

## School Improvement Plan | 2017-18

### *Part I: School Information*

#### **School Information**

School Name: Seward Montessori  
School Number: 160  
Grades Served: Kindergarten - 8th Grade  
Principal: Tammy Goetz  
Phone: 612.668.4950  
Fax: 612.668.4960  
Street Address: 2309 - 28th Ave. S., Minneapolis, 55406

#### **Instructional Leadership Team Members**

<b>Team Member Name</b>	<b>Position</b>
Meghan O'Connor Fisher	Assistant Principal
Kaisa Lee	School Counselor
Julie Lillie	Literacy Specialist
Jessica Grabe	Middle School Teacher
Elizabeth Hockbein	Kindergarten Teacher
Kelley Dean	E2 Teacher
Brie Monahan	EL Teacher
Sarah Rose	Media Specialist
Jessica Argabright	Instructional Specialist
Kaye Ann Deblieck	E1 Teacher
Ben Knaus	Middle School Teacher
Tammy Goetz	Principal

#### **Other Staff, Families, or Community Members involved in SIP planning**

<b>Team Member Name</b>	<b>Role</b>
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### *Part II: Comprehensive Needs Assessment*

#### **Data Review**

Types of data reviewed: Demographics	Improvement or success found: American Indian MCA math proficiency increase of 6 Asian MCA math proficiency increase of 3 Asian MCA reading proficiency increase by 3	Challenge or area for improvement: African American MCA math growth decrease by 6% African American MCA math proficiency decrease by 9 African American MCA reading proficiency decrease by 8 African American MCA reading growth decrease by 8%
Types of data reviewed: Student Learning		Challenge or area for improvement: Decline in growth on Reading MCA for all students by -6
Types of data reviewed: Demographics		Challenge or area for improvement: Decline in overall proficiency on Reading MCA by -7
Types of data reviewed: Student Learning		Challenge or area for improvement: Decline in MCA math growth overall by -8
Types of data reviewed: Demographics	Improvement or success found: Increase in MCA math proficiency by 1 point in 6 grade math, and 5 points in 8th grade math	Challenge or area for improvement: Decline in MCA overall math proficiency by -8

## Root-Cause Analysis

### Improvements and Successes

#### Key Finding

#### What factors contributed to this success or improvement?

American Indian MCA math proficiency increase of 6	Study Hall Elective for Middle School
Asian MCA math proficiency increase of 3	Teacher- student relationship
Asian MCA reading proficiency increase by 3	Teacher- student relationship
Increase in MCA math proficiency by 1 point in 6 grade math, and 5 points in 8th grade math	Math specialist collaborated with teachers first half of school year.

### Challenges and Areas for Improvement

#### Key Finding

#### What factors contributed to this success or improvement?

African American MCA math growth decrease by 6%	Lack of PD on culturally responsive teaching
African American MCA math proficiency decrease by 9	Lack of PD on culturally responsive teaching
African American MCA reading proficiency decrease by 8	Lack of PD on culturally responsive teaching Lack of focus on academic standards
African American MCA reading growth decrease by 8%	Lack of PD on culturally responsive teaching Lack of focus on academic standards
Decline in growth on Reading MCA for all students by -6	Lack of PD on culturally responsive teaching Lack of focus on academic standards Testing environment
Decline in overall proficiency on Reading MCA by -7	Lack of PD on culturally responsive teaching Lack of focus on academic standards Testing environment
Decline in MCA math growth overall by -8	Lack of PD on culturally responsive teaching Lack of focus on academic standards Testing environment
Decline in MCA overall math proficiency by -8	Lack of PD on culturally responsive teaching Lack of focus on academic standards Testing environment

## Part III: Action Plan

### Goals

SMART Goal:	Alignment to Acceleration 2020:	Target student groups:
Goal 1: The percentage of students who are proficient on the MCA reading test will increase from 41% to 44% by 2018.	Improved Student Outcomes	African American/Black
Goal 2: The percentage of students who are proficient on the MCA math test will increase from 34% to 36% by 2018.	Improved Student Outcomes	African American/Black
Goal 3: The number of behavior referrals for minor classroom behavior will decrease from 1982 to 1922 by June 2018 as collect by the SWISS data system.	Equity	All Students
Goal 4: The number of behavior referrals for African American students will decrease from 469 to 450 by June of 2018 as collected by the SWISS data system.	Equity	African American/Black

### Activities and Strategies

#### Activity/Strategy 1: PBIS

Description: Teachers will teach, model, and practice the Seward SHARK behavior matrix. Staff will acknowledge positive behavior and implement a school-wide reinforcement system. Staff will participate in on-going Professional Development around positive classroom behavior strategies.

Goal(s) Addressed:

1. The percentage of students exhibiting minor classroom behavior will decrease from \_\_\_\_\_ to \_\_\_\_\_ by June 2018.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Lack of a common and consistent language for behavior expectations in the building has resulted in minor classroom behaviors that impact student learning.

Quarterly Objectives:

- Q1 Objective: Staff will track minor classroom behaviors on the universal referral form. Teachers will implement one positive reinforcement strategy in their classroom for students who earn SHARK tickets. Staff will implement reinforcement system for students following lunchroom expectations under SAFE per the matrix.
- Q2 Objective: Staff will track minor classroom behaviors on the universal referral form. Staff will implement reinforcement system for students following HONEST and ACTIVE LEARNER on the behavior matrix.
- Q3 Objective: Staff will track minor classroom behaviors on the universal referral form. Staff will implement reinforcement system for students following RESPONSIBLE on the behavior matrix.
- Q4 Objective: Staff will track minor classroom behaviors on the universal referral form. Staff will implement reinforcement system for students following KIND on the behavior matrix.

## Activity/Strategy 2: PBIS

Description: Teachers will implement positive classroom behavior strategies and culturally relevant teaching taught through professional development.

Goal(s) Addressed:

1. The percentage of African American students with classroom referrals will decrease from \_\_\_\_\_ to \_\_\_\_\_ by June of 2018.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Ensure all students are treated fairly through an equity lens. Ensure our East African students are not being given more minor behavior referrals than our white students.

Quarterly Objectives:

- Q1 Objective: Students will be screened on the FAST behavior screener to identify students exhibiting external and internal behaviors in the classroom. Staff will determine specific strategies to support students. Staff will actively support supervision at recess.
- Q2 Objective: Students will be able to view behavior reports and set goals with teachers to decrease referrals. Students will receive acknowledgement of positive behavior through SHARK STAR tickets
- Q3 Objective: Students will be able to view behavior reports and set goals with teachers to decrease referrals. Students will receive acknowledgement of positive behavior through SHARK STAR tickets
- Q4 Objective: Students will be able to view behavior reports and set goals with teachers to decrease referrals. Students will receive acknowledgement of positive behavior through SHARK STAR tickets

## Activity/Strategy 3: Informational Writing

Description: Teachers will use the vertically aligned informal writing rubric to plan, teach, and assess students on writing. Teachers will implement culturally responsive practices in their writing lessons. Teachers will use the MN writing standards when designing mini-lessons for their instruction. Students will publish writing four times throughout the school year. Teachers will participate in data meetings in October and February with administration. Teachers will score writing prompts using the vertically aligned informational writing rubric three times a year: October 1st, January 25th, June 1st.

Goal(s) Addressed:

7. The percentage of students who are proficient on the MCA reading test will increase from 41% to 44% by 2018.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Lack of a core literacy curriculum to support teachers. Lack of professional development around mini-lessons and designing lessons to the MN standards. Lack of a common vertically aligned rubric, editing tools, and writing process for school.

Quarterly Objectives:

- Q1 Objective: Teachers will gather baseline data on students using the vertically aligned informational writing rubric by October 1st. Teachers will use data from rubric to plan as teams and will collect formative assessment. Teachers will begin to utilize editing tools during instruction.
- Q2 Objective: Teachers will gather baseline data on students using the vertically aligned informational writing rubric by January 25th. Teachers will use data from

rubric to plan as teams and will collect formative assessment. Teams will present data at ILT meetings.

Q3 Objective: Teachers will use data from rubric to plan as teams and will collect formative assessment. Teams will present data at ILT meetings.

Q4 Objective: Teachers will gather post data on students using the vertically aligned informational writing rubric by June 1st. Teachers will use data from rubric to plan as teams and will collect formative assessment. Teams will present data at ILT meetings.

#### **Activity/Strategy 4: Math Mini- Lessons: Focus on Standards**

Description: Teachers will use MN standards to design math mini-lessons. Mini- lesson will follow the launch, explore, summarize model. Teachers will use culturally relevant practices when planning lessons.

Goal(s) Addressed:

1. The percentage of students who are proficient on the MCA math test will increase from 34% to 36% by 2018.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Lack of focus on MN math standards. Lack of professional development around MN standards and mini-lessons.

Quarterly Objectives:

Q1 Objective: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.

Q2 Objective: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.

Q3 Objective: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.

Q4 Objective: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.

### **Aligning Efforts**

**Activity/Strategy and  
Quarterly Objectives**

**ILT Focus**

**PD Focus**

**PLC Focus**

Q1	<p>PBIS: Staff will track minor classroom behaviors on the universal referral form. Teachers will implement one positive reinforcement strategy in their classroom for students who earn SHARK tickets. Staff will implement reinforcement system for students following lunchroom expectations under SAFE per the matrix.</p> <p>PBIS: Students will be screened on the FAST behavior screener to identify students exhibiting external and internal behaviors in the classroom. Staff will determine specific strategies to support students. Staff will actively support supervision at recess.</p> <p>Informational Writing: Teachers will gather baseline data on students using the vertically aligned informational writing rubric by October 1st. Teachers will use data from rubric to plan as teams and will collect formative assessment. Teachers will begin to utilize editing tools during instruction.</p> <p>Math Mini- Lessons: Focus on Standards: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.</p>	Review SWISS behavior data at Seward SHARK team meetings and ILT meetings.	PD with Dr. Clay Cook focusing on strategies to empower teachers to handle minor behaviors more effectively in their classrooms.	Identify students with internalizing and externalizing behaviors and align strategies to support them through MTSS.
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<p>Q2</p>	<p>PBIS: Staff will track minor classroom behaviors on the universal referral form. Staff will implement reinforcement system for students following HONEST and ACTIVE LEARNER on the behavior matrix.</p> <p>PBIS: Students will be able to view behavior reports and set goals with teachers to decrease referrals. Students will receive acknowledgement of positive behavior through SHARK STAR tickets</p> <p>Informational Writing: Teachers will gather baseline data on students using the vertically aligned informational writing rubric by January 25th. Teachers will use data from rubric to plan as teams and will collect formative assessment. Teams will present data at ILT meetings.</p> <p>Math Mini- Lessons: Focus on Standards: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.</p>	<p>Review SWISS behavior data at ILT and Seward SHARK team meetings.</p>	<p>On-going PD from Seward SHARK squad and Dr. Clay Cook</p>	<p>Review students progress who are identified as needing Tier 2 and 3 behavior interventions.</p>
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<p>Q3</p>	<p>PBIS: Staff will track minor classroom behaviors on the universal referral form. Staff will implement reinforcement system for students following RESPONSIBLE on the behavior matrix.</p> <p>PBIS: Students will be able to view behavior reports and set goals with teachers to decrease referrals. Students will receive acknowledgement of positive behavior through SHARK STAR tickets</p> <p>Informational Writing: Teachers will use data from rubric to plan as teams and will collect formative assessment. Teams will present data at ILT meetings.</p> <p>Math Mini- Lessons: Focus on Standards: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.</p>	<p>Review SWISS data at ILT and Seward SHARK Squad meeting. SSS team will determine positive reinforcements school-wide to implement that align to SHARK matrix.</p>	<p>On-going PD with Dr. Clay Cook</p>	<p>Planning teams monitor tier two and three behavior interventions.</p>
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Q4	<p>PBIS: Staff will track minor classroom behaviors on the universal referral form. Staff will implement reinforcement system for students following KIND on the behavior matrix.</p> <p>PBIS: Students will be able to view behavior reports and set goals with teachers to decrease referrals. Students will receive acknowledgement of positive behavior through SHARK STAR tickets</p> <p>Informational Writing: Teachers will gather post data on students using the vertically aligned informational writing rubric by June 1st. Teachers will use data from rubric to plan as teams and will collect formative assessment. Teams will present data at ILT meetings.</p> <p>Math Mini- Lessons: Focus on Standards: Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.</p>	<p>Review SWISS data at ILT and Seward SHARK Squad meeting. SSS team will determine positive reinforcements school-wide to implement that align to SHARK matrix.</p>	<p>On-going PD with Dr. Clay Cook</p>	<p>Planning teams monitor tier two and three behavior interventions.</p>
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## **Part IV: Progress Monitoring**

### **Quarter 1**

<b>Activity/Strategy</b>	<b>Quarterly Objective</b>	<b>Successes</b>	<b>Challenges</b>	<b>Next Steps</b>
PBIS	<p>Staff will track minor classroom behaviors on the universal referral form. Teachers will implement one positive reinforcement strategy in their classroom for students who earn SHARK tickets. Staff will implement reinforcement system for students following lunchroom expectations under SAFE per the matrix.</p>	<p>teachers completing referrals reduction in referrals for our "high flyers" from 2016-17 commitment to the process</p>	<p>new to Seward students have the most referrals and suspensions Wednesdays are the day we get most referrals</p>	<p>Shark Squad to develop on-boarding strategies for new to Seward students -- this will include videos, and students who can lead the effort reflect on and plan for what we can "control" in the learning environment on Wednesdays Clay to provide pd on 11/30/17</p>

PBIS	Students will be screened on the FAST behavior screener to identify students exhibiting external and internal behaviors in the classroom. Staff will determine specific strategies to support students. Staff will actively support supervision at recess.			
Informational Writing	Teachers will gather baseline data on students using the vertically aligned informational writing rubric by October 1st. Teachers will use data from rubric to plan as teams and will collect formative assessment. Teachers will begin to utilize editing tools during instruction.	All students were assessed Staff scored the writing	Scoring the writing sample using the entire rubric took a lot of time	The children's house rubric needed to be changed -- Julie and the team completed the task When we score the next sample in January we will score four elements + any that have been a focus
Math Mini-Lessons: Focus on Standards	Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.			

## Quarter 2/Mid-Year

### Activity/Strategy 1: PBIS

**1. Have we provided professional development to train staff on how to implement this strategy?**

Yes

**If yes, what professional development have we provided?**

work with Dr. Cook-- PBIS and Macarre Traynham -- culturally responsive classrooms Shark Squad staff development,

**2. Do we have a progress monitoring tool for this strategy to collect evidence of changes in adult practices?**

Yes

**If yes, what is the tool?**

PDP, SOEI, Learning walks

**What other evidence of changes in adult practice related to this activity/strategy, if any, was reviewed?**

anecdotal evidence MTSS

**3. Which practices of this strategy are the majority of staff consistently implementing as expected, if any?**

teaching the SHARK matrix use of referral form classroom behavior plan Building wide expectations buddy room shark pride silver platters ticket system/shark attacks/Kindness month

**What has led to the majority of staff implementing these practices as expected?**

clear and precise expectations fits in -- not an extra thing we are all on the same page grade level/team support vertical alignment teacher lead SHARK squad not top down, teachers made it work part of our daily communications with admin and team members part of our culture

**4. Which practices of this strategy are the majority of staff consistently not implementing as expected, if any?**

consistently reinforcing positive behaviors w/SHARK attacks and SHARK stars

**What are the barriers preventing the majority of staff from implementing these practices?**

not a habit yet remembering - it's still new

**5. What next steps will we take to address the barriers described above?**

staff and team meetings -- look at data, create plans to make

**6. Do we have summary student data that may indicate the impact of the strategy at this point?**

Yes

**If yes, what is the data?**

yes, SWISS behavioral data

**What do we observe in the data?**

Projected data is that we will not meet our goal. That being said, we think more staff are completing reports compared to last year.

**Activity/Strategy 2: PBIS**

**1. Have we provided professional development to train staff on how to implement this strategy?**

Yes

**If yes, what professional development have we provided?**

yes, pd with Macarre on culturally responsive classrooms, PBIS training with Dr. Cook district pd

**2. Do we have a progress monitoring tool for this strategy to collect evidence of changes in adult practices?**

Yes

**If yes, what is the tool?**

PDP, SOEI, SWIS

**What other evidence of changes in adult practice related to this activity/strategy, if any, was reviewed?**

**3. Which practices of this strategy are the majority of staff consistently implementing as expected, if any?**

relationship building using student experiences to enhance and advance learning proactively teaching and revisiting behaviors

**What has led to the majority of staff implementing these practices as expected?**

desire for students to be successful

**4. Which practices of this strategy are the majority of staff consistently not implementing as expected, if any?**

none

**What are the barriers preventing the majority of staff from implementing these practices?**

All staff are at different places with learning ways to manage and address behavior

**5. What next steps will we take to address the barriers described above?**

Reflection MTSS work with Clay team with colleagues staff meetings

**6. Do we have summary student data that may indicate the impact of the strategy at this point?**

Yes

**If yes, what is the data?**

Yes,

**What do we observe in the data?**

At this point we may be able to meet our goal

### **Activity/Strategy 3: Informational Writing**

**1. Have we provided professional development to train staff on how to implement this strategy?**

Yes

**If yes, what professional development have we provided?**

Yes, EL team shared writing skills system District: Writing across the curriculum (fall and winter) for middle school teachers On-going pd offered by literacy specialist Coaching by literacy specialist August all staff writing workshop Analyzing data at ILT meetings

**2. Do we have a progress monitoring tool for this strategy to collect evidence of changes in adult practices?**

Yes

**If yes, what is the tool?**

pdp work rubrics individual coaching documentation

**What other evidence of changes in adult practice related to this activity/strategy, if any, was reviewed?**

Teachers report the rubric helps them with planning and teaching -- guiding instruction with focus Opportunities to have discussions amongst teammates about standards, opportunities to EL teachers have been invited to help co-plan units AVID team planning meetings... WICOR teachers look at outcomes and change practices

**3. Which practices of this strategy are the majority of staff consistently implementing as expected, if any?**

giving the assessment teaching informational writing use of editing symbols

**What has led to the majority of staff implementing these practices as expected?**

reflection on outcomes school-wide expectation data meetings... accountability literacy specialist teachers report the data collected has been helpful with report card grades

**4. Which practices of this strategy are the majority of staff consistently not implementing as expected, if any?**

entering scores on time editing

**What are the barriers preventing the majority of staff from implementing these practices?**

misunderstanding about expectations time to score and enter/overwhelmed with this

**5. What next steps will we take to address the barriers described above?**

more discussion is needed about the implementation of the assessment -- who, how we prepare our kids, when, -- create a checklist and calendar teams collaborating on how to score writing samples -- inter rater reliability

**6. Do we have summary student data that may indicate the impact of the strategy at this point?**

Yes

**If yes, what is the data?**

scored writing samples from fall and winter

**What do we observe in the data?**

students made gains (.5 -.75)

### **Activity/Strategy 4: Math Mini- Lessons: Focus on Standards**

**1. Have we provided professional development to train staff on how to implement this strategy?**

Yes

**If yes, what professional development have we provided?**

Meghan O'Connor Fisher, AP, provided professional development around mini lessons to the entire staff in September  
Chris W observed all E2 classrooms and provided feedback on instruction at team meetings, including data review

**2. Do we have a progress monitoring tool for this strategy to collect evidence of changes in adult practices?**

Yes

**If yes, what is the tool?**

SOEI, Learning Walks

**What other evidence of changes in adult practice related to this activity/strategy, if any, was reviewed?**

PDPS, Gallery Walks Team Meetings

**3. Which practices of this strategy are the majority of staff consistently implementing as expected, if any?**

Gradual Release of Responsibility and small group lessons in K-5

**What has led to the majority of staff implementing these practices as expected?**

PDP and planning teams

**4. Which practices of this strategy are the majority of staff consistently not implementing as expected, if any?**

none

**What are the barriers preventing the majority of staff from implementing these practices?**

**5. What next steps will we take to address the barriers described above?**

Ensuring our alignment to the standards

**6. Do we have summary student data that may indicate the impact of the strategy at this point?**

Yes

**If yes, what is the data?**

PDP data

**What do we observe in the data?**

### Quarter 3

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
PBIS	Staff will track minor classroom behaviors on the universal referral form. Staff will implement reinforcement system for students following RESPONSIBLE on the behavior matrix.			

PBIS	Students will be able to view behavior reports and set goals with teachers to decrease referrals. Students will receive acknowledgement of positive behavior through SHARK STAR tickets			
Informational Writing	Teachers will use data from rubric to plan as teams and will collect formative assessment. Teams will present data at ILT meetings.			
Math Mini-Lessons: Focus on Standards	Teachers will use the FAST assessment data as a baseline screener for students. Teachers will plan as teams around MN standards.			

## Annual Evaluation

<b>Activity/Strategy</b>	<b>Based on quantitative measures of student achievement or success, how effective was this strategy?</b>	<b>How well was this strategy implemented this year?</b>	<b>Were the right conditions in place to support implementation of this strategy?</b>	<b>Based on your evaluation of the implementation and effectiveness of this strategy, do you plan to continue implementing it next year?</b>
PBIS	Our goal was to decrease the number of behavior referrals for minor classroom behavior from 1982 to 1922 by June 2018 as collect by the SWISS data system. As of May 2018, the total classroom referrals was 2360 for the year. Although this exceeded our goal, we realized this was because it was year two of our PBIS rollout. More classroom teachers were writing referrals and following the systems we have in place.	Shark tickets used Shark attack for middle school- was large incentive for kids AE modeled and taught this during lunch and recess, silver platter Specialist focused on 5:1 and increased their use of shark tickets	Hard due to some staff changes at the MS level In general there is a feeling that due to lack of numbers of support staff sometimes hard to deal appropriately with minor behavior so that they are diminished. Staff was provided PD by Dr. Clay Cook throughout the year around strategies and practices to decrease minor and major behaviors in the classroom.	Discussions need to happen on whether there was real efficacy around silver platter and shark tickets for E1 and E2 MS will be continuing to do shark attack tickets

PBIS	<p>The number of behavior referrals for African American students will decrease from 469 to 450 by June of 2018 as collected by the SWISS data system. As of May 2018, our data shows that of the 442 African American students enrolled at Seward, 286 of the students have had a referral, either minor or major. The data shows us that our referrals are still high for our African American students. Compared to our white students, with 64% having referrals, our African American students have 69%.</p>	<p>Staff participated in professional development around culturally responsive teaching three times this year. Although staff participated in PD, there were not specific take aways or strategies for teachers, as this change is based on adult actions to impact student actions.</p>	<p>There was professional development for staff, but again, this work takes time and we did not have specific strategies that we can target and measure. Staff are writing more referrals, which we want, and are implementing the behavioral matrix. With having 3 student support staff, we are able to implement our plans for PBIS and support students to stay in the classroom.</p>	<p>Next year our goal needs to be more relative to the proportion at Seward. Therefore, our goal should be that we reduce our referrals for our African American students and that our disproportional gap between our White and African American students decreases. As a staff in 2018-19, we are going to read the book Good Time for the Truth: Race in Minnesota. The goal of reading this book is to impact and change adult actions and practices.</p>
Informational Writing	<p>Our goal was to increase the proficiency on the MCA assessment from 41 to 44 percent. Our preliminary MCA results indicate that we exceeded our goal by 11 percent, with an increase of 14 % overall. Our overall MCA proficiency scores went from 40% to 54%.</p>	<p>Implemented 3x a year across all grade levels There was a writing rubric Using writing standards to write mini lessons Students went through this writing process 4x a year. Used checklist developed within this This was confusing in the MS level. Hard to know where the students were supposed to go. Was administered in advisory but that teacher doesn't necessarily teach writing- or teach that student.</p>	<p>Yesâ€¦but then you get people, schedules, styles etc. and then it becomes a living thing and changes. It needs to fit for 4-14 year old's which is another challenge. Came in with best intentions but was hard when in place. Staff was provided PD three times this year around writing. We also had a full time literacy coach to support writing instruction.</p>	<p>Yes- Overall there was growth and gains within students across all grade levels. MS-working on more coordinating what academic writing looks like at each level Focus on growth of child Implementation tied to benchmark More generalized rubric that could be applied to varied genres might be nice for next year Another reason for this is that due to writing it can be very specific- i.e. "organization" etc. Thoughts for revisiting this for next year and having "mini units" That could even be specific to grade level or teams. Potential two other areas: Stamina and revision process</p>

<p>Math Mini-Lessons: Focus on Standards</p>	<p>Our goal was to increase proficiency on the MCA assessment from 34 to 36 percent. Our preliminary MCA results indicate that we stayed at 37 % proficiency. We did however increase our growth by 12 %, going from 33% to 45%.</p>	<p>*struggle with what data to look at -referenced at meeting was FAST and COM *question around MAD MINUTES *unclear on how this differentiates from Montessori etc. e2 followed 3 part way of lessons- so YES done well. E1-lost focus on exactly what strategy was and how to implement those. Deeper level of specificity- so Not implemented as effectively in e1 CH-yes well- due to the fact that the mini lesson aligns to how Montessori is taught for math.</p>	<p>E2- Yes due to it aligning with Montessori methods MS- E1- yes and no- need more check-ins. We did not offer a lot of professional development around math mini-lessons or math strategies this year due to the rollout of a new literacy curriculum.</p>	<p>We do plan to have a math goal for next year. Instead of it being strategy focused, we want to select a math strand to focus on, such as number sense. Being a preK-8 building, it will better serve our students to focus on a standard strand and identify specific goals for each grade band to increase student achievement.</p>
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