School Improvement Action Plan

Stanton Community Schools
Fall 2018

Target area for improvement: Reading Comprehension & Transitions

Improvement Goal:

1. All students will improve in reading comprehension across the curriculum.
2. The district will enhance its transition support for students transitioning from one environment to another.

Expectations for student learning:

- All students will read for content.
- All students will learn new and additional strategies to improve reading comprehension.
- All students will apply new strategies.
- All students will meet or exceed the 40th percentile on MAP Reading Assessment
- All students will perform at their projected growth rate when transitioning from one environment to the next.

Targeted participants:

- 3rd - 8th, 11th Grade - Reading
- K, 5th, 7th, 9th Grade & Graduates – Transition
- 2nd-11th SPED

Interventions:

Student Support: Structure student support systems to ensure success for all students in the targeted improvement goals.
Staff Support: Enhance the capacity of the entire instructional staff in the targeted improvement goals.
Curriculum: Expand curriculum opportunities in the targeted improvement goals.
Instruction: Examine scheduling and instructional practices with an emphasis on the targeted improvement goals.
Assessments: Ensure classroom assessments incorporate the targeted improvement goals in all assessments.

Evaluation:

- NSCAS – R
- MAP – R
- ACT – R
- DIBELS (K-8)

Timeframe for Implementation: **August 2018 – 2023 (Year 1: 18-19, Year 2: 19-20, Year 3: 20-21, Year 4: 21-22, Year 5: 22-23)**

Student Support

Action	Schedule	Responsibilities	Monitoring	Resources
1. Increase Parent Involvement (Reading) a. Restructure the purpose of parent/teacher conferences i. Provide and review reading strategies with parents who have struggling student readers (K-6) ii. Provide and review organizational strategies with parents who have struggling student readers (7-12) iii. Schedule conferences for each K-8 student who receives a reading intervention with their respective reading teacher	• Year 3	• Unity Council	• List of scheduled P/T Conferences	• Note – Follow-up call to parent who did not make it to P/T Conferences
b. Schedule and host a 7-12 book fair during fall parent/teacher conferences	• Year 1	• Librarian	• 7-12 book fair	• Scholastic
2. Work in partnership with pre-school teachers about critical skills and behaviors	• Year 4	• Elementary Principal	• Meeting agenda	• N/A
3. Enhance transition support for students transitioning from one environment to another				• Student should start at paper planners and migrate to electronic planners • Advisor/Advisee (7th-organizational/study skills, 8th-Eight to Great, 9th to 11th-habitudes, read, meeting, & 12th-college, scholarships, read, college reps, study hall)
a. Provide tours of next transition grade during the school day for transitioning students	• Year 1	• Elementary & High School Principal	• Tours	
b. Develop a protocol/system for all students to utilize daily planners in organizing their schedules	• Year 2	• Elementary & High School Principal	• Assessment Protocol	
c. Evaluate the effectiveness and possibly restructure the critical components of the 7-12 Advisor/Advisee Program	• Year 3	• High School Principal	• Assessment Protocol	

Staff Support

Action	Schedule	Responsibilities	Monitoring	Resources
1. Research and provide professional development opportunities that will increase reading comprehension a. Provide all staff members professional development in explicit instruction b. Provide all staff members professional development in small group instruction c. Provide all staff members professional development in building the capacity of a student's vocabulary d. Determine means and then complete fidelity checks after professional development opportunities e. Utilize peer-to-peer observations/coaching including the district's mentoring program	• Years 1 - 5	• Administration	• Attendance list of those receiving professional development • Fidelity checklists • Mentoring Protocol	• ESU • Explicit Instruction book by Anita Archer
2. Research and provide professional development opportunities that will increase transitional support for students				
a. Have all staff members complete one professional development standards in Infinite Campus per month	• Year 1 – 5	• Elementary & High School Principals	• Infinite Campus Report	• N/A
b. Provide all staff members professional development on social/emotional issues that students face (self-esteem, anxiety, confidence, stress)	• Year 3 – 5	• Administration & Counselor	• School Improvement Agendas	• Suicide prevention training • External Speakers
c. Provide all staff members with team building activities to enhance staff relationships	• Year 1 – 5	• Administration	• School Improvement Agendas	• N/A

Curriculum

Action	Schedule	Responsibilities	Monitoring	Resources
1. Provide necessary curricular support for reading a. Develop and utilize Wonders templates in grades K-6 b. Integrate 7-12 student technology use into teaching reading	• Year 1 – 2 • Year 1 – 5	• Elementary Principal • Curriculum Coordinators	• Wonders' Templates • Curriculum Guides	• MTSS Consultants • Textbook selection with digital learning piece

Instruction

Action	Schedule	Responsibilities	Monitoring	Resources
1. Research and continue to implement the MTSS model	• Year 1 – 5	• Administration and Teachers	Grades 5 -12 • Year 2 (18-19) o Common Syllabus o Unison Response o Student Planners o Student Engagement • Year 3 (19-20) o Vocabulary Strategies o Note Taking o Student Engagement Elementary • MTSS Team engagement visits	• MTSS Team Attend MTSS Norfolk Cadre Trainings • MTSS Team Attend State MTSS Conference • 7th grade Advisory teachers train staff o Note taking o Planner usage o Time management o Study skills

Assessments

Action	Schedule	Responsibilities	Monitoring	Resources
1. Develop and implement an Assessment Protocol for all grades and subjects	• Year 1 – 3	• Administration	• Assessment Protocol	• ESU #8, Teacher Feedback