2017-18 Monroe Elementary School’s Improvement Plan

Priority Performance Challenge #1
- Achievement does not meet state expectations (approaching at 47.8%).
  Root Causes
  - We lack adequate systems to sufficiently cultivate and reinforce social emotional development necessary for students at risk.
    - Our percentage of students at risk are increasing in every category of risk.
  - Our traditional approach to instruction has not prioritized or facilitated student self-agency as a critical element of learning.
    - Prioritizing student self-agency would lead to higher degrees of personalized instruction with more student engagement and ownership, leading to higher achievement and relevance.

Priority Performance Challenge #2
- Student sub-populations perform at lower levels of achievement and growth and students with disabilities growth does not meet state expectations in literacy and math.
  Root Causes
  - Inadequate systems or structures to engage students and families in daily attendance.
    - Sub-populations represent a disproportionate number of frequent absences.
    - 41% of students are habitually absent; 56% of kindergarteners are habitually absent.
  - SIOP strategies are insufficiently or inconsistently incorporated into Tier I instruction across all content areas.
    - All of our subpopulation students can be considered language learners whether due to poverty, second language status, or exceptional student needs.
    - Professional development opportunities for teachers would build capacity leading to broader and more sufficient implementation of SIOP strategies.
  - Differentiation of targeted instruction and interventions has insufficiently met the needs of student sub-populations.
    - Personalized instruction for students would lead to improved achievement and growth in all content areas to higher degrees than differentiated instruction for all students.
  - Present structures do not fully support a competency based system of standards mastery which has traditionally moved students on before they have demonstrated mastery.
    - A more personalized Mastery Learning Loop that incorporates student voice, interest and passions would close gaps.
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<thead>
<tr>
<th>Major Improvement Strategy 1: Systems of school culture with student engagement and family partnership.</th>
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<td><strong>What success will look like:</strong></td>
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<td><strong>Action Steps:</strong></td>
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- Working committees: Community/Parent Partnership, MTSS, Social/Emotional, Personalized Learning/Technology)
- Building a growth mindset culture
- Consistent processes for Social Emotional Learning (SEL) Tier I:
  - In Focus
  - Well Managed Classrooms
  - PBiS
- Establish and refine Personalized/Blended Learning Systems within a competency based grading system
  - Professional development for teachers aligned with personalized learning needs of teachers
  - Self Agency skills development for students
  - Student Goal Setting
  - Student interests incorporated into instruction
- Increase Family Partnering activities (reaching out as well as inviting into school)
  - Gather & use communication preferences from families (phone calls, texts, notes, home visits, etc.)
  - Grade band celebrations of learning, including student presentations of learning
    - Opportunities for success and meaning for families
    - Student goals shared with parents/teachers
    - Build middle school partnerships
  - Family Nights
    - PIE Night (family feedback and dream sharing)
    - Pozole dinner
    - Math Night
    - Literacy Night
  - Before/after school clubs (staff/student interest inspired)
    - Girls on the Run
    - Soccer
    - Music
    - Boys Power Hour
    - Destination Imagination
    - Battle of the Books
    - Chess, games, etc.
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<tr>
<th>Reflection of impact and plan next steps</th>
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<tr>
<td><strong>Benchmarks:</strong></td>
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<td>By Oct. 1, 2017 the Personalized Instruction committee will establish a school wide protocol and timeline for student goal setting and train staff. As identified on MES calendar, 6-8 Week Whole School PLC cycles: Data will be used to reflect on growth and inform student goal setting for next cycle. Communication preference survey of families at BTSN. Systems established at grade band and school for continuing communication. Parent surveys at each Family Night. Family engagement coordinator will analyze data and share with district Title I support personnel. Community Partnership sub committees will meet monthly to plan, reflect on, and implement ways to increase family engagement.</td>
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<td><strong>Targets:</strong></td>
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<td>Decrease percentage of students identified as “habitually absent” by 20%. Increase family satisfaction as measured on parent surveys by 25%.</td>
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**Major Improvement Strategy 2:** Collaboratively design, facilitate, and personalize student learning with the use of data in a continuous teaching/learning cycle using research-supported high impact strategies to help meet the requirements of the READ Act and align instruction to Colorado Academic Standards.

**What success will look like:** Teachers collaboratively plan best first instruction that meets the rigor and requirements of the Colorado Academic Standards through personalized/blended learning (includes social/emotional & academic) and we will see an increase in both growth and achievement in students’ ELA and math as more students move to proficient and advanced levels in all our subgroups.

**Action Steps:** Consistent data based processes to review student learning and plan next instruction:
- Weekly grade-level/band-level PLCs focused on math, reading, writing, and SEL on a rotating basis using formative assessment data.
- Whole school PLCs every 6-8 weeks
- Implementation of Well Managed Classroom routines
- High Impact Instructional Strategies
  - SIOP-Best First Instruction Strategies
    - Vocab, peer to peer interaction, and feedback
  - Horizontal (grade level) and vertical (whole school) alignment of practices for personalized & blended learning and competency based grading
  - Mastery Learning Loop applied to all units of instruction, including SEL
  - Alignment of practices and expectations for Narrative Writing
  - Personalized learning for staff’s professional development (ie OG, Narrative Writing, Depth & Complexity, Technology, Verbal De-escalation, Trauma Informed).
  - Monthly celebrations of student learning (Mighty Mustang Breakfast, Math Master’s Lunch, Independent Readers Lunch)
**Benchmarks:**

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<td>Grade Level End of Unit Assessments (math &amp; literacy) with analysis and comparison to previous year’s data when appropriate to intentionally plan for misconceptions. Data conversation with IC in grade level PLCs as instructional units are finalized.</td>
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<td>Quarterly band (K-1, 2-3, 4-5) review of personalized/blended learning practices</td>
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<td>6-8 week Progress monitor K-1 PALS (reading)</td>
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<td>6-8 week Progress monitor 2-5 i-Ready (reading and math)</td>
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**Targets:**

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<td>90% of students in grades K-1 will be proficient on math fluency checks by the end of the school year. 80% of students in grades 2-5 will be proficient on math fluency checks by the end of the school year.</td>
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<td>90% of students in grades 1-5 will grow a year or more from beginning of year to end of year benchmark window as measured by i-Ready Math Diagnostic Assessment.</td>
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<td>80% of students K-5 will show one year or more of growth in reading as measured by district benchmark assessments, (i-Ready reading diagnostic scale score for grades 1-5, and FAST for Kindergarten).</td>
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<td>50% or more of students will be proficient or advanced on writing as measured by the District Performance Task in Narrative Writing.</td>
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