

2017-2018 Building Goals

<p>Goal 1-Climate</p>	<p>During the 2017-2018 School Year, staff members at Shawnee Elmwood Primary School will increase the amount of positive interactions and communication to reduce the number of office referrals and the number of dissatisfied parents per classroom.</p>
<p>How? <i>students-student centered, surveys, use developmentally appropriate strategies/discipline</i> <i>parents-respond in 24 hrs, invite parents into the classroom (provide more opportunities for parents to volunteer or participate in the learning process through presentations and/or projects), schedule IATs to enlist parent input and support as preventative tactic, as opposed to reactive tactic.</i> <i>Staff-establish and abide by Professional Norm expectations during and after staff meetings</i></p>	<p>Ts will use the results of their learning style inventory surveys in their lesson planning. Ts will implement a behavior system that encourages positive behavior such as PAX or WBT. ADHD students do not stay in for recess to complete work nor do students who demonstrate low processing and /or fine motor deficits.</p> <p>Ts will provide opportunities for all parents to volunteer in the classroom. Ts will seek parent expertise for information related to the content standards. PLC will actively seek one parent/community member lead. Parent phone calls or conferences/IATs are to be schedule before a student is failing. All information on the report card will not be "new" information to parents.</p> <p>Professional norms are instituted by all staff to increase emotional intelligence of staff as well as productivity. Implement Postive Behavior Intervention Systems (PBIS) as described in the staff handbook.</p>
<p>Goal 2-Instruction</p>	<p>During the 2017-2018 School year, Elmwood staff will use effective teaching practices to increase long term student understanding. Monthly data (SCA, Phonics Assessments, Sight words, DIBELS p.m., Math pretests) is used to guide planning and delivery. Strategies/techniques and time will be present in teacher lesson plans each week.</p>
<p>How? <i>Increase professional collaboration and DI by process</i> <i>Data led Professional Learning Communities (PLC)</i> <i>Grade level meetings-alignment and communication</i> <i>Quarterly reading mtgs with rdg specialists and bldg principal</i> <i>Scientificallly researched based instructional strategies-QAR to support close reading.</i> <i>Increase content knowledge</i> <i>Increase writing across the curriculum.</i> <i>Increase student engagement using a developmental and naturalistic approach</i></p>	<p>In math all teachers are required to differentiate by process. In kdn all teachers use the Scaffold Up Phonics process. Coteaching classrooms use the Flip Flop Phonics technique. Teachers are required to have 90 minutes of ability grouped guided reading 4 days per week. All staff members are a part of a leadership committee for Elmwood Primary.</p> <p>PLC members will start the year with a smart goal, including student outcomes as a result of the PLC. PLC will consistently research, plan and/or create resources and share out to peers at grade level meetings. This will also help with vertical alignment (consistency in instructional practice). Current PLCs-Behavior, Project Based Learning, Math and Writing.</p> <p>Teachers address grade level concerns monthly with next steps stated before the next meeting. Meetings are set to develop shared understanding within the grade level for instruction, assessment, and/or curriculum.</p> <p>The principal meets with reading specialists to review building literacy data. Data is analyzed to find trends and align reading expectations vertically. Meetings adjourn with next steps in place.</p> <p>Building instructional strategies were chosen from Marzano's research: comparisons, reinforcing effort and recognition, as well as setting objectives and providing feedback. When informally checking student understanding, half of the oral questions will be inferencing (author and me). Kindergarten will focus on language development and grade level appropriate responses using the first two levels of QAR. Teachers will scaffold their questioning when students do not demonstrate understanding not only to trigger a correct response but also to develop ownership for learning.</p> <p>Through PLCs, teachers will increase their content and student behavioral knowledge through peer observations, collaboration and research in best practice.</p> <p>All teachers, daily, plan for 30 minutes of explicit writing instruction, implement math journals, and allow for writing on demand in a writing journal. Students are expected to talk (explain) before writing to help with fluidity of thoughts. In first and second grade, graphic organizers (four square) are used to plan informative, opinion and narrative writing. Each grade level has developed quarterly expectations for writing development. (See Rubrics).</p> <p>Through the creation of our Nature Trail and Outdoor Learning Lab, students will explore their curiosities, make discoveries and participate in service learning. Each grade level is will take responsibility for it's continual growth and development while learning the standards through more real world/meaningful experiences. Through collaboration with the Behavior PLC and guidance counselor, teachers will provide motivators for student time on task.</p>
<p>Goal 3-Data analysis</p>	<p>Each week, teachers will demonstrate an understanding that assessment is means of evaluating and supporting student learning through effectively analyzing and then incorporating diagnostic, formative and/or summative assessments appropriately into lesson planning.</p>
<p>How? <i>RTI</i> <i>Quarterly Title Mtgs</i> <i>Yearly BLT mtgs</i></p>	<p>Ts collect data weekly and meet bimonthly with Reading Specialists to analyze individual student progress. During these meetings decisions are made on intervention instruction, core instruction as well as intensity and duration.</p> <p>Reading teachers meet once a qtr to review quarterly data (summative-reading, math, Running Records) as well as DIBELS benchmark and progress monitoring in comparison to grade level peers. Any data trends are addressed in grade level meetings and/or RTI sessions for instructional improvement.</p> <p>The BLT consists of Reading Specialists, Intervention Specialist, Enrichment Teacher, Principal, Special Ed director (when available) and ACESC Gifted Coordinated (when available). The team meets to discuss trends in behavior and academics. The team has previously identified students with ADHD and move-in students as two subgroups in need. High interest/real world application implementation along with researched based behavioral strategies such as PAX and WBT are being used to support these learners. The team may refer any deficit area to PLCs for further research (for example, executive functioning and motivation) for all staff to use as a resource to inform instruction and management of classrooms.</p>