

Ellington Center School School Instructional Plan 2017-2018

School Goals:

- 1) To increase student achievement in literacy as measured by these indicators:
 - a. 85% of students in grades K-6 will meet grade level expectations for independent reading levels as measured by spring 2018 administration of the Fountas and Pinnell Benchmark Assessment.
 - b. The percentage of grades 3-6 students scoring at a Level 3 or higher on the ELA portion of the SBAC administered in the spring of 2018 will increase from 66% to 75%.

- 2) To increase student achievement in numeracy as measured by these indicators:
 - a. 85% of students in grades 1-4 will achieve a score of 75% or higher on the Bridges Number Corner baseline assessment administered in the spring of 2018.
 - b. 80% of students in Kindergarten will meet grade level expectations in math as measured by the spring 2018 administration of the kindergarten inventory.
 - c. 85% of students in grade 5 will meet grade level expectations in math as measured by the spring administration of 2018 grade level summative assessments.
 - d. The percentage of grades 3-6 students scoring at a Level 3 or higher on the Math portion of the SBAC administered in the spring of 2018 will increase from 60% to 70%.

- 3) To maintain a school-wide learning environment that is safe, positive, respectful and supportive for all students as measured by:
 - a. The number of Major office discipline referrals will be less than 5 per week.
 - b. The school will earn four schoolwide celebrations for each making 10,000 Pawsitive Choices.

- 4) To improve communication to parents around important school initiatives:
 - . Increase contact with parents for positive reasons.
 - a. Identify specific learning goals toward which their students are working.
 - b. Share opportunities students have to pursue their own passions and interests.

Actions/Strategies/Interventions	Person(s) Responsible	Means of Evaluation/Results Indicator
MASTERY BASED LEARNING		
Create faculty study groups with a focus on Mastery Based Learning.	Principal Teachers	Sharing of best practice concepts at May faculty meeting
Administer Universal Screening assessments in Reading three times per year.	Teachers Intervention Specialists	District-wide benchmark assessments
Administer Universal Screening assessment in K-5 Math annually.	Teachers	District-wide benchmark assessment
Monitor student progress in Math with Unit assessments, checkpoints, and Kindergarten Inventory	Teachers Intervention Specialist	Assessment spreadsheets
Monitor student progress in K-6 Writing and 2-6 Writing about Reading with Learning Progressions per unit	Teachers Intervention Specialists	Identification of students; data team cycles
Implement best practice models of small group instruction in classroom and intervention settings.	Principals Teachers	Identification of teachers who can model effective approaches for their colleagues.
Continue development of common assessments aligned to Common Core State Standards to monitor student progress and use data for instructional planning.	Director/Ed. Services Curriculum Supervisors Teachers	Sample common assessments developed and shared with BOE Curriculum Committee

All learning expectations are clearly communicated to students and families.	Director / Ed Services Teachers	Formal report cards, conferences, progress charts, parent meetings
Identify all students in grades K-6 who have not yet met grade level expectations in reading, writing, and/or mathematics as measured by common district assessments.	Principal Intervention Specialists Teachers	Lists of identified students
Identify instructional needs and resources for each student in grades K- 6 who has not yet met grade level expectations. Identify achievement targets for each student.	Principal Intervention Specialists Teachers	Lists of identified students and achievement targets submitted to Superintendent and Director/Ed. Services
Use the Data Team process to focus on students requiring Tier II interventions for reading	Intervention Specialists Teachers	Data cycle documents on Google
Evaluate effectiveness of support/intervention models by tracking student growth toward achievement targets and make modifications as needed to maximize benefit to students, and provide professional development in alternative strategies/approaches.	Principal Intervention Specialists Teachers	Documentation of student progress toward achievement targets submitted to Superintendent and Director/Ed. Services
Develop strategies for parent outreach to increase understanding of ways to support student learning at home.	Director/Ed. Services Teachers K-8 Math Specialist School Readiness Council	Documentation of parent workshops created with materials for student support posted on website
Students are given multiple opportunities to improve their work when they fail to meet expected standards.	Teachers Intervention Specialists	Lists of students and personalized achievement targets
Support students in learning to use their own data to reflect on their progress and set goals for future growth.	Principal Teachers Intervention Specialist Sp. Ed. Teachers	Shared examples of effective strategies and approaches with colleagues and teachers
Share students' specific learning goals and their progress with parents.	Principal Intervention Specialists Teachers	Parent conferences, progress charts, parent meetings
Engage teachers in self-assessment related to professional practices toward mastery-based learning, and use results to set professional learning goals.	Administration Teachers	Professional Practice goals reflect self-assessment
EQUITABLE OPPORTUNITIES		
Create faculty study groups with a focus on Equitable Opportunities	Principal Teachers	Sharing of best practice concepts at May faculty meeting
Align instruction with district Bottom Lines for reading and writing workshop environments.	Principal Teachers	Observations of data work and instruction
Investigate and implement strategies for increasing academic rigor and providing challenging, engaging curriculum for all students, including vertical curriculum work K-6 to align curriculum to Common Core State Standards.	Administrators Teachers K-8 LArts Coordinator K-8 Mathematics Specialist	Report to BOE Curriculum Committee on recommendations for increasing academic rigor and providing challenging, engaging curriculum

Build a master schedule to provide adequate time for Tier I instruction in core content areas for all students.	Principal Teachers	Master schedule
Implement techniques for self-regulation, such as Mindfulness activities and Second Step lessons.	Principal Teachers	Creation of shared resource for highlighting strong practices
Use grade level/dept. collaborative time for the development of common student learning outcomes, common assessments, analysis of student data, and development of effective instructional strategies.	Principal Teachers	Evaluation of implementation with recommendations for subsequent years
Participate in school-wide Learning Walks to identify quality components of Tier I instruction.	Principal Classroom Teachers Intervention Teachers Sp. Ed Teachers Specials Teachers	Summary of learning walk noticings and wonderings
Strengthen professional practices related to progress monitoring of student IEP objectives.	Director/Spec. Services Spec. Ed. Teachers Principals	Review of data reporting practices at PPT meetings across the district with recommendations for improvement
Investigate/implement strategies for differentiating instruction for students who are already performing at high levels.	Principals Instructional Tech Specialists Teachers	Shared examples of effective strategies and approaches with colleagues and teachers
Continue to offer extended day, extended year learning opportunities across a wide spectrum of student need and interest.	Curriculum Supervisors	Spring report on progress to the BOE
INNOVATIVE MINDSET		
Create faculty study groups with a focus on Innovative Mindset	Principal Teachers	Sharing of best practice concepts at May faculty meeting
Support scheduling and management of Maker Space learning environment, lessons and activities	Principal Tech Champions	Maker space log, communication, activity folder.
Examine and implement practices to create empowering and engaging learning experiences for students, including learning experiences enhanced through the infusion of technology.	Principals Tech Specialists Teachers Tech Champions	Creation of shared resource for highlighting strong practices
Support teacher pilot activities and district initiatives through budgetary means and/or other means of funding	Principal Director/Ed Services Teachers	Funding mechanism included in budget proposals.
Ensure high quality, job-embedded professional development for all staff, and expand professional learning in the area of technology to enhance student learning and staff productivity.	Director/Ed. Services Administrators Instructional Tech Specialists	Annual professional development report
Continue Professional Learning for Next Generation Standards and inquiry based science and social studies lessons in all grades	K-12 Curriculum Director Teachers	Annual professional development report
Provide Purposeful Play / Choice opportunities for students in K-3	K-3 Teachers	Shared examples of effective strategies and approaches with colleagues and teachers; monthly and annual reports to BoE

Increase seating options and flexible seating arrangements to ensure students increase in focus and attention in multiple settings across the school	Principal Teachers Sp. Ed Teachers	Increased number of classrooms with seating options
Provide opportunities for educators to network with educators within and across districts to share ideas for innovative practices and approaches.	Administrators	Best practices shared through faculty meetings and Admin Council meetings
Continue Student-led conferences for November and March parent report-card conferences	Teachers	Evaluation of implementation with recommendations for subsequent years
PERSONALIZED LEARNING		
Create faculty study groups with a focus on Personalized Learning.	Principal Teachers	Sharing of best practice concepts at May faculty meeting
Students in grades 3-6 build a digital portfolio of their work across curricular areas.	Teachers	Timeline completion of portfolio submissions
Students are provided with opportunities to make meaningful choices in what they learn.	Principal Teachers	Shared examples of effective strategies and approaches with colleagues and teachers
Students are provided opportunities to design a learning pathway that best fits their personalized learning style.	Principal Teachers	Shared examples of effective strategies and approaches with colleagues and teachers
Explore the power inherent in the practice of students using their own data to self-assess progress toward clear criteria and setting personal goals.	Principal Teachers	Evaluation of implementation with recommendations for subsequent years
Provide professional development opportunities related to cognitive engagement, challenge, and student-centered learning	Administration Curriculum Supervisors Tech. Specialists Teacher Leaders	Annual professional Development Report
Support teacher intellectual risk-taking for implementation of student choice opportunities, such as Choice Time and Genius Hour	Director/Ed. Services Principal Teachers	Shared examples of effective strategies and approaches with colleagues and teachers