

School Improvement Plan

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| School: | Parkview Elementary School |
| Annual Objective: | <i>Parkview students and staff will engage with high-level questioning strategies using their lead measures with 100% fidelity.</i> |
| Goal 1: | 100% of PV students and staff will engage with lead measures 2 to 3 times a week to meet individual reading goals as determined and evidenced by growth in summative assessments. |

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| What Principles of Practice will guide our approach? |
| <p>Instruction: is premised on a rigorous core curriculum across all grade levels and all student abilities.</p> <p>Initial Core Instruction</p> <p>Teacher Based Teams</p> |

| Action Steps | Possible Barriers / Capacity Considerations | Who will be responsible for completing this step? | Monitoring Procedures (with frequency) | By when? |
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| <p>Facilitate benchmark assessments (Clay's or F & P) at the beginning, middle, and end of the year</p> <p>Analyze student data and set student growth objectives as evidenced by Clay's or F & P benchmarks</p> | <p>Kindergarten (no benchmark assessment in Fall; measure Winter-Spring) letters and sounds</p> | <p>Classroom Teachers</p> <p>Intervention Specialists</p> <p>TBT</p> | <p>Benchmark Assessments</p> | <p>Beginning, Middle, End of Year (3x annually)</p> |
| <p>Implement higher-level questioning in interactive read-aloud and conferring.</p> | <p>New Staff</p> <p>PD</p> | <p>Classroom, title, IS, and Literacy Coach, Circuit teachers</p> | <p>Grade-Level Coaching Cycle (planning and/or modeling)</p> | <p>Once a trimester</p> |

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| Grade level teams will create menus to help guide students in choosing their 1 to 3 lead measures. | Lead measure goal is an end of year goal (beginning of year goals will vary by classroom) | | Create within TBT | September |
| Individual students will identify and set a goal for implementing lead measures | Scaffolding may be necessary for individual students. | Academic Action Team? | Building Goal Celebration Classroom Goal Celebration Student mark scoreboard | every 12 wks every 4-6 wks / per class 2-3 times per week |
| Create a menu of high level questioning ideas (lead measures) for classroom instruction cross-curricularly | tracking progress | BLT | Menu | By August/September |
| Teachers will identify and set a goal for using lead measures (This is the menu that will integrate balanced literacy and Lucy components) | Time | | Create within TBT | September |
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| Evaluation Criteria |
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School Improvement Plan

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| School: | Parkview Elementary School |
| Annual Objective: | <i>Parkview will create a safe and respectful playground environment.</i> |
| Goal 1: | 100% of PV students and staff will engage with lead measures 3 to 4 times a week to meet their individual culture goals as evidenced by the monthly calendar goal. |

What Principles of Practice will guide our approach?

| Action Steps | Possible Barriers / Capacity Considerations | Who will be responsible for completing this step? | Monitoring Procedures (with frequency) | By when? |
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| Expectations Posters | Communication with all staff/playground staff of expectations. | Lighthouse/PBIS team | N/A | Sept. 1st, 2021 |
| Create a calendar | | Lighthouse/PBIS team | Daily and Monthly | Oct. 1st, 2021 |
| School wide celebrations if goals are met | Time | Adult and Student Lighthouse teams | Monthly | Oct. 1st, 2021 |
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Evaluation Criteria

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| School: | Parkview Elementary School |
| Annual Objective: | <i>Parkview students and staff will engage with high-level questioning strategies using their lead measures with 100% fidelity.</i> |
| Goal 1: | 100% of PV students and staff will engage with lead measures 2 to 3 times a week to meet their individual math goals as evidenced by the math benchmark assessment rubric. |

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| What Principles of Practice will guide our approach? |
| <p>Instruction: is premised on a rigorous core curriculum across all grade levels and all student abilities.</p> <p>Initial Core Instruction</p> <p>Teacher Based Teams</p> |

| Action Steps | Possible Barriers / Capacity Considerations | Who will be responsible for completing this step? | Monitoring Procedures (with frequency) | By when? |
|--|---|---|--|--|
| <p>Facilitate benchmark assessments (Math Benchmark) at the beginning, middle, and end of the year</p> <p>Analyze student data and set student growth objectives as evidenced by benchmark scoring rubric.</p> | <p>Scoring rubric needs to be developed and teachers need time to understand how to use it.</p> <p>Common scoring across classroom/teachers</p> | Teachers | Beginning, Middle, End of Year (3x annually) | Beginning, Middle, End of Year (3x annually) |
| <p>Implement higher-level questioning in number talks and place-value routines</p> | <p>PD</p> <p>Coordination with Lipnos</p> | Classroom teacher, IS | Grade-Level Coaching Cycles (planning and/or modeling) | Once a trimester |

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| Determine appropriate growth measurement on scoring rubric | Figuring out how to compute scores and what is the benchmark expectation for beginning, middle, and end of year | (Mike Lipnos) | TBT | September |
| Develop questioning opportunities for the student menu. | Time | Holly DeFelice Mike Lipnos | Notes | August 2021? |
| Grade level teams will create menus to help guide students in choosing their 1 to 3 lead measures. | Lead measure goal is an end of year goal (beginning of year goals will vary by classroom) | TBT | Notes | September |
| Individual students will identify and set a goal for implementing lead measures | Scaffolding may be necessary for individual students. | Students | Scoreboard | 2-3 times per week |
| Create a menu of high level questioning ideas (lead measures) for classroom instruction cross- curricularly | Time | BLT BLT with ESC math representative | Menu | By August/September |

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| Teachers will identify and set a goal for using lead measures based on the new Math Framework | Time New Staff PD | | TBT Notes | September |
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| Evaluation Criteria |
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