><u>Personal, Professional & Leadership Growth:</u></p> <ul style="list-style-type: none"> - I will engage in professional dialogue and collaborate with district, school and community colleagues to grow within my profession. - I will stay current with best practices. - I will balance my personal and work life. - I believe excellence is worth the effort. | GOAL 1: SCHOOL WIDE BEHAVIOR INTERVENTIONS | |
| | Create a positive, supportive, and encouraging culture where thoughtful behavior is the norm. | |
| | STRATEGIES: | NEEDS: |
| | Identify PBIS strategies and lesson plans for all students. (Tier 1) | <ol style="list-style-type: none"> 1) Committee members meet monthly. 2) School wide signage is kept up to date. 3) Lesson plans are created and presented to the staff. These lessons will be used to teach the students what's expected of them on a daily basis. 4) Keep data based upon student behavior in all areas. |
| | Identify PBIS strategies and supports for identified students needing supports. (Tier 2) | <ol style="list-style-type: none"> 1) Compose a Tier 2 committee to begin in January 2020. 2) Identify specific behavior supports to be utilized. 3) Dissect student behavior data to identify students in need of Tier 2 behavioral supports. 4) Professional development or training in Tier 2 strategies for the entire team prior to the beginning of the 2020 school year. 5) Tier 2 documents created and presented to the entire staff. |
| | GOAL 2: CURRICULUM ALIGNMENT | |
| | Intentional alignment of the curriculum, instructional practices, and assessment to produce desired student outcomes for all students. | |
| | STRATEGIES: | NEEDS: |
| | Identifying learning intentions with power standards | <ol style="list-style-type: none"> 1) Align classroom assignments to the grade-level standards expectation. 2) Curriculum maps and pacing guides to be in complete working drafts by July 1. |
| | Align instructional practices with evidence based practices. | <ol style="list-style-type: none"> 1) Time devoted to aligning the 95% group resources with the benchmark data at the primary level. 2) STEAM Lab professional development for all staff members. 3) Align writing standards at the district level and provide appropriate training and guidance to teachers at all grade levels. 4) Standards aligned materials will be provided for teachers in the content area of Science. 5) Standards aligned materials will be provided for teachers in the content area of Social Studies |
| GOAL 3: EQUITY | | |
| Create an equitable school environment where our student gap group populations receive the same services and opportunities to grow academically. | | |
| STRATEGIES: | NEEDS: | |
| Alignment of instructional tools with the needs identified by the universal screener and progress monitoring data. | <ol style="list-style-type: none"> 1) Addition of iReady diagnostic and online instructional toolbox. 2) Revision of master schedule to provide intentional services for Tier 2, 3, and special education students in order to protect Tier 1 instructional time. 3) Identify instructional staff and teachers to provide intentional services for identified students. 4) Instructional resources so that classroom teachers can respond to the data in Tier 1. | |
| Child study team meetings at each grade level to discuss the data and academic needs of individual gap group students. | <ol style="list-style-type: none"> 1) Access to individual data from formative, summative and benchmark assessments. 2) Revision of master schedule to provide intentional services for Tier 2, 3, and special education students in order to protect Tier 1 instructional time. 3) Instructional resources so that classroom teachers can respond to the data in Tier 1. | |