PURPOSE OF THE IMPROVEMENT GOALS: Articulate in a few sentences what you hope to achieve by completing the improvement goals.

The Bluff team is focused on strengthening the student's foundational reading and math skills. These skills are needed to progress and advanced to higher literacy and math proficiency so students can move towards college readiness. Attendance at school is necessary to ensure instruction is delivered consistently and student learning is occurring.

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2017-18 RESULTS	2018-19 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Reading Proficiency	54% on Grade Level (Benchmark)K-5	64% on grade level (Benchmark) K-5	DIBELS progress monitoring, DIBELS Benchmark, mClass Pathways to Progress, Core Phonics
2	Math Proficiency	My Math Assessments K.OA. 2 1.OA.A.1 2.OA.B.2 3.OA.C.7 4.NBT.5/6 5.NBT.5/6	70% math fact fluency	Pre/Post Xtra Math, Xtra Math progress monitoring, timed test
3	Increase Monthly Attendance	90.66% average	Increase school attendance average by at least 4 %, (94-95%)	Aspire, attendance tracker, messenger
4				
5				

Principal Commitment: My signature indicates that this plan provides focus and urgency to make school improvements – and that the school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on

ongoing data and lessons learned.

Principal Signature   Date

Supervisor's Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with school needs. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation.

Signature   Date

School Improvement Focus Area (Big Rock): Reading

GOAL: All students will read independently or with support a combined total of 80,000 minutes outside of Core Instructional time tracking their minutes read on a reading log by May 10, 2019 and provide support to the goal of increasing from 54% to 64% of students being at Benchmark by May 2019.

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
Spend time daily promoting excitement of reading at home as well as during free time.
Provide fluency and accuracy instruction during Tier 1 and in small groups.

School Leader Responsible:

Barbara Silversmith/All Teachers

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
Students will form a habit of reading independently outside of instructional time, building interest in reading for enjoyment and development of background knowledge. This independent reading will help support students in making an increase of 54% to 64% reaching Benchmark.

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*
Many of the students have gaps as they go from one grade level to the next because the standards are raised each year. Many students need greater opportunity to read books they enjoy and have an interest in outside of core instructional time reading, like at home, ASP time, or the extra time they have during the day. Increase fluency and comprehension through a love of reading.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Students will read books during lunch time, at home, designated times during school (instruction, reading logs, Runch, DEAR, class reading, class/student goals)	Teachers, Students	Daily	Variety of books, various locations in school and classroom to read
January Kick-off assembly-for Increased Reading at Home and during free time at school, Monthly reading celebration/assembly/Motivation	Teachers, students	Monthly	Books, Reading logs, incentives, graphing, bulletin boards
Track minutes read for each class and school wide goals	Teachers, Students	Weekly/Monthly	graphs, bulletin boards
Daily reading tickets for incentives	Teachers, Principal	Daily	Incentives, tickets
Wear reading shirts and Eagle hats once a month	Teachers, Principal	Monthly	T-shirt and hat
Daily fluency /accuracy instruction during Tier 1 and small group	Teacher, students, principal, interventionist	daily	Wonders curriculum, small group curriculum, read naturally,

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
Weekly	Daily reading logs, progress monitoring of DORF and accuracy, classroom fluency checks, Zeno words, data binder, option of reading mentor	
Monthly	Class bulletin board update, school-wide bulletin board update, monthly reading logs	
End of Year (May)	Bulletin Board shows 80,000 minutes or more...	
weekly	PM using DIBELS to assess fluency and accuracy	
weekly	Students will set goals and reach towards that as they view their charts with the teacher	

School Improvement Focus Area (Big Rock): MATH

GOAL: By EOY, 70% of students in each classroom will be proficient on grade level math facts determined by desired outcome.

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* Students will be provided multiple ways to practice math facts daily to improve math fact fluency and automaticity.	**School Leader Responsible:** Barbara Silversmith and Teachers
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* K-2 fluently add and subtract 0-20 3- fluently add and subtract 0-20: fluently multiply 0-10 4-5 fluently multiply and divide 0-10	

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*
Inconsistent tracking of data across all grade levels, inconsistent student practice, inconsistent assessment data, lack of comparison across grade levels

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
APTT will focus on math facts- involves parent support	Teachers	February & April	Math facts, activities for parents
10-15 minutes of math fact practice daily (Xtra Math, Math Facts in a Flash, games, center activities)	Teachers	Daily Jan.-May.	Math facts, technology
Students track their own data-select a graph or chart by PLC team	Teachers, students	Daily Jan.-May	Student folder
Weekly celebrations and incentives-PLC team will list specifics	Teachers, Principal, attendance tracker	Jan.-May	Hero tickets, Class dojo, other teacher incentives.
Focus on explicit strategy instruction (i.e. skip count, touch math), Principal discuss with teacher what strategies are being implemented	Teacher, Principal	Jan.-May, at Least 2 times monthly	materials used for specific strategy implemented

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly	Student tracker designed by PLC team	

Twice a month	Teacher will print individual student reports on Xtra Math, Math Facts in a Flash & discuss at PLC's	
Weekly	Timed-test- share data at PLC	
Monthly	Math Fact Check-point (variety of testing/strategies)-share data at PLC	

School Improvement Focus Area (Big Rock) - ATTENDANCE

GOAL: According to monthly attendance reports, by the EOY, school average attendance will be between 94-95%.

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*	School Leader Responsible:
Improve student attendance so students are receiving consistent daily instruction	Barbara Silversmith and Teachers
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Students are at school receiving consistent daily instruction. Parents will call before 9:00 am letting the school know what the issues are with their child/children that are absent. Students are excited about being at school and make an effort to be at school each day. Teachers are informed on a daily basis why students are absent- daily communication. Students will be celebrated for being in attendance at school.	

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*
Inconsistent parent contact made for absences, incentives not immediate, communication between office and teachers was not consistent.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Daily monitoring of student attendance/Attendance tracker provides daily emails with student absences and excuses	Attendance Tracker, Secretary	Daily	Aspire, Gmail
Messenger will be set up to contact parents	Principal, Attendance Tracker	Daily	Aspire, Messenger
Personal phone calls, attendance letters, parent/student conferences and home visits	Attendance Tracker, Principal	Daily	Aspire, Attendance binder
Twice monthly visits with PBIS coordinator/Sped teacher/principal/teachers/attendance tracker	Principal, teachers, attendance tracker	2 times a month	Meeting agenda,
Attendance Celebration and Incentives	Principal, teachers, attendance tracker	Weekly, monthly	Awards, incentives, goal setting, display

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

Weekly	Report from Aspire and Messenger	
Twice monthly	Share attendance data at PBIS Meeting	
Weekly	Celebration of attendance--Class Dojo points, class attendance count displayed	
Daily	Communication with teachers about student absences via email daily and updated poster above drinking fountain in hallway.	
monthly	read off perfect attendance at assembly, student receive necklace and certificate	

Purpose of 90 Day Plan

Informed by data, SRA's, PLE Framework, etc.

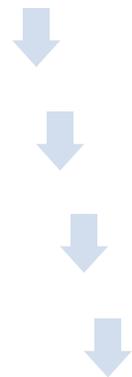**Highest Leverage**

Focus Areas (Big

Rocks)

Key Concepts

Goal Indicators: The metric(s) that will be used to assess and monitor progress toward achieving school year goals.

Priority (Problem to be addressed): The most critical areas (practices) that must be addressed this semester to reach the school's goals.

Desired Outcome (Correction of Problem): If problem is successfully addressed, what will be the result? This measurement of success will not be increased growth on year-end achievement goals though achieving this outcome will contribute to goals. Examples could be an implementation metric (X% of teachers/meetings/students meet a criteria) or the existence of an improved practice or system.

Progress Indicator: The metrics, feedback, observations, etc. the leadership team will use to determine progress toward the desired outcome. How will you know the actions are having a positive impact (i.e. surveys, data, artifacts, etc.)? What is the evidence of progress?

90-Day Plan Development & Reflection Tool

Overall Reflections/Feedback: *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)*				
Turnaround Purpose & School Goals	**Clearly Evident**	**Solid Progress**	**Limited Progress**	**Not Evident**
Is the school's improvement purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the improvement initiative's success?				
Have measureable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?				
Big Rocks & School's Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?				
Is there a strategic focus on using data to inform instruction evident? Is at least one of the priorities focused on improving/aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices?				
Does the school's priorities align with the district's focus areas (Big Rocks).				
Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?				
Root Causes				
Does each priority have a <u>clear</u> root cause hypothesis on why the problem exists? Has school leadership attempted to identify <u>addressable</u> hypotheses (i.e. within the locust of their control)?				
Has each root cause been identified through intentional analysis of the problems—e.g. The 5 Why's or Fishbone exercises—that is accompanied by supporting data points?				
Most Critical Actions to Address Priorities				
Do the actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the boldness of actions.				
Are the identified actions specific enough to ensure focus on the acknowledged priorities?				
Are action items strategically owned by specific school personnel?				
Progress Toward Addressing Priority				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				