

Truscott School Unified Improvement Plan Summary 2017-18

Priority Performance Challenges

- **Low academic achievement in English Language Arts for all subpopulations**
- **Low academic achievement in Mathematics for all subpopulations**
- **Low growth in English Language Arts for our Free/Reduced Lunch population**

Root Causes

- Inconsistent use of data to drive instruction
- Inconsistent Tier I Instruction
- Lack of student engagement systems

Major Improvement Strategy 1: Improve effectiveness of universal and targeted English Language Arts instruction through implementation of Journeys/Senderos curriculum with fidelity, intentionally planning instruction based on student learning data, and use of frequent and consistent formative assessments aligned to state literacy standards.

What success will look like:	<p>100% of Truscott students will make a year or more growth in reading based on i-Ready, CMAS data or GOLD.</p> <p>100% of literacy teacher's data will reflect intentional planning and use of the Journeys/Senderos curricula with fidelity as measured by ongoing common formative assessments and local data.</p> <p>100% of Truscott students will make a year or more growth in writing using performance tasks.</p>
Action Steps:	<ul style="list-style-type: none"> • Intervention Cycle 1 - Targeted instruction based on student needs that focuses on specific deficiencies in reading, i-Ready progress monitoring or Thompson Phonics Screener • PLC/Weekly Data Meetings - Weekly PLCs will occur to analyze student data and refine classroom instruction through the development of a SMART Goal. • Collaborative Intentional Planning Sessions (Focused on Journeys/Senderos) - Meaningful time spent collaborating to plan high quality lessons through support provided by Instructional Coach, Principal, content specialists (including ELD and ESS) staff. • SIOP: Comprehensible Input and Meaningful Activities - Targeted SIOP Professional Development in the areas of Comprehensible Input and Meaningful Activities to increase students understanding and engagement in the literacy cycle. • Writing Focus - Daily student writing to increase the rigor of students' written responses in all subject areas through teachers' intentional planning and instruction. Students' demonstrating their knowledge of the standards through written response.
Benchmarks:	<ul style="list-style-type: none"> • i-Ready • PLC data, teacher plan book, walkthrough

	<ul style="list-style-type: none"> • Writing common formative assessments by grade level
Targets:	<p>i-Ready targets: 1st – 56 or more points growth 2nd – 48 or more points growth 3rd – 40 or more points growth 4th/5th – 24 or more points growth</p> <p>PLC Target SMART goal attainment by each grade level specifically focused on Journeys/Senderos CFAs during reading PLCs</p> <p>Writing Targets: Students will increase one level in 4 out of 6 areas on the writing performance task rubric.</p>

Major Improvement Strategy 2: Improve effectiveness of universal and targeted Math instruction through implementation of Math Expressions curriculum with fidelity, intentionally planning instruction based on student learning data, and use of frequent and consistent formative assessments aligned to state math standards.

What success will look like:	<p>100% of Truscott students will make a year or more growth in math based on i-Ready, math benchmarks/GOLD (in Spanish K-2).</p> <p>100% of math teacher's data will reflect intentional planning and use of the Math Expressions curricula with fidelity as measured by ongoing common formative assessments and local data.</p> <p>100% of math teachers will use the Math Expressions Mastery Learning Loop to reteach specific skills after each quick quiz.</p>
Action Steps:	<ul style="list-style-type: none"> • Math teachers will give i-Ready progress monitoring to all students regularly based on previous data to determine how often for each student. • In primary, Math Expressions unit tests will be used to monitor progress to determine adequate growth. • Collaborative Intentional Planning Sessions (Focused on Math Expressions) - Meaningful time spent on collaborating on planning high quality lessons through support provided by Instructional Coach, Principal, content specialists (including ELD and ESS) staff. • SIOP: Comprehensible Input and Meaningful Activities - Targeted SIOP Professional Development in the areas of Comprehensible Input and Meaningful Activities to increase students understanding and engagement in the daily math instruction. • 1st-5th grade math teachers will administer the Math Expressions Quick Quizzes to determine students needing additional support or enrichment prior to the end of unit test.
Benchmarks:	<ul style="list-style-type: none"> • i-Ready or Math Benchmarks

	<ul style="list-style-type: none"> • PLC data, teacher plan book, walkthrough • Quick Quiz retest
Targets:	<p>i-Ready: K - GOLD 1-2 - TBD by district 3rd Grade – 32 or more points of growth 4th Grade – 28 or more points of growth 5th Grade – 24 or more points of growth</p> <p>PLC Goal: SMART goal attainment by each grade level specifically focused on Math Expressions common formative assessments during math PLCs.</p> <p>Retest specific still after Master Learning Loop with students demonstrating mastery of desired skill.</p>

Major Improvement Strategy 3: Improve student and family engagement in the teaching and learning cycle through the implementation of social/emotional curriculum, development of structures to support students in the classroom, building the capacity of families to engage in the learning lives of their students, and refinement of teachers' instructional engagement strategies to engage students.

What success will look like:	<p>50% decrease in the number of office referrals as a result of greater student engagement.</p> <p>100% of classroom teachers will teach the In Focus curriculum daily.</p> <p>100% of teachers will use a weekly form of communication to inform parents of their child's academic/social successes and needs in order to build families capacity to support their child in the learning cycle.</p>
Action Steps:	<ul style="list-style-type: none"> • SIOP: Comprehensible Input and Meaningful Activities - Targeted SIOP Professional Development in the areas of Comprehensible Input and Meaningful Activities to increase students understanding and engagement in the classroom. • All school Monday morning meetings will be held to increase student engagement through increased school-wide expectations. • Daily In Focus lessons taught in K-5 classrooms to support students' social-emotional needs through skill development. • Grade level teams will develop a weekly/bi-weekly newsletter to inform parents of academics and suggestions of ways to support at home.
Benchmarks:	<ul style="list-style-type: none"> • SWIS Data • Walkthrough Data

	<ul style="list-style-type: none">• Copy of teacher newsletters
Targets:	<p>22 fewer office referrals per month than in the previous year.</p> <p>Instructional Coach and Principal will conduct walk throughs to track teacher's implementation of the In Focus curriculum.</p> <p>Teachers will send home a newsletter to parents weekly or bi-weekly as determined by each grade level.</p>