



# **DISTRICT SOLUTIONS**

## SCHOOL IMPROVEMENT

30-60-90 Day Plan

### **SCHOOL IMPROVEMENT ACTION PLAN FOR MCKIBBEN LANE ELEMENTARY SCHOOL**

**DATE: 10-25-17**

**PRINCIPAL: GEORGLYN STEPHENS**

**SOLUTION TREE COACH: KIM BAILEY**

#### **PRIORITIES FOR 2017-2018**

- **GET STUDENTS READING ON GRADE LEVEL**
- **BE SUCCESSFUL ON THE GEORGIA MILESTONES**
  - **RESPOND TO INDIVIDUAL STUDENT NEEDS**
  - **ESTABLISH A CULTURE OF ACCOUNTABILITY**

Teams will engage in the use of essential standards effectively to align instructional focus, empower their students, and design common assessments (formative and summative) and guide interventions.

Teams will develop/identify common formative and summative assessments (aligned to the essential standards) to improve student learning.

Teams will use results from their assessments to make adjustments in their instruction, support students who require additional time and support, and provide meaningful feedback to students.

### 30 DAY GOAL

<b>Smart Goals (30 day plan)</b>	<p><b>Goal 1:</b> By the beginning of November, leadership will clarify expectations for teams for the identification of learning targets based on the essential standards and quality practices in communicating learning goals for students.</p> <p><b>Goal 2:</b> (Collaborative Teams) By end of November, all teams will use essential standards to guide the development and effective use of specific learning targets with students.</p>
<b>Actions</b>	<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>• Provide an overview of quality design and use of essential learning targets. Have teachers identify look-fors of effective use of learning targets with students.</li> </ul> <p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>• Support teacher knowledge of how to engage students with learning targets, including the WHY and WHAT SUCCESS looks like;</li> <li>• Conduct teacher walk-throughs and video analyses to support understanding and implementation of learning targets in action.</li> <li>• Engage in vertical conversations in which the teams examine the development of essential skills/concepts across grade levels to ensure a staircase of proficiency/rigors.</li> </ul>
<b>Level of Implementation</b>	<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Level 3: Practicing:</b> The principal and teachers are clear about what is tight and what is loose in the work of school improvement.</li> </ul> <p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Level 3: Practicing</b> – Teams will write clear learning targets for the unit that match the intent of and the rigor of the standards.</li> </ul>
<b>Expected Impact</b>	<p><b>Goal 1:</b> Students will be clear on the learning targets in their classroom and their progress toward meeting the target.</p> <p><b>Goal 2:</b> Students will receive aligned instruction based on the learning targets</p>
<b>Evidence</b>	<p><b>Goal 1:</b> Agenda;</p> <p><b>Goal 2:</b> Observations of lessons aligned to the learning targets. Consistency of focus across classrooms.</p>
<b>End Date</b>	<b>November 30, 2017</b>
<b>Person(s) Responsible</b>	<p><b>Goal 1:</b> Principal and leadership team</p> <p><b>Goal 2:</b> Teachers in collaborative teams.</p>

## 60 DAY GOAL

<b>Smart Goals (60 day plan)</b>	<p><b>Goal 1:</b> By December, the leadership team will provide an overview on common assessments with all staff, and clarify the process of building aligned formative assessments, with 100% participation by grade level leads.</p> <p><b>Goal 2:</b> By the middle of January, all grade level teams will identify unit-based CFAs to examine and impact student learning of the essential learning targets during the planning phase of the Plan-Do-Study-Act process.</p>
<b>Actions</b>	<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>• Provide an overview to all staff on the power/why of common assessments and how they link to essential standards.</li> <li>• Train grade level facilitators in the process teams use to develop aligned CFAs focused on unit-based essential standards/learning targets, including unwrapping the standards and identifying aligned assessment items.</li> </ul> <p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>• Coach/support teams as they implement protocols to assist in the assessment planning process.</li> </ul>
<b>Level of Implementation</b>	<p><b>Goal 1: Level 3/Practicing</b></p> <p><b>Goal 2: Level 2/Attempting:</b> Teams write the assessments before the unit begins, with clear directions and scoring agreements.</p>
<b>Expected Impact</b>	<p><b>Goal 1:</b> Teams will be empowered to ensure alignment of instruction and assessment to the essential standards across grade-alike classrooms.</p> <p><b>Goal 2:</b> Students will receive aligned instruction that is monitored formatively.</p>
<b>Evidence</b>	<p><b>Goal 1:</b> Completed training in CFAs and use of protocols.</p> <p><b>Goal 2:</b> Teams backward plan a 6-week unit and identify essential standards being addressed in the unit and the smaller learning targets their students must attain to reach the end in mind. They will design common formative assessments for selected learning targets that will be administered during the unit.</p>
<b>End Date</b>	<b>January 15, 2017</b>
<b>Person(s) Responsible</b>	<p><b>Goal 1:</b> Leadership Team</p> <p><b>Goal 2:</b> Teachers in collaborative teams</p>

## 90 DAY GOAL

<b>Smart Goals (90 day plan)</b>	<p><b>Goal 1:</b> By the end of March, teams will receive training and ongoing feedback and support as they engage in the Plan-Do-Study-Act process during unit instruction that embeds common formative and summative assessments.</p> <p><b>Goal 2:</b> (Collaborative Teams) By end of March, all teams will demonstrate implementation of the Plan-Do-Study-Act process in which they backward plan instruction and assessments aligned to essential standards, and use data from those assessment to adjust their instruction and provide support to students.</p>
<b>Actions</b>	<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>• Build shared knowledge across teams about protocols for analysis and action of assessment results.</li> </ul> <p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>• Establish expectation for implementation of protocols that guide teams through the process of analyzing results.</li> <li>• Provide differentiated coaching and support to teams as they work through the process.</li> </ul>
<b>Level of Implementation</b>	<p><b>Goal 1: Level 3/Practicing</b></p> <p><b>Goal 2: Level 3/Practicing</b> Teachers work to address the four critical questions of a PLC in collaborative teams, using data to determine student learning.</p>
<b>Expected Impact</b>	<p><b>Goal 1:</b> Teams will engage deeply in collaborative work focused on student learning.</p> <p><b>Goal 2:</b> Students will receive timely and specific support so that they can master essential standards.</p>
<b>Evidence</b>	<p><b>Goal 1:</b> Instructional support/coaching log/SAM system data</p> <p><b>Goal 2:</b> Observation and rubric rating during team meetings; student learning data</p>
<b>End Date</b>	<b>March 31, 2017</b>
<b>Person(s) Responsible</b>	<p><b>Goal 1:</b> Leadership Team</p> <p><b>Goal 2:</b> Teachers in collaborative teams</p>