



## Macdonough School Improvement Plan 2018-2021

### District Improvement Goal 1: Teaching and Learning

**Problem of Practice:** To improve student’s ongoing readiness and learning opportunities by creating accessible, innovative, and personalized environments to close the preparation, opportunity, and performance gaps, to achieve equity in our schools.

**Goal:** To increase student growth as measured by NWEA banded growth goals by grade. The gap between the high needs subgroup and the non-high needs subgroup will decrease by 2% as measured by the NWEA banded growth goals.

Theory of Action	Action Steps	Evidence of Implementation
1A: If Macdonough’s students are consistently exposed from Kindergarten to Grade 5 to a) the district’s adopted researched-based set of math materials and b) differentiated math instruction through guided	<ul style="list-style-type: none"> <li>● Teachers will use EnVisions with fidelity.</li> <li>● Observations and collaborative planning with the Elementary Math Coach.</li> <li>● Teacher will use Quick Checks, Topics Tests, Daily Common Core Review</li> <li>● Guided Math implementation at all grade levels</li> <li>● Differentiating Centers</li> </ul>	<ul style="list-style-type: none"> <li>● CFA and benchmark data</li> <li>● NWEA Progress Monitoring</li> <li>● Teacher evaluation data - SLO</li> <li>● Administrator evaluation data</li> <li>● Lesson plans</li> </ul>

<p>math, and students' number sense will improve and in turn students will achieve at a higher rate as measured by SBAC</p>	<ul style="list-style-type: none"> <li>● Use of EnVision Intervention Materials</li> <li>● Strategic use of Interventionist for lagging skills</li> </ul>	<ul style="list-style-type: none"> <li>● IDT and SDT agenda and minutes</li> </ul>
<p>1B: If Macdonough educators collaborate to implement an effective SRBI system, our lower-performing students will receive more focused tiered instruction to address deficits and achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Implement SRBI as prescribed in the <i>MPS Elementary SRBI Handbook</i></li> <li>● Continually monitor, assess and refine our SRBI system.</li> <li>● Provide teachers with ongoing PD and support as they identify students to receive tiered interventions through SRBI.</li> <li>● Continually explore additional intervention strategies for math, ELA and behavior concerns.</li> </ul>	<ul style="list-style-type: none"> <li>● SRBI documentation</li> <li>● Data from MAP/NWEA, F&amp;P, AIMSweb, SBA, and NGSS assessments</li> <li>● CFA data</li> <li>● SWIS data</li> <li>● Instructional Rounds data</li> </ul>
<p>1C: If Macdonough educators utilize the time and resources available to support the data team process, then these educators will be able to use the resulting data to better differentiate instruction; consequently, students will be engaged and instructed at their respective readiness levels and achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Continue to review and refine implementation of IDT and SDT processes.</li> <li>● Provide opportunities for vertical collaboration.</li> <li>● Continue to provide time for collaboration between teachers and interventionists</li> <li>● Look at master schedule to determine optimal time for collaboration between teachers and interventionists.</li> <li>● Provide training for Alpine</li> </ul>	<ul style="list-style-type: none"> <li>● Data from MAP/NWEA, F&amp;P, AIMSweb, SBA, and NGSS assessments.</li> <li>● CFA data</li> <li>● SWIS data</li> <li>● Instructional Rounds data</li> <li>● Alpine data</li> </ul>

<p>1D: If Macdonough educators use technology to enhance teaching and learning, then students' digital literacy, engagement, and achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Continue to engage all educators in professional development in the use of the full range of hardware and software available at Macdonough.</li> <li>● Macdonough staff will identify and share successful technology use in classrooms with colleagues during early release professional development days.</li> <li>● Utilize MakerSpace resources to create learning experiences for students.</li> </ul>	<ul style="list-style-type: none"> <li>● Informal and formal instructional observations</li> <li>● CFA and NWEA benchmark data</li> <li>● Instructional Rounds data</li> </ul>
<p>1E: If Macdonough educators engage in professional development to support the use of research based instructional strategies, then these educators will be able to more effectively engage and instruct students, and student achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Provide explicit Professional Development on <ul style="list-style-type: none"> <li>○ Rigor and Relevance</li> <li>○ Learning Targets/Objectives</li> </ul> </li> <li>● Provide follow-up and monitoring of PD through coaching, Instructional Rounds, formal and informal feedback.</li> <li>● Provide Professional Development that is relevant to the needs of the Macdonough staff</li> </ul>	<ul style="list-style-type: none"> <li>● CFA and benchmark data</li> <li>● Instructional Rounds data</li> </ul>
<p>1F: If we implement the Middletown Kindergarten to Grade 5 Literacy Initiative (MK5LI) in all elementary schools to strengthen our multi-tiered instructional model and ensure all student read well by grade 5 then student achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Implement a master schedule that supports Tiered Instruction.</li> <li>● Implement district MK5LI Literacy Action Plan. Cohort 1 schools will develop and implement a Literacy Action Plan that aligns with the district MK5LI Literacy Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>● Data from MAP/NWEA, F&amp;P, AIMSweb, SBA.</li> <li>● Teacher use of gated assessment systems</li> </ul>

## District Improvement Goal 2: Operations, Systems and Structures

**Problem of Practice:** To develop a broad community of stakeholders who ensure a high level of efficiency and alignment among departments, and systems to improve the delivery of instruction and services for students.

**Goal:**

Theory of Action	Action Steps	Evidence of Implementation
<p>2A: If we improve two-way, ongoing and flexible communication protocols to inform and engage staff, families, community members, partners and students stakeholders will be better informed and student achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Continue to implement school wide communication platform for teacher to family correspondence. (Dojo)</li> <li>● Weekly Community Newsletters to families.</li> <li>● Weekly Memos to staff.</li> <li>● Reminders and Updates as needed to community.</li> <li>● Wednesday Folders.</li> <li>● Office has reminders about current happenings</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at events</li> <li>● Informal feedback from families</li> <li>● Results on Panorama survey</li> </ul>
<p>2B: If we improve the dining experience for staff and students including customer service, nutritional quality and access to meals then student achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Develop a plan to improve the quality and value of breakfast (started January 19) and lunch served to our students, exposure to new healthy foods (Food Corps Volunteer), scheduling for meal times, and cafeteria facilities based on culinary excellence.</li> <li>● Ensure that 100% of students have access to nutritious and appetizing breakfasts and lunches every school day.</li> <li>● Strengthen the relationship between cafeteria worker with staff and students.</li> <li>● Improvement of Cafe for Positive Experience:               <ul style="list-style-type: none"> <li>○ Use of PBIS system for positive relations</li> <li>○ Music on Fridays</li> <li>○ Place to hang coats</li> <li>○ One class in Cafe at a time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● SWIS Referral Data</li> <li>● More kids are eating breakfast - not just taking one component</li> <li>● Lunch offerings will change</li> <li>● Chocolate Milk and Juice are eliminated</li> </ul>

	<ul style="list-style-type: none"> <li>● Continued attempts to limit the amount of sugar intake <ul style="list-style-type: none"> <li>○ Elimination of chocolate milk</li> <li>○ Elimination of juice</li> </ul> </li> </ul>	
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### District Improvement Goal 3: Choice and Innovative Models

**Problem of Practice:** To establish successful education models that promote choice and achievement through innovation.

**Goal:**

Theory of Action	Action Steps	Evidence of Implementation
<p>3A: If we implement an innovative learning model that promotes choice and equity for families with the creation of a STEM Academy then student achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Explore and research STEM school-wide models. <ul style="list-style-type: none"> <li>○ Book study <u>Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences</u> by Suzie Boss and John Larmer</li> </ul> </li> <li>● Establish partnership with BIE (Buck Institute of Education)</li> <li>● Plan school-wide PD, curriculum alignment, secure resources, and support focus grades (K/5) for transformation.</li> <li>● Launch school-wide STEM model <ul style="list-style-type: none"> <li>○ Kindergarten and Grade Four (19-20)</li> <li>○ Grade One and Grade Five (20-21)</li> <li>○ Grade Two and Grade Three (21-22)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Data from MAP/NWEA, F&amp;P, AIMSweb, SBA, and NGSS assessments.</li> <li>● PBL Units are created and implemented</li> </ul>

## District Improvement Goal 4: Collaborative Learning Environments

**Problem of Practice:** To create nurturing, healthy and safe learning environments that are inclusive and engaging for all students, families and staff.

**Goal:** To receive favorable ratings from all stakeholders in the area of School Climate, School Fit, and Barriers to Engagement in Panorama Survey.

Theory of Action	Action Steps	Evidence of Implementation
<p>4A: If Macdonough educators collaborate with our students' parents/caretakers, the community, and our students themselves to develop short and long term plans to build relationships and improve attendance, then chronic absenteeism will decline for all students including subgroups and parent engagement will increase.</p>	<ul style="list-style-type: none"> <li>● Maintain an active Governance Council that meets monthly to discuss topics that pertain to the effective functioning of Macdonough School, including parent engagement.</li> <li>● Maintain a school attendance committee to analyze data and develop strategies for decreasing chronic absenteeism.</li> <li>● Strategize about attendance and chronic absenteeism at school data team meetings.                             <ul style="list-style-type: none"> <li>● Implement Tier 2 and Tier 3 strategies to address chronic absenteeism</li> </ul> </li> <li>● Create engagement activities and invite parents in to participate.</li> </ul>	<ul style="list-style-type: none"> <li>● Kindergarten attendance logs</li> <li>● Monthly attendance reports</li> <li>● Attendance data</li> <li>● Panorama Survey Data</li> <li>● Parent-teacher conference attendance data</li> <li>● Governance Council Meeting Minutes</li> </ul>
<p>4B: If Macdonough educators implement culturally responsive practices and strategies to improve relationships with students in subgroups, then students will positively engage in the school community and suspension rates will decrease.</p>	<ul style="list-style-type: none"> <li>● Seek and provide meaningful professional development activities relevant to culturally responsive practices.</li> <li>● Continue to implement culturally responsive school-wide activities that support relationship building with families.</li> <li>● Implement monthly Equity Courageous Conversations at staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Suspension rate/data</li> <li>● SWIS data</li> <li>● Staff meeting agendas and minutes</li> </ul>

<p>4C: If Macdonough educators refine behavioral support practices and implement restorative practices with fidelity, students will positively engage in the school community and suspension rates will decrease.</p>	<ul style="list-style-type: none"> <li>● Continue to utilize the school-based PBIS leadership team as a means to refine PBIS practices.</li> <li>● Train staff to implement restorative practices as an alternative to suspension and other punitive disciplinary actions and to foster problem solving skills.</li> <li>● Use circles in classrooms</li> <li>● Maintain PBIS practices: <ul style="list-style-type: none"> <li>○ PBIS Fairs</li> <li>○ Back to School expectations</li> <li>○ Stickers</li> <li>○ Rewards (buckets)</li> <li>○ Let's Stick Together</li> <li>○ SURFS Assemblies</li> <li>○ Community Walks</li> </ul> </li> <li>● Utilize Equity and Restorative Practice coaches</li> </ul>	<ul style="list-style-type: none"> <li>● <i>School-Wide Information System (SWIS)</i> data that tracks behavior referrals.</li> <li>● Attendance Data</li> <li>● Panorama Survey</li> </ul>
<p>4D: If we develop social-emotional learning and intervention frameworks at elementary schools then student achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Investigate bringing M-SELI to Macdonough</li> <li>● Implement Choose Love Curriculum</li> <li>● Implement CH&amp;L lessons</li> <li>● SBHC Support from Social Workers</li> </ul>	<ul style="list-style-type: none"> <li>● <i>School-Wide Information System (SWIS)</i> data that tracks behavior referrals.</li> </ul>
<p>4E: If we create healthy, safe and positive learning environments for staff then student achievement will improve.</p>	<ul style="list-style-type: none"> <li>● Staff appreciation hearts in work rooms</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>