

June 2016

KEY ACTION 12

Lincoln School – School Improvement Goal (Math) 2016-17

Action Plan Template

Target Area for Improvement: Enhanced instructional emphasis on mathematical thinking and Common Core Best Practices to increase overall math achievement.

<p>Improvement Goal: We will increase by 25% the total percentage of students scoring proficiently written mathematical thinking responses from 1st to 3rd quarter. (As defined by Grade Level Common Scoring Tools.)</p>	<p>Expectations for student learning: Students will produce proficiently scored written responses to math problems that require evidence of mathematical thinking and reasoning, and construction of arguments and strategy use to support their answer. Written responses will be measured as defined by common scoring tool by grade level that focuses on a 5 point scale. Students will improve math academic achievement and pro-social behaviors through targeted behavioral teaching that positively reinforces taught and modeled expectations and is based on consistently collected and analyzed data. Students will engage in integrated technology lessons, structured goal setting and reflection about their learning to enhance motivation and perseverance to learning tasks.</p>	<p>Targeted participants: All students.</p>
--	---	---

<p>Interventions:</p> <ul style="list-style-type: none"> • Curriculum Intervention (CI) Randy Sprick/PBIS Materials, Formative and Summative Assessment Data information, National Common Core Standards, Curr. Comp. , Math Curriculum Assessment Tools, PBIS Tier 1 and 2 supports. • Instructional Intervention (II) Core Curriculum Scope /Sequence and Clear Targets, PBIS Tier 1, 2, 3 Training techniques, math problem solving vocabulary and strategy work, Focus on Mathematical Practices from Common Core. • Student Support Intervention (SSI) Math Interventions with small groups, Behavior Plans for Tier 2/3 Students • Assessment Intervention (AI) Formal and Informal Assessments – Workshop practices / Common assessments utilized per grade level for Math Problem Solving, Comprehension assessment, and behavioral expectations / Student self-reflection templates. • Staff Intervention – professional development throughout the year. (STI) PLC Foundational Work and Implementation/Research on Best Practices for Mathematical Thinking – Article Reviews and Common Core resources • Interventions Focused On: Tier 2/3 kids 	<p>Evaluation:</p> <p>2nd Grade MAP – 60% or more of the students tested will score Proficient or above grade level mean RIT Scores in the area of Math (RIT of 185 or higher.) (Spring 2016 = 50% / Spring 2015 = 58% / Spring 2014 58% / Spring 2013 – 70%)</p> <p>3rd quarter Common Grade Level Math Assessment Trend Data /% at Prof. or above: (13-14. = 28% / 14-15 = 54% / 15-16 = 67% / 49% increase from 1st to 3rd Quarter)</p> <p>K-5 student behavioral data will reflect a decrease the # of ODR's from Semester 1 to Semester 2 by 15% for those students not consistently programmed into Tier 2/3 interventions. Data for consistently programmed Tier 2 students will reflect a decrease in the # of referrals from 1-2nd semester. (As measured by the SWIS Behavioral Data system.)</p> <p>Forward Exam:</p> <p>Aimsweb – 68% or higher K-5 students will score Average or Above in Instructional Rec. (Spring 2015: K = 88% / 1 = 83% / 2 = 67% / 3 = 43% / 4 = 54% / 5 = 58% / Overall = 65%) (Spring 2016: K=83% / 1=67% / 2=69% / 3=56% / 4=58%, 5=70% / Overall = 71%)</p>
---	---

Timeframe for implementation: 1-4 years

***Engagement strategies will focus on increased student motivation through clear learning expectations and assessment expectations, various forms of verbal and written feedback from the teacher, goal setting and self reflections, and technology tools integrated with best practices for instruction.**

Actions	Sched.	Responsibilities	Monitoring	Resources
Consistently utilize a structure in Math for student goal setting and self-reflection to increase student motivation, effort, and achievement. (STI, CI) *Bryte Bytes Integration	2016-2017 1 st quarter PLC Work sessions focus on Stud. Involv. In assessment practices.	Review Mathematical Practices as defined by common core and student involvement in assessment processes.	Each grade level will produce a goal setting process linked with a self reflection tool with regards to Mathematical thinking responses.	Assessment Consortium Training Inservice Days Adm. Support Collaboration Time Math Materials After School Programming Usage.
Utilize best practices for Preventing, Correcting, Reteaching, and Reinforcing Prosocial Behaviors in all settings in Tier 1. *TFI Survey – Staff Involvement and empowerment of others.	2016-2017 PLC Team Monthly Meeting focus on Behavior Para-Support Meetings in 16-17.	Implementation of PBIS Classroom Systems Training in 16-17 – District Zones of Regulation Training Tools Utilized by all staff.	Consistent application of prosocial expectations across common areas and in classrooms via matrixes. Consistent SWIS Data analyzed at each grade level/school wide. Targeted and specific feedback to students relevant to needs based on ZONES of Regulation. Create Sub Committees within Universal/Staff to accomplish Tier 1 Structural Activities at higher levels and gain more feedback.	Randy Sprick Materials PBIS Training tools SWIS Software Zones Of Regulation Tools TFI Survey/SAS
Enhance PBIS Tier 2 Systems to better meet the needs of all students. *TFI Survey	16-17	PBIS Tier 3 Training in 16-17. Revise CICO System to incorporate IPADS /\$ system. Consistent Reward Store QR Code system/videos for Boosters, Matrix Walks, Reteaches CPI Training for all staff. Increase SAIG Group participation and add Mentors – all staff buy-in.	RTI B Team will monitor SAIG/Mentoring and Universal Data to ensure that all students' needs are being met via Tier 2/3 on Bi-weekly basis. Summer Curr. Team will monitor committee role distribution and create videos for QR Code usage.	Tier 2/3 District Training opportunities All Staff Act as Mentor or Greeter Ipad Apps Summer Curr. Time HABITS \$ to support Store of consistent CICO Rewards.
RTI/SIR Survey: Grade level PLC's will collaborate to provide High Quality Targeted Intensive Instruction during CORE and IE/Enrichment block in order to meet the specific needs of students. *MATH SIR SURVEY DATA Outcome	Fall 2016	Differentiated and targeted strategies implemented to address math needs in all grade levels. Essentially – create Math Intervention Time	PLC SLO Template will reflect culturally responsive intervention strategies and supports for stud. not meeting benchmarks.	SLO Template SMART Goal assessment data Math Curriculum Differentiation tools SIR/BOQ Crosswalk Tool
Implement integrated technology lessons with critical core content to increase Teacher Feedback to Students with the goal of higher levels of student motivation and critical thinking skills.	2016-17 Ongoing	All Faculty – Focus on 4 C's in Bryte Bytes Survey	Attend all District and Building level trainings. Share successes and tools in faculty meetings. Ipads: Individualized instruction, practice of phonics skills, vocabulary	-PD Training in-house -Research sharing -Ipads/Smart Boards, Tech mentor trainings Apple Trainings John Hattie's Work on effect size.

<p>*Bryte Bytes Survey Data</p>			<p>development, repetition of text, access to portals, and responses to reading and listening to fluent reading.</p>	
<p>Implement Before/After School Program targeted more closely with grade level math fluency expectations, vocabulary and curriculum.</p>	<p>All Year Long</p>	<p>PPC Coordinator Staff collaboration with before/after School Tutors</p>	<p>Referral information from teachers regarding targeted needs for specific students. MCOMP Results</p>	<p>Math Fact Fluency Technology Integrations Flash Cards MCOMP progress Monitoring Results</p>
<p>Implement Perceptions and PTO Parent Survey Feedback into practices as related to math achievement: Increased Engagement Strategies.</p> <p>*RTI/SIR Category: Family Engagement – Math</p> <p>*Perceptions Survey – Increase Parent Awareness and education on how to access and use Parent Resources for Core Curriculum enrichment and practice.</p>	<p>Open House 16 Family Night – Sept. 2016</p> <p>Parent Conferences</p>	<p>Formal Strategies implemented to: share grade level learning goals with parents/ Its Learning / Parent Portals / Paper copies. Ensure parents know and understand universal screening results. Ensure parents have ongoing student progress in terms of interventions. Continue to send home graded work samples and assessments with explanations of grading clearly communicated.</p>	<p>Each grade level will develop a strategy for sharing weekly learning targets with parents.</p> <p>Homework policies and expectations for assignments/grading practices will be communicated clearly with parents.</p>	<p>Family Engagement Nights Parent Logs SIR/BOQ Crosswalk Tool Parent Online Resources Newsletters/ITS Learning/Twitter Homework Purpose and Communication</p>