



AMELIA EARHART ELEMENTARY FY23

School Improvement Plan FY23

AIM: Every student will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.

Required Goal Areas	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
English Language Arts	<p>GOAL- Increase Acadience proficiency for 1st - 3rd grades to 70%</p> <p>GOAL - Increase Kindergarten POP from 57% to 70% Typical or Higher Growth.</p> <p>GOAL - Increase from 41% schoolwide RISE proficiency to 46% proficiency.</p> <p>GOAL -</p>	<ul style="list-style-type: none"> ● Master Schedule followed by all staff ● PD for teachers and paras on intervention programs ● Progress monitoring minimum of every 2 weeks for red in any skill. ● Hold data review meetings with teachers every 6 weeks during PLC time. ● Provide tiered instruction to students daily ● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards (e.g. 95%, quick reads, ERI, etc...) ● Provide enrichment for students who are exceeding state standards (literacy / art integration activities) ● LETRS Professional Development K-3; provide teachers support for grade-level course work time ● TLC Monthly for teachers in grades 4-6 in creating, filming, and reviewing Close Reading lesson plan studies. ● Increase in parental support for our most At- Risk readers (RED Acadience, EL 1's and 2's) ● Parent Engagement support through beginning of year parent meetings with teacher /admin and books sent home given at these meetings. ● Increase the amount of Tier 1 Literacy time for 3rd/4th in the master schedule. Have shortened/targeted MTSS interventions. Consistent use of Multisyllabic routine in 4th. PD time working for 4th grade over the summer to get familiar and proficient with the new Wonders program. ● ACTION -Changes to intervention times and supports 	<p>\$126,083: 7501 Instructional Assistants for intervention support</p> <p>\$66,362 Tustlands Instructional Assistants</p> <p>\$34,093 5231 Instructional assistants for intervention support.</p> <p>\$5,000 - At Risk Parent Literacy books and resources. (from the "Family Reads Account"</p> <p>LETRS Training paid by state</p> <p>Canvas based Reading Comprehension PD Course for 4th-6th Grade Teachers (\$2,000 from Teaching and Learning).</p>

		<p>to increase MTSS time to 1 hour w/aide support for all K-2 students to reduce independent center time to zero for these students and maximize feedback opportunities.</p> <ul style="list-style-type: none"> ● Keyboarding Instruction that facilitates student writing fluency. 	
Mathematics	<p>Increase average growth from 1.1 FY22 EOY to 1.3 FY23 EOY</p> <p>Increase school wide proficiency on RISE MATH from 38% FY22 to 45% FY23</p>	<ul style="list-style-type: none"> ● Master Schedule followed by all staff ● Provide adequate time for teachers to review GM assessment Data as well as Into Math Module data during PLC time ● Teachers follow master schedule for tiered math time ● Teachers will use the District provided Tier 1 math program (Into Math) ● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards, using data from pre-requisite Are You Ready assessments to target specific areas of weakness. ● Provide enrichment for students who are above meeting state standards ● PD for all teachers using Into Math resources ● Continue math MTSS support with 4 dedicated aides for intervention times. Intentional focus on Are You Ready data remediation. ● Targeted Tier 3 support for students more than one grade level behind (through Into Math MTSS materials). 	<p>\$126,083: 7501 Instructional Assistants for intervention support</p> <p>\$66,362 Tustlands Instructional Assistants</p> <p>\$23,121 Aides for Math Testing and Instruction (T&L Budget for proctors)</p>
PBIS	<p>Increase our School Climate score (Panoramic Survey) from at EOY to 75%</p> <p>Increase favorability score (based on Panoramic Survey) from 71% to 80% for “Online Bullying”</p> <p>Decrease the number of incidents of physical aggression by 25%.</p>	<ul style="list-style-type: none"> ● 2 Behavioral Interventionists that help with check and connect, check in / check out, wellness room use by students, and organized events at lunch recess ● Reflection Room interventionist that tracks school use of Praise Notes, and works with students who need help reflecting on and restoring negative behavior / relationships ● Social Worker as part of behavior plans, and individual and group counseling as needed to help build emotional and behavioral skills in students ● Tier 1 practices such as announcements, lessons, posters, songs, and praise notes daily ● Using the Panoramic Sense of Belonging Section 	<p>\$32,669: 7501 Instructional Assistant for PBIS support</p> <p>\$40,748: 5678 Behavior Specialist aides for Check in Check out, Check and Connect, and Wellness Room</p>

		<p>Identify and have individual meetings for all students who mark “Do not belong at all” or “People at school do not understand me at all” as a way of proactively identifying students at risk in the area of belonging.</p> <ul style="list-style-type: none"> ● Online Safety parent engagement activity in the Fall. ● Through PBIS support and SLC instructional time provide tool 	
English Learners	<p>50% of ELs will show (adequate .8+ increase in proficiency) growth on their WIDA ACCESS score</p>	<ul style="list-style-type: none"> ● Monthly Professional Development for faculty and/or instructional assistants (30-60 minutes) ● Data meetings with grade level teachers will be held every 5-6 weeks to review data and to determine the best service options for EL students. ● Updated data on currently enrolled EL students provided to teachers at least monthly, and as new students move in. ● Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels. ● Teachers and instructional assistants will provide tiered instruction to meet the needs of all of our EL population who are WIDA level 1-5. We will use a combination of an in class and pull out program to serve our students based on need. ● Use of Imagine Learning online and classroom material ● LETRS PD for K-3 teachers to support ELs in reading instructional needs ● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards ● Provide targeted family support for 1’s and 2’s with leveled readers and parent/admin/teacher meetings to make plans. ● Admin will meet monthly with grade levels individually to have targeted EL PD (based on the needs of the specific grade based on WIDA) and look at the needs of individual students. 	<p>\$18,050: 7612 Instructional Assistants for intervention support</p> <p>\$1000 : 7612 - Translator support for Parent meetings and activities</p>
Parent Engagement	<p><u>School:</u> The school will have the following:</p> <ul style="list-style-type: none"> ● Survey to determine parent needs 	<ul style="list-style-type: none"> ● Translation for parents as needed 	<p>\$5,000 - At Risk Parent Literacy books and resources. (from the “Family Reads Account”</p>

	<ul style="list-style-type: none"> • Create committee to lead Parent Engagement school-wide needs • Parent Teacher Conferences • School wide activities: STEM Night, Math Fact Night, Back to School Night, BOY Parent Meetings, Read with a Child Day x 2, Online Safety Earhart Literacy Community Monthly book Launches. 	<ul style="list-style-type: none"> • Surveys will be provided for a random sampling for parent feedback. • School: Parent/Faculty committee will guide and support planning for school wide activities • Data collection of participation at parent teacher conferences. • Provide leveled books monthly for At-RISK families and provide tools and resources for parents to support literacy at home. 	<p>Earhart Literacy Community Read With a Child Days - \$3,000 for books and refreshments.</p> <p>Additional Parent Engagement nights to support school safety Math facts - \$1,000 for books, games and refreshments.</p>
Professional Development <i>(not included above)</i>	New Teacher Training District PD First Year Teacher Mentoring LETRS Training K-3	<ul style="list-style-type: none"> • School PD coordinators will support grade levels in completing TLC • PD days and times set aside • Close Reading Focus Teacher Learning Communities 	
Science and STEM	<p>8% increase in Science RISE scores for student</p> <p>75% of students meeting RISE growth goals</p>	<ul style="list-style-type: none"> • PD days for 4th-6th SEED training • 3D printers for Math, Science and reading extensions • Increase STEM Fair participation and resources 	\$500 - 0060 - 3D printer and supplies
School Selected Goals aligned to District Improvement Plan –			
Teacher Clarity	75% or higher of students in interventions are able to explain how they know if the learning target is met during a given lesson.	Help instructional assistants increase teacher clarity during interventions by ensuring all students understand what they are learning and how they can know if they met the learning target for that goal.	Overseen by T1 Coordinator - part of contracted time for both T1 Coordinator and aides.
Feedback	Good Instruction requires both student to teacher and teacher to student feedback. During the guided instruction or collaborative learning portions of whole group instruction, over a 15 min observation, each student should get multiple opportunities to receive feedback. For data collection and measurement purposes, 80% of these observations	<p>PD Focus for FY23 is Feedback. Last year we recorded through observations high levels of student thinking and student response. PD this year will focus on Feedback tied to LT and SC, as well as frequent feedback throughout the Gradual Release of Responsibility Framework.</p> <p>Observations and data collection on.</p> <p>Targeted PD on feedback for teachers and instructional assistants with follow up and modeling provided.</p>	Overseen by Principal - part of contracted time for both principal and teachers.

	across the school should show at least 3 feedback opportunities (by teacher or peer) across a 15 min instructional period.		
Instructional Leadership Goal 1	Upon receiving Are You Ready data (before Tier 1 module instruction) and/or Module Assessment data (after Tier 1 module instruction) teachers will reduce the number of kids below proficiency (less than 80%) by 50% or more through Tier 1 and/or MTSS instruction based on data.	PD on the use and data collection for Are You Ready pre-requisite assessments in math. PD and follow up on the use of data collection sheets for pre-requisite and module data. Math Data analysis during PLC meetings to look at how AYR and Module Assessment data is being used to target interventions, and how the post intervention assessment data is analyzed to check intervention effectiveness.	Overseen by Principal - part of contracted time for both principal and teachers.
Active Learner	90% or more of students will be able to independently speak to one of their academic goals to their parents at Parent Teacher Conferences	PD on Visible Learning student goal-making and data binders for tracking. Data collection at parent teacher conferences.	Overseen by T1 Coordinator - part of contracted time for both T1 Coordinator and teachers.

***Purple font indicates English Learner goals and strategies**

SUMMARY OF MEETINGS/PROCESS IN TEAM PLANNING:

RYAN McCARTY, JONATHAN HOEHNE, KYLEE PERRYMAN WORKED ON NEEDS ASSESSMENT FOR THE SCHOOL. WE INCLUDED LEANNE ARNOLD (6TH GRADE), LADALE TOBLER (LITERACY COMMITTEE MEMBER AND 3RD GRADE TEACHER) AND JULIE HOLMAN (KINDERGARTEN) IN FINALIZING GOALS AND PLANS. WE ALSO ASKED PARENTS FROM OUR SCHOOL COMMUNITY COUNCIL TO PROVIDE FEEDBACK ON PARENT ENGAGEMENT AND SCHOOL GOALS.

TEAM MEMBERS INVOLVED IN PLANNING

NAME: RYAN McCARTY	ROLE: PRINCIPAL
NAME: JONATHAN HOEHNE	ROLE: TI COORD
NAME: KYLEE PERRYMAN	ROLE: FACILITATOR
NAME: LADALE TOBLER	ROLE: TEACHER
NAME: LEANNE ARNOLD	ROLE: TEACHER

NAME: JULIE HOLMAN	ROLE: TEACHER
NAME: BETH REEVES	ROLE: PARENT
NAME: EMILY LAMAS	ROLE: PARENT
NAME: MARIA GRANADAS LOBOS	ROLE: PARENT

***ADD MORE ROWS IF NECESSARY**

***MAKE SURE TO HAVE EL PARENTS REPRESENTED**