



**SCHOOL IMPROVEMENT PLAN  
2021-2022**

**Goal 1: 60% of Students will have a 50+ Conditional Growth Index score as measured by end of year MAP assessment in Reading**

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Each Grade level will identify and create grade level appropriate monthly reading assessments that will evaluate reading fluency and comprehension	Grade level chairs	Worked done before July 29 and implemented monthly	- Grade level Lesson Plans - Monthly Graphs outside room and in teacher drive	- Growth on MAP - Growth on Monthly Reading Fluency and comprehension check	Monthly Reading passages with fluency/comprehension/accuracy charts
Create and share parent modules that will teach parents how to better support their students with reading fluency, a	Administration and grade levels	Monthly	- Google classrooms - Website	- Growth on MAP - Growth on Monthly Reading Fluency and comprehension check - Parent Participation	School Website
Every person at KES will have a daily time to work on sustained reading (stamina-focus) built into the master schedule. Also incorporate vocabulary building	Master Scheduler	Daily from 1:25-1:50	- Master Schedule - Teacher reflections	- Growth on MAP - Growth on Monthly Reading Fluency and comprehension check	Books
Students in grades 1-5 will have access to Exact Path program that will work on deficit skills as identified on MAP tests. Students will work on these approximately 45 minutes per week.	Administration and teachers	Weekly starting in September after BOY MAP assessment	- Upload of Data from MAP - Monthly Reports	- Growth on MAP - Growth on Monthly Reading Fluency and comprehension check	Exact Path
All students will have access to Weekly Scholastic News to incorporate real time non-fiction reading into the everyday instruction	Teachers	Weekly	- Grade level Lesson plans	- Growth on MAP - Growth on Monthly Reading Fluency and comprehension check	Scholastic News
<b>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</b>					
<ul style="list-style-type: none"> <li>Academic Interventionist will work with specific (need based) students daily using Leveled Literacy Intervention books</li> <li>EIP teachers will pull specific students daily to work on intensive reading needs.</li> </ul>					
<b>Professional Capacity building to support the above goal and action steps</b>					
<ul style="list-style-type: none"> <li>Coaching cycle with Ms. Vickers</li> </ul>					



## Goal 2: 60% of Students will have a 50+ Conditional growth index score as measured by end of year MAP assessment in Math

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
All regular (Homeroom) teachers will conduct daily number talks	Neupert & Vickers, Bolden	monthly	<ul style="list-style-type: none"> <li>- Lesson plans</li> <li>- Instructional Rounds</li> </ul>	MAP Growth	Google Classroom
Students will participate in periodic math fact fluency assessments	Math teachers	weekly	<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Weekly charting</li> </ul>	MAP Growth and weekly progress monitoring	Daily fact fluency sheets
Regular use of grade level appropriate story problems	Math teachers	weekly	<ul style="list-style-type: none"> <li>- Lesson Plans</li> </ul>	MAP growth and weekly progress monitoring	Weekly Story Problems
Students in grades 1-5 will have access to Exact Path program that will work on deficit skills as identified on MAP tests. Students will work on these approximately 45 minutes per week.	Administration and teachers	weekly	<ul style="list-style-type: none"> <li>- Upload of Data from MAP</li> <li>- Monthly Reports</li> </ul>	<ul style="list-style-type: none"> <li>- Growth on MAP</li> <li>- Growth on Monthly Reading Fluency and comprehension check</li> </ul>	Exact Path
<p><b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b></p> <ul style="list-style-type: none"> <li>• EIP teachers will pull specific students daily to work on intensive math needs.</li> </ul>					
<p><b><u>Professional Capacity building to support the above goal and action steps</u></b></p> <ul style="list-style-type: none"> <li>• Professional Learning on Number Talks with Tamara Bolden and Mr. Vickers</li> </ul>					

Approved:

### Goal 3: 100% of staff will participate in monthly Social Emotional Professional Learning

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Staff will participate in monthly Social Emotional Health professional learning session using the Onward book	Butcher, Neupert	monthly	Sign in sheets for monthly meetings Minutes from leaders planning meeting	Monthly reflections	Onward and Onward workbook
Teachers will lead a morning meeting with their class to set a positive tone for the day	Butcher and homeroom teachers	Daily morning announcements	Informal walkthroughs into classes to check implementation	Monthly reflections	Project Wisdom
Teachers will do a monthly Edmentum BASE lesson with students	McClenny & Bennett	Monthly and monthly upload for parents modules on website	Teacher lesson plans and implementation checks on BASE site	Monthly reflections	BASE education from Edmentum
<b><u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u></b> <ul style="list-style-type: none"> <li>• _school will coordinate with the system Student Services Department to ensure uninsured students needing additional mental health counseling are provided services through Title IV, Part A grant funding</li> </ul>					
<b><u>Professional Capacity building to support the above goal and action steps</u></b> <ul style="list-style-type: none"> <li>•</li> </ul>					

Approved:

## **Family and Community Engagement**

- Build the staff capacity, based on information shared by parents on the parent survey and during spring planning meetings, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
  - First semester
    - Date: During preplanning How to build “virtual classroom” to best communicate with parents (In person/record)
    - Date: Update/Create what is expected of students and parents for the year slideshow/video (put on website) (in person/record)
    - Add BASE lessons and parent modules each month to Google Classrooms and webpages
  - Second semester
    - Add BASE lessons and parent modules each month to Google Classrooms and webpages
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
  - First semester
    - Annual Meeting Date: August 24th
    - Building Parent Capacity 1st week of school and watch what is expected for the year video
    - Add BASE lessons and parent modules each month to Google Classrooms and webpages
  - Second semester
    - Spring planning meeting date:
    - Add BASE lessons and parent modules each month to Google Classrooms and webpages

For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students

Response:

Approved:



Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

- Consistent in depth training needs to be provided for all teachers on MAP
- Clear expectations set by administration on Reader's Workshop.
- Instructional coach providing TRC stem questions for teachers to place in the classrooms.
- Provide writing prompts and sample writing samples through announcements
- Clear expectations set by administration on use of CGI and constructed response questions

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

Thorough Kindergarten registration day to evaluate student abilities as they enter Kindergarten. Head Start and Learn and Play Preschool facilities tour KES in Spring of each year. The week prior to pre-planning all registered Kindergarten students are invited to Kindergarten Training Camp. Parents can bring their kindergarten students to a 4 day (2 hour each day) program where students get to experience what a kindergarten day would be like.

Fifth grade students visit cluster middle school to learn about middle school expectations and familiarize themselves with the layout of the school. Fifth grade students try out for band and can sign up for chorus. Middle school counselor brings peer leaders over to KES to meet with 5th graders to teach about daily routines (connections, content classes, etc.) Cluster middle school teachers met with families of rising 6th grade Accelerated Math students to discuss program expectations.

Approved:

