

School Improvement Plan

Center School

22-23

Academic Data	2022 Results	2023 Target
The percentage of students in grades 3-6 scoring at a Level 3 or higher on the ELA portion of SBAC administered in the spring of 2023 will increase from 68% in 2022 to 72% in 2023.	68%	72%
The percentage of students in grades 3-6 scoring at a Level 2 on the ELA portion of SBAC administered in the spring of 2023 will decrease from 18% in 2022 to 15% in 2023.	18%	15%
The percentage of students in grades 3-6 scoring at a Level 3 or higher on the Math portion of SBAC administered in the spring of 2023 will increase from 63% in 2022 to 66% in 2023.	63%	66%
The percentage of students in grades 3-6 scoring at a Level 2 on the Math portion of SBAC administered in the spring of 2023 will decrease from 20% % in 2022 to 17% in 2023.	20%	17%
The percentage of students at Center School reading at or above grade level will increase from 81% in June of 2022 to 85% by June 2023 as measured by the F&P.	81%	85%

Survey Data	2022 Results	2023 Target:
Students in grades 3-6 at my school treat each other with respect	88%	90%
Students in grades 3-6 state “I am taught skills on how to manage stress”	77%	80%
Families state “I know how my child is doing academically before I receive their report card”	85%	87%

High Quality Teaching and Learning Outline for Success

Actions/Strategies		Timeline
Continue to Implement push in teacher & student support, and co-teaching at Center School		September - June
Utilize newly created additional early release Wednesdays to offer teachers time to collaborate on teaching and learning and provide professional development directly linked to student achievement		September - June
Monthly Shared Instructional Leadership Meetings to discuss ways to enhance high quality teaching across the district		September - June
Bi- Weekly Special Education and Support Staff Meetings with Administration to focus on planning, teaching and learning		September - June
Weekly Math and Reading Specialists Meetings with Administration to focus on data, planning, teaching, and learning		September - June
Collaborative Learning Teams at each grade level (K-6) that will meet weekly to analyze data, plan high quality instruction and address student learning needs (bi-monthly meetings with administration)		September - June
Continue to refine the process for academic intervention and progress monitoring to ensure all students not meeting benchmarks are receiving appropriate, targeted instruction occurring with fidelity to include targeted small group instruction from classroom teachers		SRBI touch points every 6-12 weeks
Emphasize elements of the “Ellington Vision of the Graduate” into Center School. Specifically, support the expectations of the graduate by aligning teacher feedback during informal and formal observations.		September - June
Enhance classroom use of the intervention block (WIN) for all students; continue exploring and implementing personalized learning opportunities in both Language Arts and Mathematics based on student need		September - June
Effectively maximize a “second adult in the classroom” with intentional planning and preparation		September - June

Build collective vision of the instructional core and reflect on student engagement through learning walks attended by district staff.		September - June
Provide opportunities for educators to visit peers within the school.		September - June
Expand hands-on STEM lessons from grades five and six to include grade four.		September - June
Provide opportunities for grade-level collaboration within and across schools in lieu of faculty meetings eight times per year, eliminating the reliance on substitute teachers that previously supported cross-school grade-level collaboration and planning.		September - June

Emotional Intelligence Outline for Success		
Actions/Strategies		Timeline
Implement weekly Emotional Intelligence Lessons (K-6 classrooms)		September - June
Effectively schedule district BCBA and Emotional Intelligence Specialist to support classroom teachers		September - June
Training by Core Center School RULER Team to entire staff to create an "Emotions Matter" mindset		Winter - Spring
Continue to offer to new staff to the school a school-wide book study using <i>Permission to Feel</i>		Fall - Winter
Continue to develop knowledge, understanding, and empathy towards all of our learners to ensure equitable opportunities		September - June
Embed Seeds of Civility in school culture, classroom practices, and processing of behaviors.		September - June
Model Seeds of Civility at all levels demonstrating openness to diverse perspectives and common goals.		September - June
Create and share Tier 1 behavior strategies with staff		September - June

Efficient Operations outline for Success

Actions/Strategies		Timeline
Continue to provide professional development for Infinite Campus		September - June
Develop clear expectations from teachers to make for consistent parent communication - examples include: Google Classroom, seesaw, social media, newsletters, videos, school messenger, phone calls, and emails. Enhance Parent Communication by Implementing “Transparency for Trust - A Common Sense Approach”		September - June
Coordinate and align professional learning that supports the district and school improvement plans while connecting PD days, faculty meetings, SRBI, BIT, and grade level team time to enhance student learning and achievement		September - June
Increase the amount of teacher voice across district-wide processes such as school improvement planning, professional development, staffing, and budgeting for the next school year		September - June
Utilize the train the trainer model to include professional development that is teacher led throughout the year		September - June
Continue to improve budget development process to support the district’s mission/vision and district/school improvement plans (including increased staff voice in budget development)		September - June

CES Theory of Action	If CES creates highly engaging, academically rigorous, and supportive learning environments, we will ensure that all students are academically successful and reach their full potential.
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