



Tri-City Elementary School

2019 - 2020 School Improvement Plan

District Mission and Vision

Mission

The Tri-City CUSD #1 is dedicated to providing every student multiple ways to success.

Vision

A Pathway to Success

Values & Beliefs

We believe in:

- Teamwork
- Opportunities for growth
- Respecting all
- Navigating an ever-changing world
- Accountability for learning
- Developing life-long learners
- Open Communication
- Expectations for Excellence
- Supportive Community

DISTRICT GOAL: Success for Every Student

Tri-City Elementary Motto

Choose Kind

Tri-City Elementary School Improvement Team Members

- Kara Cummins - Elementary Principal
- Janis Bredehoff - RTI Interventionist
- Wendy Dilley - 1st Grade Teacher
- Nicole Schleicher - 1st Grade Teacher / Parent
- Ashley Bialas - 2nd Grade Teacher
- Rachael McRae- 5th Grade Teacher
- Megan Cox - Special Education / SASSED member
- Jill Larson - Superintendent

Goal 1 ELA: During the 2019 – 20 school year, staff and student will strengthen social emotional learning student supports component of “Sense of Belonging” with 75% of students grades 3 – 5 scoring favorable responses on the student perception of SEL on the Panorama Survey, indicating a 5% increase in favorable responses from fall 2019 to spring 2020.

STRATEGIES & ACTION STEPS (What is going to be done to address this goal)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify this activity)	PERSON RESPONSIBLE (all staff, team, admin, Rtl, special ed, etc.)	MEASURES OF SUCCESS (Results/Evidence)	RESOURCES (Costs)	TIMELINE (When will strategy/action occur?) (ongoing, daily, weekly, monthly, etc.)
1A.Choose Kind focus throughout the elementary.	Positive Behavior Office Referrals GOTCHA Rewards SWAT: Stop, Walk, Away, Talk to an adult Random Acts of Kindness Thankful Thursdays Increase Choose Kind Communication (t-shirts, FB) Positive Pictures & Wall Messages, Kindness Boards Building Celebrations, TCPVG Events, Girls on the Run, Book Fair, and Theme Weeks December Random Acts of Kindness	All Staff	Observation Fewer discipline referrals.	Staff Collaboration, Building Meetings, time	Ongoing

1B. Integrate the Illinois social/emotional learning standards throughout the building, classrooms, playground, cafeteria, etc.	Character Education Lesson Partnership with Lincoln Behavior Mental Health MOSAIC Increased Social Work Assistance Professional Development - Book Study Trauma Informed Training	All Staff School Psychologist Lincoln Prairie Social Worker	Observation Monitor out of class time. Additional Social Work Time Salary	Purchase Character Education , time, Books, building meetings Time Training paid for out of grant	Ongoing
1C. Paw Pride	Reward Incentives	Classroom Teachers Admin	Monthly Documentation	Supplies for Monthly Incentives, time	Monthly
1D. Implement Mindfulness...../Growth Mindset in using Common Language around Goal Setting - Grit	Class Meetings Mindfulness Activities	Classroom Teachers Admin	Observations Teacher Feedback	Various Supplies, time	Ongoing
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Looking at the data review from the Panorama SEL Student Supports Grades 3-4-5, Fall 2019 results to Spring 2020. Consistent and meaningful conversations of all stakeholders involved will monitor and make adjustments.					
Baseline Data/Fall Panorama Survey Results Fall 2019 - 70% Sense of Belonging	Projected Winter Benchmark 73%	From the data review of the Fall 2019 Panorama Survey, 70% of students gave a favorable response to the questions that focused on Sense of Belonging. It is projected that the students will increase their favorable response by 5%.	Spring Panorama Survey Results		

Goal 2 ELA: During the 2019 – 20 school year, 68.7% of students will score at least at or above the 41% percentile on the Reading NWEA MAP assessment, demonstrating a 10% increase in overall student growth and achievement from Fall 2019 to Spring 2020.

131/223 students = 58.7%

STRATEGIES & ACTION STEPS (What is going to be done to address this goal)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify this activity)	PERSON RESPONSIBLE (all staff, team, admin, Rtl, special ed, etc.)	MEASURES OF SUCCESS (Results/Evidence)	RESOURCES (Costs)	TIMELINE (When will strategy/action occur?) (ongoing, daily, weekly, monthly, etc.)
1A. Evaluate student data to make decisions about Tier 1, Tier 2, and Tier 3 instruction.	Utilizing state, local, and daily formative data allows teachers to plan for and deliver instruction designed to meet the students where they are.	All Staff RTI Interventionists	Increase NWEA Map Scores BAS Assessment	Time, Staff Meetings, NWEA Map Subscription Protected time during Early Release Wednesdays Interventionist - Salary	Ongoing
1B. Student will engage in responding to reading by Guided Reading and RACE Writing	Using RACES in Science/Fiction Responses Guided Reading Groups Student Data Review with Pretest and Post Test	Classroom Teachers RTI Staff	RACE Rubric BAS NWEA AIMS ORF & Maze LLI System Leveled Library IXL 2nd-5th	Time, Collaboration, NWEA Subscription, BAS System	Ongoing
1C. Vocabulary	Instruction of common vocabulary words utilized throughout the grade levels.	Classroom Teachers	Observations	Time	Ongoing

	Instruction of Greek and Latin words in 3-4-5. Using science/social studies topics and vocabulary during reading instruction.				
1D. Academic Focus	Tiger Targets posted and utilized during instruction.	Classroom Teachers	Observations	Time	Ongoing

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

After completion of the Fall 2019 to Spring 2020 data review the team will continue to have consistent and meaningful conversations of all stakeholders involved to will monitor and make adjustments.

Baseline Data Fall NWEA MAP Results 131/223 students = 58.7%	Winter Projected Benchmark 61.7%	From the data review of the Fall 2019 NWEA Map Results, 58.7% of students scored at least or above the 41%. It is projected that the students will increase their score by 10%.	Actual Spring NWEA MAP Results
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Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

White: 278 / 280
IEP: 18 students Assessed by the NWEA Map
Low Income: 101 / 280 (36%)

Special Education: 28 Students
Low Income: 101/280 (36%)
White: 278/280 (99 %)

If analysis of data revealed there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.

Students with IEPs consistently score below the average achievement level.

Because they aren't exposed to the grade level content as consistent as other students due to time out of classroom.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

The special education department will utilize Reading Plus and Sound Reading programs as interventions.

Special Education teachers working directly with the administration and classroom teachers to build a schedule to meet our student's individual needs.

When needed, students may receive layered services based on individual needs.

Low Income - Time with Interventionists

The staff is researching additional ways to close the achievement gap.

The team will be analyzing student programming, building transitions, differentiation, instructional strategies, and researching additional resources to assist ways to close the achievement gap for student groups that have IEP's and/or are low income.

Goal 3 Math: During the 2019 – 20 school year, 68.2% of students will score at least at or above the 41% percentile on the Math NWEA MAP assessment, demonstrating a 10% increase in overall student growth and achievement from Fall 2019 to Spring 2020.

130/223 students = 58.2%

STRATEGIES & ACTION STEPS (What is going to be done to address this goal)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify this activity)	PERSON RESPONSIBLE (all staff, team, admin, Rtl, special ed, etc.)	MEASURES OF SUCCESS (Results/Evidence)	RESOURCES (Costs)	TIMELINE (When will strategy/action occur?) (ongoing, daily, weekly, monthly, etc.)
1A. Evaluate student data to make decisions about Tier 1, Tier 2, and Tier 3 instruction.	Utilizing state, local, and daily formative data allows teachers to plan for and deliver instruction designed to meet the student where they are.	All Staff RTI Interventionists	Increase NWEA Map Scores	Time, Staff Meetings, NWEA Map Subscription	Ongoing
1B. Interactive notebooks and use of IXL	IXL 2nd-5th Grade	Classroom Teachers	IXL Data Review	IXL Subscription	Ongoing
1C. Goal Setting with students	K-5 Goal Setting	Classroom Teachers/Students	Teacher/Student Monitoring	Time	Fall Conferences
1D. Curriculum Mapping	PK-5 Curriculum Mapping	Classroom Teachers	Review By March 1, 2020 all teachers will have curriculum maps	Time, Protected time during Early	Ongoing

				Release Wednesdays	
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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

After completion of the Fall 2019 to Spring 2020 data review the team will continue to have consistent and meaningful conversations of all stakeholders involved to will monitor and make adjustments.

Baseline Data Fall NWEA MAP Results 130/223 students = 58.2%	Winter Projected Benchmark 61.2%	From the data review of the Fall 2019 NAEP Map Results, 58.2% of students scored at least or above the 41%. It is projected that the students will increase their score by 10%.	Actual Spring NWEA MAP Results
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Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

Student groups:

Special Education: 28 Students
 Low Income: 101/280 (36%)
 White: 278/280 (99 %)

White: 278 / 280
 IEP: 28 students
 Low Income: 101 / 280 (36%)

If analysis of data revealed there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.

Lack of exposure to the grade level content/materials

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

The special education department will utilize Symphony Math program as an intervention. The special education cooperative has just implemented this.

Collaboration between the special education and general education teachers.
 Engaging special education teachers in strengthening curriculum and student assessments.
 Special Education teachers working directly with the administration and classroom teachers to build a schedule to meet our student's individual needs.

The team will be analyzing student programming, building transitions, differentiation, instructional strategies, and researching additional resources to assist ways to close the achievement gap for student groups that have IEP's and/or are low income.