

2018-2019 SIP Action Plan for Improvement

Please note: To submit the final Action Plan for Improvement, please click here

https://dcps.qualtrics.com/jfe/form/SV_8BA30fRnHypAynH

Goal #1 Academic

Axson Academic Action Plan for Improvement		
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT
<p>Needs Assessment Summary Leading to Goal: (Step 0) To increase proficiency, learning and BQ gains to support school & district academic goals.</p> <p>Root Causes: (Bulleted List)</p> <ul style="list-style-type: none"> Fidelity to I-Ready/Achieve 3000 Multi-levelled classrooms 		<p>Data Sets Used: (Step 0)</p> <ul style="list-style-type: none"> ELA FSA Score 83% Proficient ELA Gains 67% BQ 62% Math FSA Score 80% Proficient Math Gains 66% BQ 47% Science FSA Score 82% Proficient
<p>Goal (Step 1)</p>	<p>If teachers use focused intentional and explicit instruction to increase student achievement then the academic goals will be met for all students: proficient, learning and bottom quartile gains.</p>	<p>Summative Targets: (Step 1b)</p> <ul style="list-style-type: none"> ELA -Axson will increase overall proficiency from 83% to 86% and increase bottom quartile growth in Reading from 62% to 66% Math-Axson will increase overall proficiency from 80% to 85% and increase bottom quartile in Math from 47% to 70% Science-Axson will increase from 82% proficiency to 85% <p>Progress Monitoring: (Step 8)</p> <ul style="list-style-type: none"> District and school based administrators will do walkthrough to ensure that teachers are giving focused intentional and explicit instruction. District administrators assigned to Axson will give feedback in ELA, Math & Science during walkthroughs.
<p>Brainstormed Barriers (-) (Step 2)</p> <ul style="list-style-type: none"> PLC groups need designated time/time management to plan targeted lessons for bottom quartile students. 		
<p>Brainstormed Resources (+) (Step 2)</p> <ul style="list-style-type: none"> Use Resource Schedule to strategically give classroom teachers PLC time to plan for student academic success. 		
<p>Selected Barrier (Step 3) Planning targeted lessons for bottom quartile students.</p>		
<p>Strategy (Step 4)</p>	<p>Use Resource Schedule to support weekly PLC meetings with one per month designated for administrator professional development.</p>	<p>Effectiveness: (Step 7) Administrator will review blended learning platforms (I-Ready, Achieve 3000, benchmark assessments) quarterly to ensure targeted (bottom quartile) students are making progress toward proficiency and quarterly expected growth.</p>

Action Steps (Step 5)	<table border="1"> <thead> <tr> <th>Action Step:</th> <th>Date:</th> </tr> </thead> <tbody> <tr> <td>1. Teacher and Administrator will review student data reports from Achieve 3000 and I-Ready quarterly.</td> <td>Aug 2018-May 2019</td> </tr> <tr> <td>2. Utilize one early dismissal training per month for Primary, Lower Elementary and Upper Elementary teachers (teachers will use current data set in planning process) to plan lessons for identified bottom quartile students based on blended learning platform data(Achieve 3000, I-Ready, benchmark assessments).</td> <td>Aug 2018-May 2019</td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> </tbody> </table>	Action Step:	Date:	1. Teacher and Administrator will review student data reports from Achieve 3000 and I-Ready quarterly.	Aug 2018-May 2019	2. Utilize one early dismissal training per month for Primary, Lower Elementary and Upper Elementary teachers (teachers will use current data set in planning process) to plan lessons for identified bottom quartile students based on blended learning platform data(Achieve 3000, I-Ready, benchmark assessments).	Aug 2018-May 2019	3.		4.		Fidelity: (Step 6) <ul style="list-style-type: none"> Assistant Principal and Principal will monitor results monthly. Teachers will have quarterly opportunities to discuss student progress and needs with administration(Data Chats)
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2. Utilize one early dismissal training per month for Primary, Lower Elementary and Upper Elementary teachers (teachers will use current data set in planning process) to plan lessons for identified bottom quartile students based on blended learning platform data(Achieve 3000, I-Ready, benchmark assessments).	Aug 2018-May 2019											
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4.												
Strategy (Step 4)	During PLC meetings, teams will plan writing lessons and look at student work to determine next step to increase writing proficiency. Teams will use FSA State released exemplars to calibrate students writing.	Effectiveness: (Step 7) Administrator will observe lesson/PLC and look at student writing to identify best practices for students. Student exemplars will be used to calibrate expectations with teams and effectiveness.										
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Strategy (Step 4)	The 5 th Grade students daily classroom schedule will be augmented once a week during GATE classes so that teachers can give specific science instruction in strands that students are not proficient.	Effectiveness: (Step 7) Administrator will use district PMA assessments to track student progress in science.										
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Goal #2 Behavioral

Axson Behavioral Action Plan for Improvement			
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT	
Needs Assessment Summary Leading to Goal: (Step 0) Decrease class 2 referrals Root Causes: (Bulleted List) Several high need behavioral students Bus situations		Data Sets Used: (Step 0) <ul style="list-style-type: none"> • 2017-2018 Class I ODRs 5 Class II ODRs 22 Class III ODRs 1 OSS 1 Total RJ Events 0 	
Goal (Step 1)	To decrease the class 2 student referrals at Axson.	Summative Targets: (Step 1b) <ul style="list-style-type: none"> • 2018-2019 Class I ODRs 4 Class II ODRs 11 Class III ODRs 1 OSS 0 Total RJ Events 2 	
		Progress Monitoring: (Step 8) Administration will monitoring behavioral data every two weeks and determine what adjustments need to be made to improve student's behavioral outcomes.	
Brainstormed Barriers (-) (Step 2) <ul style="list-style-type: none"> • Parental support • Student cooperation • Teacher training • Bus Seating Arrangement 			
Brainstormed Resources (+) (Step 2) <ul style="list-style-type: none"> • CHAMPS Toolkit • Montessori Grace & Courtesy Lessons • Community Meetings • PEACE Table/Peace Rose for conflict resolution • Sanford Harmony Materials (builds classroom culture and foster friendships between students) • Guidance Support • MRT Behavioral Support 			
Selected Barrier (Step 3) Ensuring that Montessori Grace & Courtesy, Peace Shelf and Community Meetings are being utilized for conflict resolution for all students.			
Strategy (Step 4)	During one PLC Meeting a month or as needed by PLC bands, teachers will problem solve student behavioral issues and work together to plan strategies to support students with behavioral needs.		Effectiveness: (Step 7) Administration will monitor monthly FOCUS discipline data for reduction in referrals and meeting annual summative targets.
Action Steps (Step 5)	Action Step:	Date:	Fidelity: (Step 6) <ul style="list-style-type: none"> • PLC Agenda Item once a month
	1. One PLC a month designated to discuss student behaviors and	August - 2018	

	how to work towards positive behavioral outcomes.	May - 2019	<ul style="list-style-type: none"> • Peace Table Area in each teacher’s classroom. Documented Community Meetings in Lower Elementary 2nd-3rd Grade and Upper Elementary 4th-5th Grade Classrooms. • Prek, K, 1st Grade-Grace and Courtesy Lessons, Peace Table Area for conflict resolution. • PLC Agenda item once a month
	2. Constructing positive behavior lessons using the Peace Rose, Peace Table and Community Meetings for teaching conflict resolution.	August 2018- May 2019	
	3. Teachers share ideas about what they have used in their classrooms to reduce conflict and create a positive classroom culture.	August- 2018 May 2019	
	4.		