

**Parley's Park 2017-2018**

**SCC/ School Improvement Plan**

**Goal #1: ELA**

In cases where a student's BOY (beginning of the year) Galileo score indicates the highest level of proficiency, all students will advance to the next proficiency level from BOY to EOY (end of the year) using the Galileo testing instrument **OR** All students will meet at least 80% of their individual growth level as determined by Galileo/PCSD standards by the EOY (2018)

	<b>Action</b>	<b>Individual(s) responsible</b>	<b>Timeline</b>	<b>Budget Source</b>	<b>Amount</b>	<b>How Measured? END of Year Update</b>
<b>1.1</b>	TIER I Instruction: All teachers in grades 1-5 will use the district approved ELA modules for instruction. All classrooms will use the small groups setting for more defined/tailored instruction for every student. Student engagement strategies and effective questioning techniques will be a focus for schoolwide PD (professional development) and use within the classroom.	Tier I: Teachers, Coach, Interventionist (s), Principal <b>REPORT to SCC : Principal</b>	2017-2018 school year			CFA (ie.DIBELS, IREADY,grade level designed, GALILEO, Imagine Learning k-2) PD agendas,exit tickets, attendance records. Edivate/teacher videos (swivel cams) & assignments
<b>1.2</b>	TIER II Intervention/Enrichment: Students in grades 1-5 will be identified by using CFA (common formative assessments) across the grade level (ie. grade level designed or GALILEO/IREADY/DIBELS), whether they need an intervention or enrichment. This will be delivered through our schoolwide 30 minute intervention/enrichment time that is conducted Monday-Thursday from 8:30- 9:00 am. A more enhanced effort for intervention will be placed in the lower grades, specifically grades 1 and 2. We will use our interventionist(s) and aides who will push in to the 1st and 2nd grade classrooms to deliver quality tier II intervention to the identified students. They will work in conjunction with the classroom teacher to develop/utilize the best approach for meeting student needs. If budget approval is given, aides will be used within the classroom, under the direction of the classroom teacher, helping students who are approaching benchmark and at benchmark students.	TIER II: Teachers, Coach, Interventionist (s), Principal, Specialists, PACE (1-4 Aides if budget approved) <b>REPORT to SCC : Principal</b>		1-4 aides Title I funds, Land Trust, PTO, DI (1.29)	2 aides at .49 1 aide at .75	CFA (ie.DIBELS,grade level designed, IREADY, GALILEO, Imagine Learning k-2) SAGE
<b>1.3</b>	TIER III Intervention/Extension: Students who have progressed through our RTI process, and who are identified in need of intervention or extension, through extensive data collection and testing, will be served with specified interventions/extensions. We will use our interventionist(s), Instructional coach (at times), to deliver Tier III services during our P30 time (4 days a week) and at other designated times throughout the week. Priority will be to provide instruction within the classroom but on occasion, a pullout system will be used. We will use our PACE specialist to conduct weekly enrichment sessions with identified students. If budget approval is given, aides will be used within the classroom, under the direction of the classroom teacher, helping students who are approaching benchmark and at benchmark students.	TIER III: Teachers, Coach, Interventionist (s), Principal, Specialists, PACE (1-4 Aides if budget approved) <b>REPORT to SCC : Principal</b>		1-4 aides Title I funds, Land Trust, PTO, DI (1.29)	2 aides at .49 1 aide at .75	CFA (ie.DIBELS,grade level designed, IREADY, GALILEO, Imagine Learning k-2)

**Goal #2: Math**

In cases where a student's BOY (beginning of the year) Galileo score indicates the highest level of proficiency, all students will advance to the next proficiency level from BOY to EOY (end of the year) using the Galileo testing instrument **OR** All students will meet **at least 80% of their individual growth level** as determined by Galileo/PCSD standards by the EOY (2017).

	<b>Action</b>	<b>Individual(s) responsible</b>	<b>Timeline</b>	<b>Budget Source</b>	<b>Amount</b>	<b>How Measured? END of Year Update</b>
<b>2.1</b>	TIER I Instruction: All teachers in grades 1-5 will use the district approved My Math for instruction. All classrooms will use the small groups setting for more defined/tailored instruction for every student. Student engagement strategies and effective questioning techniques will be a focus for schoolwide PD (professional development) and use within the classroom. An emphasis on using the CMI process will be a focus within the classroom and through grade level PD that will be conducted within our schoolwide schedule (ie. RTI Fridays, extra Friday rotations).	Tier I: Teachers, Coach, Interventionist (s), Principal				CFA (ie.My Math, CMI grade level designed, GALILEO) PD agendas,exit tickets, attendance records. Edivate videos & assignments, CMI field studies

2.2	TIER II Intervention/Enrichment: Students in grades 1-5 will be identified by using CFA (common formative assessments) across the grade level (ie. grade level designed or GALILEO), whether they need an intervention or enrichment. This will be delivered through our schoolwide 30 minute intervention/enrichment time that is conducted Monday-Thursday from 8:30- 9:00 am. A more enhanced effort for intervention will be placed in the lower grades, specifically grades 1 and 2. We will use our interventionist(s) who will push in to the 1st and 2nd grade classrooms to deliver quality tier II intervention to the identified students. They will work in conjunction with the classroom teacher to develop/utilize the best approach for meeting student needs. If budget approval is given, aides will be used within the classroom, under the direction of the classroom teacher, helping students who are approaching benchmark and at benchmark students.	TIER II: Teachers, Coach, Interventionist (s), Principal, Specialists, PACE (1-4 Aides if budget approved)		1-4 aides Title I funds, Land Trust, PTO, DI (1.29)	2 aides at .49 1 aide at .75	CFA (ie. My Math, CMI grade level designed, GALILEO) videos of lesson studies
2.3	TIER III Intervention/Extension: Students who have progressed through our RTI process, and who are identified in need of intervention or extension, through extensive data collection and testing, will be served with specified interventions/extensions. We will use our interventionist(s), Instructional coach (at times), to deliver Tier III services during our P30 time (4 days a week) and at other designated times throughout the week. Priority will be to provide instruction within the classroom but on occasion, a pullout system will be used. We will use our PACE specialist to conduct weekly enrichment sessions with identified students. If budget approval is given, aides will be used within the classroom, under the direction of the classroom teacher, helping students who are approaching benchmark and at benchmark students.	TIER III: Teachers, Coach, Interventionist (s), Principal, Specialists, PACE (1-4 Aides if budget approved)		1-4 aides Title I funds, Land Trust, PTO, DI (1.29)	2 aides at .49 1 aide at .75	CFA (ie. My Math, CMI grade level designed, GALILEO) videos of lesson studies

**Goal #3: Climate + Connectedness + Creativity**

Through the newly developed Amplified Learning Center, (AMP), the climate at PPES will be impacted positively. School climate encompasses the social, emotional and physical characteristics of a school community. This learning space will be a place for exploration, collaboration and connectedness. By allowing the students to use their creative abilities, by themselves and/or within small groups, a sense of belonging will occur. This in turn will help to create a positive school climate which has been shown to increase academic achievement.

**GOAL: All**

**Students in grades K-5 will produce 3 finished products that will be evaluated by a rubric when the project is completed.**

	<b>Action</b>	<b>Individual(s) responsible</b>	<b>Timeline</b>	<b>Budget Source</b>	<b>Amount</b>	<b>How Measured?</b>
3.1	<b>Students will:</b> - be introduced to a growth mindset that encourages us to believe that we can learn to do anything. - innovate and develop critical thinking skills. - have more exposure to STEM. - incorporate literacy and research into making, through design and construction of projects. - have increased opportunities to collaborate and create.	Students, AMP Teacher <b>REPORT to SCC :</b> Principal	<b>Sept. 1- May 31</b>	1- AMP Teacher Land Trust	1.0 FTE approx \$50,000	<b>Self Monitoring, RUBRICS</b>
3.2	<b>Parents/Community will:</b> -take part in the learning process through parent and community events. -have access to AMP for after school education. -help with design challenges throughout the year. - Parents will be involved in AMP Fairs that will be conducted in English and Spanish	Parents, Students, Teachers <b>REPORT to SCC :</b> Principal & Students				<b>Parent Surveys, Exit Tickets</b>
3.3	<b>Staff will:</b> -be involved in developing and enhancing the growth mindset for ALL students. -see students engaged in their own learning and develop their problem solving capabilities. -have a resource center for materials and activities to implement in their own classrooms. -witness students' passions flourish.					

Research: Parent Engagement- " Parent engagement, however, distributes the weight more evenly: "Ideas are elicited from parents by school staff in the context of developing trusting relationships. They emerge from parent/community needs and priorities. More parent energy drives the efforts" (6). <http://www.adlit.org/article/42781/>

2017 Carryover	approx. \$ 10,000
Allocation for 2017-2018	<u>\$50,000</u>
<b>Total Available for 2017-2018</b>	<b><u>\$60,000</u></b>

**\$60,000**