



Continuous School Improvement Plan Summary

NELLIE STONE JOHNSON COMMUNITY

School Year 2016-2017

A. General Information

District Identification Information

District Name: Minneapolis Public Schools	Phone: 612-668-0690
District Number: Special District #1	
Superintendent: Michael Goar	Email: Michael.Goar@mpls.k12.mn.us
District Contact: Nicole Norton	Email: Nicole.Norton@mpls.k12.mn.us
District Address: 1250 W. Broadway Ave Minneapolis, MN 55411	Fax: 612-668-0685

School Identification and Contact Information

School Name: NELLIE STONE JOHNSON COMMUNITY	Phone: 612-668-2930
School Number: 288	
Principal: Amy Luehmann	Email: amy.luehmann@mpls.k12.mn.us
School Address: 807 27th Avenue North Minneapolis, MN 55411	
School Contact: Patty Fetter	
Title I Status: School wide Title I	

School Designation and Ratings

School Designation:	Priority
Multiple Measure Rating:	23.19%
Focus Rating:	19%

School Demographics: School Year 2015

Grade Configuration: PK-5	Total Students: 749
Native American: 2 %	Limited English Proficient: 35 %
African American: 55 %	Special Education: 22 %
Asian: 3 %	Free/Reduced Lunch: 89 %
Hispanic: 35 %	All Students: 100 %
Caucasian: 4 %	

Executive Summary

Description of School and Community:

Nellie Stone Johnson Community School is located in the Hawthorne Neighborhood. The Hawthorne neighborhood has a very diverse population with 60% of the community being African American, 12% Asian, 12% White, and 10% Hispanic. Nellie Stone Johnson serves a diverse group of 8500 High-5 through 5th grade students. According to our current demographic data, our school community is 65% African American, 35% Hispanic, 3% Asian, 1% Native American and 1% Caucasian. Nellie Stone Johnson will be a Community Partnership school and part of the North Side Achievement Zone. This multi-year effort is part of a plan to revitalize the Minneapolis Public Schools with goals to increase achievement for all students, close the achievement gap, improve attendance and decrease suspensions. Our school's focus is on raising student achievement in both reading and math for all students. We provide rigorous instruction and clear expectations for our students and emphasize that strong instructional planning will lead to student achievement. Our school provides a safe, positive environment that promotes learning. All of our teachers participate in weekly instructional planning around literacy and math to continually increase instructional effectiveness. Students receive core content (reading, math, science, social studies) from their classroom teachers and essential content (physical education, music, media, and art) from specialists. We offer extended day through the ALC/Beacons Program which compliments the day school program. The school also implements Responsive Classroom, Positive Behavior Intervention and Support and ENVoY to encourage positive school climate. There are many opportunities during the school year to develop a connection with families and the community during school hours as well as during our evening events. Our parent and community liaison and the principal will work closely with individuals and organizations to come up with a plan that is in the best interests of our students. Organizations within our community that partner with our school are NAZ, ServeMN and the YMCA.

Overview of School Improvement Plan (this includes a summary of the goals, strategies and professional development within the plan, as well as how the areas of AYP identification will be addressed):

NSJ will focus on five school improvement strategies: Instructional planning, Guided math, Guided Reading, Behavior/Climateschoolwide, language acquisition and family engagement for the next 3-5 years. Embedded in these strategies will be Action Steps that offer support and guidance toward attaining specific school goals. Instructional planning will take place twice a week with a focus on literacy and math. In addition teachers will examine student work, discuss best practices, reviewing student assessment data, and ensure that instruction is aligned to individual student need. Family Engagement strategies that regularly engage the school community to inform them of progress toward the design and implementation of instruction and interventions to meet student need and to give them an opportunity to provide input. Family engagement strategies will also seek to provide ongoing mechanisms for family and community involvement in school activities, volunteer opportunities, and other forms of community support. NSJ will engage school staff and the surrounding community to share reform leadership in the planning phase as well as throughout implementation. The goal of this strategy is to provide appropriate social-emotional and community-oriented services and supports for students and families. Student Engagement strategies that focus on student centered approaches to learning. The goal of this strategy is to establish schedules and strategies that provide increased learning time for all students. NSJ has an ambitious agenda outlined in the School Improvement Plan. Due in part to our performance on the MCA in both math and reading, we have been identified as a Priority school. Therefore, we have identified specific goals in reading and math based upon MCA performance our district's strategic plan. (DATA: NSJ is going from a Pk-8 building this year to a Pk- grade 5 for next year. Once we have data specific to these grade levels we will be adding our reading, math, and climate goals. we did not have this data at this time) To accomplish these goals, we have chosen Action Steps that will support both reading and math in addition to strategies that focus on specific content areas. For literacy, we have instituted the Readers and Writers Workshop model. This will allow for differentiation in reading and writing instruction. This alone will not meet the needs of all learners, and therefore we have also explored providing more intensive support for our struggling readers by providing more time on specific reading skill development. Using various interventions and programs, students are given targeted assistance to address reading deficiencies. This is in addition to their participation in the core literacy program. In math, we have fully implemented a new mathematics program kindergarten through grade 5, Investigations. We are pleased with the initial results, but know we have a lot of refinements to accomplish. We will be working diligently on using the formative measures to adjust the instruction to meet the needs of all learners during core instructional time. We also implemented guided math this year and we are seeing an increase in both math achievement and behavior during this time.

School Leadership Team

Describe how stakeholders, including staff, parents and community members participate in the process of developing, implementing and evaluating the School Improvement Plan.

Development:

The SIP is developed with the input of the leadership teams and staff input. The two leadership teams are the Site Council and Instructional Leadership Team, which includes members from the community, staff and parents. The Site Council reviews the SIP regularly to provide input and feedback. An ongoing agenda item at the Site Council meetings is a report on the state of the school. This includes a review of academic data as well as climate information, a review of the SIP action steps, timelines and progress on school improvement goals. Members of the Leadership Team have been charged with effectively communicating with each grade level instructional team and to receive input from staff. Staff provides input for the purpose of reviewing data and providing input. The specific data areas include: Reading, Math, Climate and Family Involvement. The staff is also surveyed for suggestions on ways to improve student outcomes. The Instructional Leadership Team is responsible for writing and monitoring the School Improvement Plan and reporting directly to the Site Council.

Implementation:

The Instructional Leadership Team is comprised of the Principal, Assistant Principal, Instructional coach and staff. This team is responsible for monitoring data and ensuring the components of our CPS plan are being implemented and regular monitoring and reviewing of the SIP. School wide data, including SOEI data, determines the focus of staff development. The entire staff's activities are aligned to the SIP through grade level instructional planning teams.

Evaluation of strategies:

August-September: Review the SIP during staff meeting. Data that requires a change in the SIP is analyzed and discussed and input from the staff at the meeting is obtained. The Instructional Leadership Team is assigned the task of rewriting or amending the SIP. Parents and community members are apprised of progress on the previous year's SIP goals through our school newsletter, on the school website, and at our first Site Council meeting as well as our Annual Title 1 meeting in the fall. All input is reviewed and considered. The SIP is reviewed on February and May by the Instructional Leadership Team for progress to goals on the SIP.

Describe the Leadership Team's plan for communicating the goals, strategies and professional development within the School Improvement Plan to staff and community.

Communication is the essential element that the Instructional Leadership Team uses to build and maintain support for the implementation of the School Improvement Plan. The Instructional Leadership Team and the staff hold several meetings to re-affirm the vision for the school, increase teaming and to facilitate camaraderie. Instructional planning teams revisit school wide goals monthly to ensure goals are aligned to the school wide goals. Updates are provided at staff meetings periodically. The Site Council which consists of parents, staff, community members and principal meet one time a month. All building data is shared with this team for their review and input. Each month this team reviews the action steps, timelines and progress on the school improvement goals. Information is shared with parents.

School Leadership Team, cont.

This School Improvement Plan has been developed with the involvement of the community to be served and individuals who will carry out the plan. The planning process is used to align all major programs at your site to improve teaching and learning. The planning team assumes responsibility for planning and implementing the School Improvement plan. It should represent the diversity of the school population and include all stakeholder groups (principals, teachers, other staff, students, family and community).

Category	Name	Signature
Teacher Name and Grade/Subject	Sara Anderson	
Parent Name	Sarae Bolden	
Community Member	ShaVonda Allen	

Student Name		
Other Staff Name	Martha Shanesy	
Other Staff Name	Libby White	
Other Staff Name	Patty Fetter	
Technical Assistance Provider		
Principal Name	Amy Luehmann	

Date SIP is approved and signed by Team: _____

School Improvement Goals

Based on the priority needs for our school, the goals are:

Reading Smart Goal(s):

The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at NELLIE STONE JOHNSON will increase from 20% (based on current enrollment) to 25% in 2016, to 30% in 2017, to 35% in 2018. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at NELLIE STONE JOHNSON will increase from 20% (based on current enrollment) to 25% in 2016, to 33% in 2016, to 40% in 2017.

Professional Development Strategies to Support Reading Goal(s)

Teachers will use benchmark assessments aligned to Common Core Standards along with Reading MAP to assess student proficiency levels and plan for instruction to meet the needs of all students. Coaching will be provided by the Literacy coaches, Instructional Specialist and administration with an emphasis on Domain 1, Instructional planning. Support to teachers will differentiate to meet the individual needs based on formal and informal observations, student data and using the SOEI rubric.

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

The Leadership Team will analyze the information for next steps using observations from learning walks, informal and formal observations and benchmark assessments will be used to monitor both the effective and implementation of strategies.

Family Involvement Strategies to Support Reading Goal(s)

We will be having numerous Family Fun and Learning nights throughout the year planned by our family liaison. One of these nights will be specifically a family reading night where children get to interact with their parents and the school provides information on how to best work with their children regarding reading. Additionally, we have created Individual student goal plans in reading that are shared with parents during their fall conferences. This improves communication and provides parents with a benchmark on where their child currently is and strategies are shared on how to help them improve. We will also provide parents with frequent and thorough progress checks through the year to ensure parents are aware of their child's success.

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

We will use information generated by family surveys to gauge effectiveness of our outreach efforts. We will also gauge our progress on a basis of improved student achievement. Our family/community liaison will follow our effectiveness through of Family Involvement Plan including number of families who attend Family Fun and Learning Nights, parent/teacher conferences and volunteer opportunities parents work.

Extended Learning Opportunities that Support Reading Goal(s)

The After School Program (Beacon's) will be begin on September 2015. Licensed teachers from Nellie Stone Johnson will teach in the After School Program to connect the regular day to extended learning opportunities. Programming will be offered Monday through Thursday for kindergarten through 5th grade students. Friday enrichments opportunities will also be offered in partnership with NAZ and Beacons. Offerings will include reading, writing and math support, ELL support as well as enrichment classes such as GEMS & GISE.

Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities

The After School Beacon's program will be evaluated during and at the end of each session (September-December, January-March, April-June). Success criteria will include the number of students attending, number of licensed teachers from Nellie Stone Johnson who are teaching as well as multiple assessments including, MAP in both reading and math, as well as Fountas and Pinnell leveling. This will serve as baseline data. We will then re-administer these test throughout the year to measure progress.

Math SMART Goal(s):

The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at NELLIE STONE JOHNSON will increase from 26% (based on current enrollment) to 31% in 2016, to 36% in 2017, to 41% in 2018. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at NELLIE STONE JOHNSON will increase from 120.4% (based on current enrollment) to 28.4% in 2016, to 36% in 2017, to 44% in 2018.

Professional Development Strategies to Support Math Goal(s)

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

<p>Teachers will use benchmark assessments along with Math MAP to assess student proficiency levels and plan for instruction to meet the needs of all students. Math support will be provided by grade level co teacher, Instructional Specialist and administration with an emphasis on Domain 1, Instructional planning. We will continue to strengthen our guided math. Support to teachers will differentiate to meet the individual needs based on formal and informal observations, student data and using the SOEI rubric.</p>	<p>The ILT will analyze the information for next steps based on learning walks, informal and formal SOEI observations, and benchmark assessments will be used to monitor both the effective and implementation of strategies. Grade level instructional planning teams will work to align formative assessments to grade level standards and use student data to strength instructional practices.</p>
<p>Family Involvement Strategies to Support Math Goal(s)</p> <p>We will be having numerous Family Fun and Learning nights throughout the year planned bu our Family Liaison. One of these nights will be specifically a family math night where children get to interact with their parents and the school provides information on how to best work with their children regarding mathematics. Additionally, we have created Individual student goal plans in math that are shared with parents during their fall conferences. This improves communication and provides parents with a benchmark on where their child currently is and strategies are shared on how to help them improve. We will also provide parents with frequent and thorough progress checks through the year to ensure parents are aware of their child's success.</p>	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p> <p>We will use information generated by family surveys and attendance at family engagement nights to gauge effectiveness of our outreach efforts. We will also gauge our progress on a basis of improved student achievement. Our family/community liaison will follow our effectiveness through of Family Involvement Plan including number of families who attend Family Fun and Learning Nights, parent/teacher conferences and volunteer opportunities parents work.</p>
<p>Extended Learning Opportunities that Support Math Goal(s)</p> <p>The After School Program (Beacon's) will be begin on September 2015. Licensed teachers from Nellie Stone Johnson will teach in the After School Program to connect the regular day to extended learning opportunities. Programming will be offered Monday through Thursday for kindergarten through 5th grade students. Offerings will include reading, writing and math support, ELL support as well as enrichment classes such as STEM, debate and service learning projects.</p>	<p>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</p> <p>The After School Beacon's program will be evaluated during and at the end of each session (September-December, January-March, April-June). Success criteria will include the number of students attending, number of licensed teachers from Nellie Stone Johnson who are teaching as well as multiple assessments including, MAP in both reading. This will serve as baseline data. We will then re-administer these test throughout the year to measure progress.</p>
<p>Climate SMART Goal(s):</p> <p>The number of All Students who are suspended at Nellie Stone Johnson School will decrease from 103 by 25% each year for the next three years. The number of African American Students who are suspended at Nellie Stone Johnson School will decrease from 83 by 25% each year for the next three years.</p> <p>Additional Climate Goal(s):</p>	
<p>Professional Development Strategies to Support Climate Goal(s)</p> <p>A School-wide Positive Behavior Support plan will include common building wide expectations that are based on the Responsive Classroom approach. There will be ongoing support (coaching, professional development, etc.) provided to all staff in improving the quality of Responsive Classroom and implementation. The data team will monitor and update the ILT on student/classroom data focused around climate to provide support if necessary. Teachers and administrators who have not attended at least a level I training of either Responsive Classroom or Developmental Designs, will be provided training by a certified facilitator either in the summer of 2015 with a goal of all teaching and administrative staff to have attended a level I training by the start of 2016 school year. There will be ongoing professional development and support/coaching to embed and foster social-emotional learning with high academic rigor.</p>	<p>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</p> <p>The climate team and ILT will monitor behavior and suspension data to determine next steps and school wide trends. In addition learning walks, staff and student climate needs assessment will be used to determine needs and implementation of Responsive Classroom. The effectiveness of strategies will be reviewed and revised as needed. Overall attendance for all students will increase.</p>

<p>Family Involvement Strategies to Support Climate Goal(s)</p> <p>Information on Responsive Classroom and ENVoY will go out to families in our Fall Newsletter. On our website, we have information on how we implement positive incentives such, Jaguar Pride and Student of the Month. Parents and their children new to the building will receive an orientation with an administrator or member of the SAT Team regarding school-wide behavior expectations. A parent letter will be sent home with all families explaining PBIS and “Student of the Month” celebrations. The main entry TV monitor will highlight expectations and the social skills focus for the month. There will also be pictures of “Student of the Month Assemblies” and other PBIS programs.</p>	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p> <p>Our family liaison will use information generated by family surveys and other feedback to gauge effectiveness of our outreach efforts. We will evaluate using student attendance, attendance at conferences and family engagement activities. We will also gauge our progress on a basis of improved data regarding student behavior.</p>
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Schoolwide Reform Strategies: Action Plan

Schoolwide reform strategies are selected to strengthen the core academic program, increase the amount and quality of learning time, address the needs of historically underserved populations and provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The action plans describe in detail how the school plans to implement and monitor the effectiveness of the reform strategies.

Strategy

Schools will improve partnerships with parents, families and the community through the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with parents and the community.

Research and Rationale

Research indicates that, through high school, family involvement contributes to positive results for students, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). The studies of homework and targeted outcomes reinforce the importance of well-designed, subject-specific or goal-linked activities for family and community involvement for strongest impact on student achievement and success in school. The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.

This strategy supports:

Reading Goal(s): Math Goal(s): Climate Goal(s):

Action Plan

Start Date: Action Step

8/15/2014 PLAN: Leadership team creates a Family Involvement Plan around the four key elements of Joyce Epstein's plan: communication, decision making, collaboration, and learning at home.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Review previous Family Engagement Plans to assess effectiveness - Create or revise Family Engagement Plan that includes community input and is based upon Epstein framework - Create or revise student goal-setting form - Create or revise framework for providing and communicating academic, behavioral, and social support options for parents	10/1/2015	Interim 2 Revise Family Engagement Plan after all stakeholder input is gathered and reflected in draft form	1/26/2016	Communicate Family Engagement Plan in multiple mediums - Clarify staff expectations for communicating student learning goals and academic progress with families	1/26/2016

Personnel

Administration and family liaison

Required Resources

Family Liaison, Principal, Instructional Leadership Team, Social Worker, Time: Meeting time for community and families to collaborate with schools, planning time for school leadership teams, organizational planning time to develop engagement activities.

Implementation Notes

A family resource center was created as a place for families to meet and stop by when at school. The parent liaison is housed in the room. Teachers set academic and behavioral goals with students in the fall and were shared at Parent teacher conferences in late October. We had 75% of our families attend Parent teacher conferencesThe family liaison created and sent out a family engagement survey in January in regards to the best ways to engage families. We have a site council up and going with 3 parents and one community member. We meet the first Wednesday of each month.

Start Date: Action Step

5/15/2015 DO: School implements the Family Involvement Plan.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Interim 1 Implement Family Engagement Plan: - Communicate student learning goals as well as academic successes and areas of growth during conferences and as needed or requested by parents - Provide and communicate academic, behavioral, and social support options for parents (CPEO, community services, parenting classes, etc.) - Provide opportunities for collaboration and feedback with parents and the community (Site Council, PTO, principal and parent meetings, curriculum night, volunteering, etc.)	10/1/2015	Continue implementation of Family Engagement Plan - Cycle is ongoing	1/26/2016	Conduct parent survey - Revise Family Engagement Plan and adjust strategies based upon data	1/26/2016

Personnel

Admin, Family Liaison

Required Resources

Family Liaison, money, engagement team,

Implementation Notes

A family resource center was created as a place for families to meet and stop by when at school. The parent liaison is housed in the room. Teachers set academic and behavioral goals with students in the fall and were shared at Parent teacher conferences in late October. We had 75% of our families attend Parent teacher conferencesThe family liaison created and sent out a family engagement survey in January in regards to the best ways to engage families. We have a site council up and going with 3 parents and one community member. We meet the first Wednesday of each month.

Strategy
 All school staff will engage in designing, developing, implementing and maintaining a School-wide Positive Behavior Support plan to include the following criteria: Relationship building activities designed and implemented, Behavioral expectations defined, Behavioral expectations taught, Developmentally appropriate recognition, and interventions designed and implemented, Social skills development integrated into daily lesson plans, Spectrum of consequences for problem behavior defined, Data for decision making continuously collected, Behavioral expectations and intervention structures are clearly defined and communicated to stakeholders, Process for assessing effectiveness of plan clearly defined.

Research and Rationale
 School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Cohen, R., Kincaid, D., and Childs, K. (in press). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." Journal of Positive Behavior Interventions Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. Journal of Positive Behavioral Interventions 6, 131-147.

This strategy supports:
 Reading Goal(s): Math Goal(s): Climate Goal(s):

Action Plan

Start Date:	Action Step
5/15/2015	PLAN: School leadership, with input from staff will review and revise as necessary a School-wide Positive Behavior Support plan to include the following best practices: -Relationship building activities -Social skills development -Developmentally appropriate recognitions and interventions -Behavioral Expectations Defined - Behavioral Expectations Taught -Recognition system for appropriate behavior -Continuum of logical consequences for problem behavior -Continuous collection and use of data for decision-making -Clearly defined structures that are communicated to stakeholders -Clearly defined process for assessing effectiveness of plan.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
refine School-wide Student Engagement Plan that includes: - Researched strategies and practices -Defined school-wide and classroom expectations, consequences and system of referral - Recognition system based on best practice – Data review cycle - Communication protocols between adults in the school and at home -Social emotional learning instruction (RC, Second Step, etc.) Establish expectations around using Classroom for Success behavior data	10/1/2015	Identify appropriate PD for staff (RC, PBIS, Second Step, etc.) -Identify and acquire resources needed for implementation - Refine reporting system -Train behavior support staff in positive behavior practices –Build capacity and establish routines around using Classroom for Success behavior data	1/26/2016	Communicate behavior plan to staff -Provide staff appropriate PD -Distribute necessary resources to staff- Provide PD and or communicate expectations for use of Classroom for Success behavior data – Communicate expectations to staff for establishing classroom/school-wide rituals, routines and rules	1/26/2016

Personnel | **Required Resources**

Climate Team: Administration, teachers, social worker, psychologist, SAT member.

Time: Planning time during district training sessions, Summer 2015. District PD, Summer 20145. Time during back to school week to introduce plan and clarify expectations, time in ILT to begin to develop plan, time for behavior team to conduct the needs assessment Resources: RC/DD Resource, Student Support Services.

Implementation Notes

uring workshop week in August all staff reviewed the school wide engagement plans and created their own classroom/grade level engagement plans. Teachers modeled and reviewed routines and rituals based on plans for the first 6 weeks of school. Our engagement coach met with grade level teams to review plans and provide areas of strengths and modifications. Staff received training around coping strategies for students and attend Innocent classroom training. Schoolwide and classroom engagement plans were reviewed and modified if needed after winter break. Routines and rituals were revisitedafter break.

Start Date: Action Step

8/25/2015 DO: Staff will implement School-wide/ Classroom Engagement plan and classroom.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Staff implement School-wide/ classroom Engagement Plan which includes: - collect and analyze referral and suspension data from 2013-14. Teachers implement strategies to build relationships with students and parents (Morning Meeting, Structured Recess, Communicating with Parents, Hopes and Dreams) -Teachers implement strategies to ensure students know defined expectations, rituals and routines (democratic rule making, model and practice, Y charts, PBIS matrix) - Teachers goal set with students.	10/1/2015	Problem-Solving support is given when necessary - Student goals (Hopes and Dreams) and Rules are posted -Students follow the expectations and are redirected or provided opportunities to problem-solve when needed - Students in need of additional social/ emotional support are identified –teachers introduce and begin to implement spectrum of consequences based on student behavior and developmental needs – Problem-solving team meets to review student data and discuss student engagement concerns - Cycle	1/26/2016	Social emotional support/interventions are provided to students in need of additional help by the teacher, student support staff consulted as necessary -Communicate student goals and classroom expectations to families -Begin to develop interventions for students who struggle with social expectations (Tier 2 strategies), communicate student behavior successes and areas of growth to staff members and parents – Problem-solving team continually meets -Cycle is ongoing	1/26/2016

Personnel

Climate Team: Administration, teachers, social worker, psychologist, SAT member.

Required Resources

Time to discuss student data and select appropriate strategies to address student needs, time in ILT to look at student data and continue to refine/develop plan, time for behavior team to meet and problem-solve strategies for especially challenging students Resources

Implementation Notes

During workshop week in August all staff reviewed the school wide engagement plans and created their own classroom/grade level engagement plans. Teachers modeled and reviewed routines and rituals based on plans for the first 6 weeks of school. Our engagement coach met with grade level teams to review plans and provide areas of strengths and modifications. Staff received training around coping strategies for students and attend Innocent classroom training. Schoolwide and classroom engagement plans were reviewed and modified if needed after winter break. Routines and rituals were revisitedafter break.

Start Date:	Action Step
9/2/2015	STUDY/ACT: School leadership will monitor and adjust School-wide Student Engagement Support plan to ensure best practices and student engagement improves

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Observe and monitor implementation of Student Engagement Plan: - Review the data Behavior support, and Data Teams collect - Review implementation data (SOEI, informal observations) -Conduct classroom and school-wide observations (Learning walks)with an emphasis on Domain 2 - Review PLC logs - Conduct twice yearly Implementation Survey to collect baseline data and progress monitor Student Engagement Plan	10/1/2015	Communicate student engagement successes and challenges to staff and parents -Continually collect and analyze student climate data -Make adjustments to engagement plan as needed -Identify areas of growth in engagement plan implementation -Select and provide PD for individual teachers or whole staff as needed	1/26/2016	Review year- long data - Based on findings make recommendations for staff PD, summer school, 2013 student placements and adjustments to the Student Engagement Plan	1/26/2016

Personnel	Required Resources
Climate Team: Administration, teachers, social worker, psychologist, SAT member.	Time during ILT to review data and make necessary adjustments to plan, time for behavior team to review data, meet with teachers and attend necessary PD Resources.

Implementation Notes

During workshop week in August all staff reviewed the school wide engagement plans and created their own classroom/grade level engagement plans. Teachers modeled and reviewed routines and rituals based on plans for the first 6 weeks of school. Our engagement coach met with grade level teams to review plans and provide areas of strengths and modifications. Staff received training around coping strategies for students and attend Innocent classroom training. Schoolwide and classroom engagement plans were reviewed and modified if needed after winter break. Routines and rituals were revisitedafter break.

Strategy

All teaching staff will engage in grade level team instructional planning two times each week. One day planning will focus on Math, the other day literacy.

Research and Rationale

Strong research supports the addition of greater collaboration time for teachers. Research has shown extensions of the school day with protected work times that focus on teacher collaboration, setting common school wide behavior and climate expectations, planning for co-teaching and lesson differentiation (intervention and enrichment) have shown to maximize students' instructional

time,
improve
communication
with
parents,
and
provide
more
equitable
services
to
both
at---risk
and/or
gifted
students
(Goddard
et
al.,
2007).

Strategy					
Math Workshop will be implemented with fidelity with a focus on guided math.					
Research and Rationale					
The National Council of Teacher of Mathematics (NCTM) recently published the book Principles to Actions. Principles to Actions is NCTM's attempt to define the practices that are essential to strengthen mathematics learning for all students. Included in Principles to Actions are the following components of the guided math model: Engaging students in rigorous learning using a variety of instructional strategies, Adapting instruction to meet individual students' needs at all levels, Conducting frequent assessments to provide students with the opportunity to demonstrate their knowledge and skills, Using data to identify students who would benefit from additional help or accelerated learning opportunities					
This strategy supports:					
Reading Goal(s):		Math Goal(s): X		Climate Goal(s):	
Action Plan					
Start Date:		Action Step			
5/18/2015		DO Provide support to all teachers around guided math			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Review/teach critical elements of a high quality guided math group.	10/1/2015	Provide ongoing support for all teachers through PD or co teachers	1/26/2016	Coach, model and monitoring guided math implementation for staff still needing support	1/26/2016
Personnel			Required Resources		
IS, Admin, Teachers (self-monitoring)			IS, Admin, Teachers, instructional planning time, co teachers, Mike Wallace		
Implementation Notes					
Guided math or math workshop is being implemented across all grade levels. Our learning walks during math time provided evidence that implementation of guided math is taking place. evidence also showed us that an area of growth for staff is differentiation of core for each of the guided math groups. Mike Wallace, from the district, will be out to meet with individual grade levels around this subject. Teachers are meeting in grade level teams to plan instruction. Math coteachers attend District PD and bring information back to grade level teams.					
Start Date:		Action Step			
5/20/2015		PLAN NSJ teachers will Implement daily, guided math groups with fidelity.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Guided groups are formed and meeting with teacher 2-3 times/ week	10/1/2015	All teachers have implemented the critical elements of guided math	1/26/2016	Full implementation of guided math groups with fidelity.	1/26/2016
Personnel			Required Resources		
Admin, IS, math coteachers			K-2 math Co teacher and 3-5 math co teacher Structure data meetings and common instructional planning time.		
Implementation Notes					
Guided math or math workshop is being implemented across all grade levels. Our learning walks during math time provided evidence that implementation of guided math is taking place. evidence also showed us that an area of growth for staff is differentiation of core for each of the guided math groups. Mike Wallace, from the district, will be out to meet with individual grade levels around this subject. Teachers are meeting in grade level teams to plan instruction. Math coteachers attend District PD and bring information back to grade level teams.					

Start Date:	Action Step				
5/18/2015	STUDY/ACT School leadership Team will monitor and support the implementation of guided math.				
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Observe and monitor implementation of guided math using critical element checklist (fidelity check)	10/1/2015	informal visits by Admin or IS to instructional planning time	1/26/2016	Informal and formal classroom observations by admin and secondary observer.	1/26/2016
Personnel		Required Resources			
Admin, IS, data from SOEI, coteachers		K-5 math co teachers, data meetings and common instructional planning time			
Implementation Notes					
Guided math or math workshop is being implemented across all grade levels. Our learning walks during math time provided evidence that implementation of guided math is taking place. evidence also showed us that an area of growth for staff is differentiation of core for each of the guided math groups. Mike Wallace, from the district, will be out to meet with individual grade levels around this subject. Teachers are meeting in grade level teams to plan instruction. Math coteachers attend District PD and bring information back to grade level teams.					

Strategy					
Reader Workshop will be implemented with fidelity with a focus on guided reading.					
Research and Rationale					
According to Fawson & Reutzel, 2000, guided reading is a research based strategy that has become one of the most important contemporary reading instructional practices associated with balanced literacy instruction.					
This strategy supports:					
Reading Goal(s): X		Math Goal(s):		Climate Goal(s):	
Action Plan					
Start Date:		Action Step			
5/18/2015		PLAN NSJ teachers will Implement daily, guided reading groups with fidelity.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Guided groups are formed and meeting with teacher 2-3 times/ week.	10/1/2015	All teachers have implemented the critical elements of a guided reading group.	1/26/2016	Full implementation of guided reading groups with fidelity.	1/26/2016
Personnel			Required Resources		
Admin,IS,Literacy, TOSA's			K-2 Literacy Coach 3-5 Literacy Coach Structure data meetings and common instructional planning time		
Implementation Notes					
PD was provided at the start of the school year related to the implementation of guided reading groups. A model was developed and distributed to staff showing the structure and substance of a strong guided reading group. Literacy coaches monitor and provide ongoing support to classroom teachers related to guided reading groups. Admin completed learning walks related to guided reading on January 20, 2016. Ongoing feedback to teachers will occur from both literacy coaches and admin related to guided reading groups.					
Start Date:		Action Step			
5/18/2015		DO Provide support to all teachers around guided reading			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Review/teach critical elements of a high quality guided reading group.	10/1/2015	Provide ongoing support for all teachers through PD or literacy coach	1/26/2016	Coach, model and monitor guided reading implementation with staff still needing support	1/26/2016
Personnel			Required Resources		
Literacy Coaches IS Admin Teachers (self-monitoring)			Literacy Coaches IS Admin Teachers1/26/2015		
Implementation Notes					
PD was provided at the start of the school year related to the implementation of guided reading groups. A model was developed and distributed to staff showing the structure and substance of a strong guided reading group. Literacy coaches monitor and provide ongoing support to classroom teachers related to guided reading groups. Admin completed learning walks related to guided reading on January 20, 2016. Ongoing feedback to teachers will occur from both literacy coaches and admin related to guided reading groups.					
Start Date:		Action Step			
5/18/2015		STUDY/ACT School leadership Team will monitor and support the implementation of guided reading.			

Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Observe and monitor implementation of guided reading using critical element checklist (fidelity check)	10/1/2015	Bi-weekly checkins with TOSA's	1/26/2016	Informal and formal classroom observations by admin and secondary observer.	1/26/2016
Personnel		Required Resources			
Literacy Coaches IS Admin Teachers		Literacy Coaches IS Admin Teachers SOEI data			
Implementation Notes					
<p>PD was provided at the start of the school year related to the implementation of guided reading groups. A model was developed and distributed to staff showing the structure and substance of a strong guided reading group. Literacy coaches monitor and provide ongoing support to classroom teachers related to guided reading groups. Admin completed learning walks related to guided reading on January 20, 2016. Ongoing feedback to teachers will occur from both literacy coaches and admin related to guided reading groups.</p>					

Strategy

All teachers will collaborate with grade level EL teacher to incorporate language acquisition strategies into daily instructional planning around literacy, math science and social studies.

Research and Rationale

The additional model of language acquisition development is based on research showing that 5--- year---old children of lower socioeconomic status score more than two years behind on standardized language development tests by the time they enter school. 1 Fernald, A., Marchman, V. A. and Weisleder, A. (2013), SES differences in language processing skill

and
vocabulary
are
evident
at
18
months.
Developmental
Science,
16:
234–248.
doi:
10.1111/desc.12019