

Lafayette El Sch

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Lafayette El Sch

303 Connellsville St
 Uniontown, PA 15401-3812
 724-438-3581

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Jennifer George
 Superintendent: Charles Machesky

Stakeholder Involvement

Name	Role
Jennifer George	Administrator
Terry Dawson	Board Member : School Improvement Plan Schoolwide Plan
Kenneth Meadows	Board Member
Don Rugola	Board Member
Jennifer George	Building Principal : School Improvement Plan Schoolwide Plan
Matthew Crutchman	Community Representative
Theodore Czekaj	Ed Specialist - School Counselor
Kelley Bortz	Ed Specialist - School Nurse
Lisa Filippone	Elementary School Teacher - Regular Education
Mary Guthrie	Elementary School Teacher - Regular Education
Penny Kezmarsky	Elementary School Teacher - Regular Education
Angela Miller	Elementary School Teacher - Regular Education
Ashley Snyder	Elementary School Teacher - Regular Education
Elizabeth Wallace	Elementary School Teacher - Regular Education
LaQuetta Walton	Elementary School Teacher - Regular Education
Zach Dice	Elementary School Teacher - Special Education
Angela Machesky	Elementary School Teacher - Special Education
Linda Ruda	Instructional Coach/Mentor Librarian
Rachel Disher	Intermediate Unit Staff Member

Craig Hummell	Intermediate Unit Staff Member
Amber Smith	Intermediate Unit Staff Member
Magan Aston	Parent
Sherry Fairfax	Parent
Margaret Yauger	Parent
David Winfrey	Resource Officer
Kelly Swartz	Special Education Director/Specialist
Mindy Harris	Student Curriculum Director/Specialist

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** The School Improvement Plan contains Action Plans that address identified weaknesses in the management and instruction within the school identified through a school level needs assessment.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** The district has identified whole-school meaningful interventions directly associated with the school's highest priority needs.
- **Assurance 5:** The school improvement plan covers a one-year period.
- **Assurance 6:** The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment

- High Levels of Community and Parent Involvement

- **Assurance 7:** Schools must implement evidence-based interventions associated with the two or three highest priority systemic challenges identified through the needs assessment.
- **Assurance 8:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Assurance 9:** Establish specific annual, measurable targets for continuous and substantial progress at the school level and for each student group for whom an achievement gap is observed.
- **Assurance 10:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- Board meeting presentations
- District's annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences

- Home-school visits
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Uniontown Area School District offers professional development on data analysis, curriculum mapping and development, progress monitoring, instructional planning, safe and supportive schools, etc. Staff meetings are scheduled the fourth Tuesday of each month from 3:15 - 4:45. Professional development opportunities are offered to enhance parent partnerships in education to increase family engagement and strengthening the home-to-school connection, strategies for involving parents, communicating with parents, and cultural sensitivity.

Technical assistance is provided by our district, and the Pennsylvania Department of Education through the Intermediate Unit 1. Craig Hummell is a Curriculum Specialist through Intermediate Unit 1. Mr. Hummell communicates with me regularly via email and face to face conversations. He encourages me to attend professional development opportunities designated for focus schools. He emails me with comprehensive planning newsletters. We meet to review data such as PVAAS scores, SPP, and eMetrics, teacher evaluations, school improvement plans, etc.

PATTAN Training Videos are offered for completion during in-service days. Upon completion of a video, staff members are instructed to write a summary of the video and how to implement the content in their professional practice.

Provider	Meeting Date	Type of Assistance
Bldg. Principals, School Board Members, Distr. Admin	2/10/2014	After school meeting for elementary schools on bldg needs identification
Dist. Admin., IU staff,	11/28/2017	various trainings based on needs assessment and

and other outside trainers		school performance
Distr. Admin., Bldg. Principals, and outside consultant (Dr. Graf)	4/30/2014	Elementary and secondary schools-half day PD - Prioritizing school concerns and developing strategies, implementation steps
Distr. Admin., Bldg. Principals, and outside consultant (Dr. Graf)	5/28/2014	Elementary and secondary schools-half day PD-individual school PD on Action Planning
Distr. Admin., IU staff, and other outside trainers	8/23/2017	various trainings based on needs assessment and school performance
Distr. Admin., IU staff, and other outside trainers	8/24/2017	various trainings based on needs assessment and school performance
Distr. Admin., IU staff, and other outside trainers	8/25/2017	various trainings based on needs assessment and school performance
Distr. Admin., IU staff, and other outside trainers	10/5/2017	various trainings based on needs assessment and school performance
Distr. Admin., IU staff, and other outside trainers	10/6/2017	various trainings based on needs assessment and school performance
Distr. Admin., IU staff, and other outside trainers	11/7/2017	various trainings based on needs assessment and school performance
Distr. Admin., IU staff, and other outside trainers	2/16/2018	various trainings based on needs assessment and school performance
Dr. Otto Graf - Outside Consultant	2/26/2014	Data walkthroughs for elementary and secondary schools accomplishments/concerns half day
IU staff	1/31/2017	Phone call to discuss plan and next steps needed
IU staff	11/9/2017	Zoom meeting to review plan and analyzed PVAAS data and reports
IU Staff	2/9/2018	Zoom meeting on ESSA & career readiness training
PDE	3/17/2017	Regional focus and priority schools networking session
Planning Committee	2/17/2017	SIP committee meeting to discuss the new plan, what is working or not working, goals for the new plan
Planning Committee	11/21/2017	Met to discuss plan what is working and where we need to go from here
Safe Schools, Scenario Learning	2/19/2014	Elementary and secondary schools, ACT 126, and safe schools plans - half day

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers design and utilize common assessments within each grade and subject. Data teams at each grade level meet weekly to identify students who are at risk. Data is analyzed for identified students and plans are implemented that include differentiated instruction, instructional coaching, RTiL, MTSS, and targeted intervention groups.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Lafayette Elementary School exceeded the attendance target with a 92.18 attendance rate.

Accomplishment #2:

Lafayette Elementary School met the 16-17 participation targets with the following rates:

Math/Algebra I - 98.10 ELA - 98.10 Science - 98.20

Accomplishment #3:

Lafayette Elementary School EXCEEDED the requirements in meeting Annual Academic Growth Expectations in MATH with an 85% performance measure.

Accomplishment #4:

Lafayette Elementary School MET the requirements for Annual Academic Growth Expectations in ELA with a 71% performance measure.

Accomplishment #5:

Lafayette Elementary School MET the requirements for Annual Academic Growth Expectations in SCIENCE with a 73% performance measure.

Accomplishment #6:

The Fourth Grade showed SIGNIFICANT evidence that the school exceeded the standard for PA Academic Growth in Mathematics.

The Fourth Grade showed SIGNIFICANT evidence that the school exceeded the standard for PA Academic Growth over the 3- year average in Mathematics.

The Fourth Grade showed evidence that the school met the standard for PA Academic Growth in Science.

Accomplishment #7:

The Fifth Grade showed evidence that the school met the 2017 standard for PA Academic Growth in ELA.

The Fifth Grade showed MODERATE evidence that the school EXCEEDED the 2017 standard for PA Academic Growth over the 3- year average in ELA.

Accomplishment #8:

The Fourth Grade showed SIGNIFICANT evidence that the school EXCEEDED the 2017 standard for Academic Growth in Mathematics for the following subgroups:

- Economically Disadvantaged
- Black/African-American (Non-Hispanic)
- White

School Concerns**Concern #1:**

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 Mathematics PSSA with only 24.6% scoring proficient or Advanced.

Concern #2:

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 ELA PSSA with only 31.4% scoring proficient or Advanced.

Concern #3:

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 Science PSSA with only 46.9% scoring proficient or Advanced.

Concern #4:

Lafayette Elementary School did not meet any indicators of closing the achievement gaps in Mathematics, ELA, or Science for the 2017 PSSA.

Concern #5:

The Fifth Grade showed significant evidence that the school did not meet the 2017 standard for PA Academic Growth in MATHEMATICS.

The Fifth Grade showed moderate evidence that the school did not meet the 2017 standard for PA Academic Growth over a 3-year average in MATHEMATICS.

Concern #6:

School Performance Profile Score 16/17: 53.6

- decrease from the 2015 / 2016 score of 54.3
- decrease from the 2013/2014 score of 69.
- No score available for 2014 / 2015.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

School Performance Profile Score 16/17: 53.6

- decrease from the 2015 / 2016 score of 54.3
- decrease from the 2013/2014 score of 69.
- No score available for 2014 / 2015.

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 Mathematics PSSA with only 24.6% scoring proficient or Advanced.

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 ELA PSSA with only 31.4% scoring proficient or Advanced.

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 Science PSSA with only 46.9% scoring proficient or Advanced.

The Fifth Grade showed significant evidence that the school did not meet the 2017 standard for PA Academic Growth in MATHEMATICS.

The Fifth Grade showed moderate evidence that the school did not meet the 2017 standard for PA Academic Growth over a 3-year average in MATHEMATICS.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

School Performance Profile Score 16/17: 53.6

- decrease from the 2015 / 2016 score of 54.3
 - decrease from the 2013/2014 score of 69.
 - No score available for 2014 / 2015.
-

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 ELA PSSA with only 31.4% scoring proficient or Advanced.

Lafayette Elementary School did not meet the annual Academic Achievement expectation for the 2017 Science PSSA with only 46.9% scoring proficient or Advanced.

Lafayette Elementary School did not meet any indicators of closing the achievement gaps in Mathematics, ELA, or Science for the 2017 PSSA.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Reading and Math Achievement results (Grades 3-8)

Specific Targets: There will be a 3-5% increase in the percentage of students scoring in the Proficient or Advanced in Reading and Mathematics from the beginning of the 2017-2018 school year until the end of the 2018-2019 school year.

Strategies:

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment, Instruction

Formative Assessment

Description:

Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. (Sources: [Formative Assessment Using the U-P-S Strategy](#), [Guiding Instruction through CFAs](#), [Strategies for Formative Assessment](#), [Tools for Formative Assessment](#), [Five "Key Strategies" for Effective Formative Assessment](#))

SAS Alignment: Assessment, Instruction, Materials & Resources

Implementation Steps:

DIBELS/DAZE Math and Reading Benchmarks(K-6); Goal Setting

Description:

School staff uses DIBELS Math and Reading Early Release Benchmark Assessments to assess basic skills. Benchmarking is completed three times each school year (at the beginning, middle and end of the year). Evidence of this action step will be attained through the completion of goal setting sheets used after each testing session.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

4Sight Assessments in Math and Reading (grades 3-5)

Description:

School staff uses 4Sight Assements twice a year to determine what concepts students are having difficulties with or concepts that stduents are performing at, or above grade level. The 4Sights also allow students to mimick the procedures for the state standarized testing. Once the students complete the 4Sight, during an assigned window, the teachers use professional development time to correct the open-ended questions and to anlayze the overall scores.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

Study Island Science Benchmark Assessments (Grade 4)

Description:

School staff uses Study Island Science in grades 4 and 8 twice a year to determine what concepts students are having difficulties with or concepts that students are performing at, or above grade level. Study Island also allows students to mimic the procedures for the state standardized testing. Once the students complete the assessment, during an assigned window, the teachers use professional development time to correct the open-ended questions and to analyze the overall scores.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

*PSSA goal setting /reflection/ projection scores (Grades 3-5)***Description:**

Content area teachers schedule a time to meet during class to reflect on past years PSSA test scores and the new projection scores. The teachers will assist the students in analyzing their PSSA score from the previous year and set a goal with the student for the upcoming testing. Throughout the school year, the teacher will monitor their academic progress and meet with their assigned students each grading term to discuss their progress in their academic subjects. Evidence of this implementation step will be provided through a goal setting log for each student maintained by the teacher.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

*Professional Education for teachers about goal setting and analyzing assessment data***Description:**

The school administrator will plan and organize at least three professional development activities throughout the school year for the teaching staff. The activities will teach and review with the staff effective goal setting techniques and data analysis. Data analysis occurs through: local and state assessment scores, gradebook analysis, internal writing assessments, etc.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making
- Formative Assessment

Grade Level Meetings (Grades K-5)

Description:

School staff will meet in grade level teams each month to review student academic progress, benchmarking, and formative assessments. Teachers will collaborate on the implementation and design of formative assessments and discuss how they can drive instruction. The teachers will provide monthly update sheets about student progress to the building administrator following each meeting. The student progress sheets from the staff team meeting will be evidence of implementation.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making
- Formative Assessment

Elementary Teacher Data Time

Description:

Grade level teachers will be provided with 45 minutes/week for data analysis. Teachers and Reading coach will collaborate to analyze student data and strategies to increase achievement.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making
- Formative Assessment

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Benchmark & Summative Assessments; PSSA Achievement/Growth Indicators; Professional walk-throughs/Evaluations

Specific Targets: Teachers will adjust instruction based off formative assessment data further driving instruction and student achievement.

Strategies:

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment, Instruction

Establish a system of analyzing student academic testing data, sharing that data with the students and parents, and setting academic goals.

Description:

The school administration and staff will develop programs that allow for students and parents to be actively involved in the educational data analysis process. Programs may involve assisting parents with accessing the online materials and log in account for their child's curriculum, assisting in helping parents understand how to access the parent portal to check grades and understand feedback that is posted, sending home scores on state and local assessments, having a conversation with stakeholders regarding everchanging curriculum.

SAS Alignment: Assessment, Curriculum Framework, Materials & Resources

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

Formative Assessment

Description:

Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. (Sources: [Formative Assessment Using the U-P-S Strategy](#) , [Guiding Instruction through CFAs](#) , [Strategies for Formative Assessment](#) , [Tools for Formative Assessment](#) , [Five "Key Strategies" for Effective Formative Assessment](#))

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- Differentiated Instruction

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- Establish a system of analyzing student academic testing data, sharing that data with the students and parents, and setting academic goals.

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Program Area(s): Professional Education

Supported Strategies:

- Establish a system of analyzing student academic testing data, sharing that data with the students and parents, and setting academic goals.
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- Formative Assessment

Grade Level Meetings (Grades K-5)

Description:

School staff will meet in grade level teams each month to review student academic progress, benchmarking, and formative assessments. Teachers will collaborate on the implementation and design of formative assessments and discuss how they can drive instruction. The teachers will provide monthly update sheets about student progress to the building administrator following each meeting. The student progress sheets from the staff team meeting will be evidence of implementation.

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Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

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- Formative Assessment

Elementary Teacher Data Time

Description:

Grade level teachers will be provided with 45 minutes/week for data analysis. Teachers and Reading coach will collaborate to analyze student data and strategies to increase achievement.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Establish a system of analyzing student academic testing data, sharing that data with the students and parents, and setting academic goals.
- Differentiated Instruction
- Formative Assessment

Common Planning Period

Description:

Common planning time is considered to be a form of professional development, since its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Establish a system of analyzing student academic testing data, sharing that data with the students and parents, and setting academic goals.
- Differentiated Instruction
- Formative Assessment

Staff Meetings & Professional Development

Description:

Provide staff development opportunities regarding issues and concerns that affect our students and impact learning. Meeting schedule for professional development will be based on UASD calendar for the 2017-2018 school year. Dates and times of monthly staff meetings will be communicated to teachers during the in-service days in August 2017.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Establish a system of analyzing student academic testing data, sharing that data with the students and parents, and setting academic goals.
- Differentiated Instruction
- Formative Assessment

Lesson Plans

Description:

Lesson plans will include a focus on differentiated instructional practices and assessment strategies.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiated Instruction
- Formative Assessment