School: **Johnson**

Year: **2022-2023**

School Improvement Plan

Theory of Action
If we accelerate learning for all students by: - *prioritizing global competencies, standards, concepts and skills in order to identify essential learning;* - *designing equitable, rigorous and relevant tasks that foster student agency;* - *implementing equitable, responsive teaching through the use of formative assessment strategies;* - *fostering the mindsets, dispositions and the emotional intelligence which supports an assets-based mindset;* - *customizing environments (virtual and physical) to engage students in the learning process;* *then we will build self-efficacy and empower all students for success.*

Student Learning Objectives	IAGDs **(Spring data is noted in red.)**
	Baseline Data: 2019-2022 MATH NWEA By Cohort Performance Level
SLO # 1 To improve students' ability to analyze and solve **rigorous and relevant tasks**, use models, and engage in **purposeful academic discourse** to interpret and solve problems.	**Math- AT 61st** 90% of grade 3 students who meet the fall 61st% or above must maintain or exceed the 61st% on the spring math NWEA assessment. (91% met) 90% of grade 4 students who meet the fall 61st% or above must maintain or exceed the 61st% on the spring math NWEA assessment. (84% met) 85% of grade 5 students who meet the fall 61st% or above must maintain or exceed the 61st% on the spring math NWEA assessment (79% met)

	Math Growth Goals: 65% of all grade 3 students who meet the criteria for growth target will meet or exceed their growth target by the spring as measured by the spring math assessment (within 3 points). **(77% met)** 65 % of all grade 4 students who meet the criteria for growth target will meet or exceed their growth target as measured by the winter math assessment (within 3 points). **(57% met)** 55 % of all grade 5 students who meet the criteria for growth target will meet or exceed their growth target as measured by the spring math assessment (within 3 points). **(59% met)** **Midyear Update:** **Grades 3 -5 iFab, Fluency, Unit Assessments & IXL.com Data** **Spring Update:** **NWEA Data Folder**
	Baseline Data: 2019-2022 Reading NWEA By Cohort Performance Level
SLO #2 To improve reading comprehension by **prioritizing standards** and implementing **essential learning**, and planning **rigorous and relevant** instruction.	**Reading at 61st** 85 % of grade 3 students who meet the fall 61st% or above must maintain or exceed the 61st% on the spring reading NWEA assessment. (83% met) 85 % of grade 4 students who meet the fall 61st% or above must maintain or exceed the 61st% on the spring reading NWEA assessment. (85% met)

<u>85 %</u> of grade 5 students who meet the fall 61st% or above must maintain or exceed the 61st% on the spring reading NWEA assessment. (82% Met)

Reading- Growth Goals

<u>55</u>% of all grade 3 students who meet the criteria for growth target will meet or exceed their growth target as measured by the spring NWEA reading assessment. (64% met)

<u>60</u> % of all grade 4 students who meet the criteria for growth target will meet or exceed their growth target as measured by the spring NWEA reading assessment(within 3 points). (59% met)

<u>55</u> % of all grade 5 students who meet the criteria for growth target will meet or exceed their growth target as measured by the spring NWEA reading assessment (within 3 points). (58% met)

Midyear Update:

📄 Third grade IFAB Data, 2022-2023 **

📄 **Johnson ELA iFab Data, Performance Across the Grade Level, 2022-2023**
📄 **Gr4-Question Stems & Performance by Standard -Read Literary Texts, Jar**
📄 **Gr4-Question Stems & Performance by Standard-Vocabulary iFab**
📄 **Gr4-Question Stems & Performance by Standard-Write and Revise Narrat**
📄 **G5-Question Stems & Performance by Standard-Read Informational Texts**
📄 **Gr5-Question Stems & Performance by Standard-Vocabulary iFab-Fall 22**

WRITING:
📄 **Grades 4-5 Performance Task Summary Results**
📄 **Grade 3 Writing Performance Task Summary Results**
➕ **22-23 Writing Assessment Grades 3-5**

	Spring Update: **NWEA Data Folder** **Fundations- Grade 3** 80 % of students in Grade 3 will meet 80% or higher on the Fundations Unit Assessments. Unit 1- 52% of students scored at 80% or higher. Unit 2- 62% of students scored at 80% or higher. Unit 3- 83% of students scored at 80% or higher. Unit 4- 82% of students scored at 80% or higher. Unit 5- 89% of students scored at 80% or higher.
SLO #3 (after fall DESSA data) To improve students' emotional intelligence.	**Awaiting Fall data::** DESSA data

	Need for Instruction	Typical	Strength
Pre	7% (48 Students) Grade 3 - 7% Grade 4 - 6% Grade 5 - 9%	66% (438 Students) Grade 3 - 71% Grade 4 - 65% Grade 5 - 61%	27% (180 Students) Grade 3 - 21% Grade 4 - 30% Grade 6 - 30%
Mid	5% (30 Students) Grade 3 - 4% Grade 4 - 5% Grade 5 - 5%	60% (387 Students) Grade 3 - 67% Grade 4 - 56% Grade 5 - 56%	36% (230 Students) Grade 3 - 29% Grade 4 - 39% Grade 6 - 39%
Post	TBD	TBD	TBD

Student survey
Teacher survey

Whole School Learning Indicator	

Decrease the total students chronically absent (5.7%) for the 2022-23 school year to be less than 5%.	Attendance data

Stakeholder Feedback Goal	
We will maintain or improve our favorable score of: My child's school maintains a respectful environment. The last survey administered (2022) and the results were 92 %. The 2023 Spring Survey Data showed 92 % positive score of: My child's school maintains a respectful environment.	Parent Survey Student Survey

Strategy #1	Action Steps	Timel ine	Frequency of Monitoring	Evidence of Quality Implementation	Leadership Routines to Monitor Action Steps Implementation/Date s (Monitoring Routine)	Feedback Process	Routine Owner
Responsive Teaching	Continue to develop the capacity of staff to deeply understand grade-level **concepts and practices** (Science, Math, Emotional Intelligence, G.C.s).	22-23	Ongoing at PLCs, Coaches Meetings Admin Informal Obs. (together)- bi monthly. SIP team- instructional	● (Math/ Science) Time dedicated in PLC meetings to conceptually unpack content. ● PLCs use a crosswalk to make connections between the	Teachers bring evidence of instruction to PLC (student work) JS Professional Learning team reviews feedback from teachers on implementation to identify the efficacy of the implementation and address teacher needs.	Leadership team provides feedback at PLC, faculty meetings, and PAC/SIP team.	Principal and Assistant Principal

			rounds- ELA 1x Math 1x *Oct/Nov.	[Math Practices](#), [Global Competencies](#), and [Aperture 8](#) ● Teacher models and explanations reflect a deeper conceptual understanding of content	Learning walks (building SIP team) and instructional rounds		
	Teachers will effectively implement the agreed upon **routines** and strategies during the instructional block that support a culture of *acceleration* and *learning* for students at all levels.	2022-23	Ongoing at PLCs, Coaches Meetings Admin Informal Obs. (together)- bi monthly. SIP team- instructional rounds- ELA 1x Math 1x *Oct/Nov.	● **Math:** Number Corner, Mini-lesson, Small group/Work places/ Independent practice and application, parent communication ● **Science**: ● Phenomena Based Instructional Routines ● [Science Talk](#)	Teachers bring evidence of instruction to PLC (student work) Teacher and evaluator reflect on teacher's implementation of routines during mid-year and EOY meetings Grade level teams review grade level NWEA, IFAB, and curricular assessment data to identify strengths and areas of opportunity to make instructional plans/adjustments		

				● Students conducting Investigations ● [Visible Thinking - Feedback Routines](#)	Learning walks (building SIP team) and instructional rounds		
	Teachers will adjust instruction to target student needs using informal and formal **assessment/** observations/ data	2022-23	Ongoing and PLC data meetings	● Teachers and students work collaboratively to set individualized long- and short-term goals. ● Teachers will use Universal Screeners (NWEA-DesCartes, SBAC data, etc.) and curricular measures to inform personalized learning options both	Teachers bring evidence of instruction to PLC (student work) Observation planning documents reflect thoughtful consideration and planning for differentiated learning activities. Learning walks (building SIP team) and instructional rounds	Goal setting, midyear, planning conferences, PLCs, SRBI meetings	

				independent ly and in PLCs. ● Student goal setting routines are well established, and students self-reflect and monitor progress towards their goals. ● Students are engaged in differentiate d learning activities			

Strategy #2	Action Steps	Timeli ne	Frequency of Monitoring	Evidence of Implementati on	Leadership Routines to Monitor Action Steps Implementation/Dates	Feedback Process	Routine Owner
Science of ***Reading***	***Curriculum:*** *Implement learning plans that explicitly call out all components of the reading wheel in 3rd Grade.* Establish Literacy Leadership Team	2022-2023	Prior to start of each unit of study August-set team	Completed learning plans with listed anchor texts and tier ⅔ words Common vocabulary taught	Literacy Team (Coaches, Specialists, PLC Leaders) will review the completed curriculum/ learning plans prior to the unit beginning Learning walks 3 times a year with district literacy team	ELA leadership team provides feedback during PLC and PAC/SIP team.	Beth & Alison, ELA Coaches, PLC Leaders

	Complete learning plans in Grade 3 that identify the components of structured literacy in each of the 6 areas. Complete learning plans in Grades 4-5 that identify components of structured literacy in the areas of vocabulary and text comprehension. Choose anchor texts and with common vocabulary in each units of study			Students are discussing words and language	members, BPS coaches and SOR state coaches Administrator observation process and reflection conference connections to Learning Plan		
	Implement the Core Literacy Instructional Block Guidelines as stated in the Learning Plans with particular attention to oral language development Consistent use of literacy block structure across all grade levels - Mini lesson, small groups, conferencing/goals, discourse	2022-2023	Ongoing	PLC agendas and minutes for all teams with a consistent structure	Teachers bring evidence of instruction to PLC (student work) Review of minutes at PLC Leader Meetings Instructional rounds, Intervisitation among colleagues	Leadership team provides feedback during PLC and PAC/SIP team.	Beth, Alison, ELA Coaches, PLC Leaders

	Assessment: Facilitate PL on use of assessments to craft small group instruction Analyze student work at PLC meetings to plan for Tier 1 small group targeted instruction (ie: small group, workplaces) Calibrating grade level expectations based on student work	2022-2023	Ongoing	Completed assessment grids that reflect all components of structured literacy PLC agenda and minutes demonstrating data analysis PL plans	Review of minutes at PLC Leader Meetings to ensure intentional use of data from assessments	Leadership team provides feedback during PLC and PAC/SIP team.	Beth, Alison, ELA Coaches, PLC Leaders

Strategy #3	Action Steps	Timeline	Frequency of Monitoring	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates	Feedback Process	Routine Owner
Build a culture of *Emotional Intelligence*	Reestablish Emotional Intelligence Committee	2022-23	Monthly Emotional Intelligence meetings	List of committee members Schedule for meetings	Review of committee meeting minutes	Emotional Intelligence team and PLC Leaders provide feedback during PLC Leader and PAC/SIP teams.	Beth
	Develop adult competencies and shared understanding of Emotional	2022-23	Monthly Emotional Intelligence meetings	Implementation of the Year 1 Gradual Rollout of	Emotional Intelligence committee reviews school wide DESSA,	Emotional Intelligence team and PLC Leaders provide feedback	Beth, Alison, Joe Melo

	Intelligence system at Johnson			RULER with fidelity Charters in all classrooms reflecting consistent behavioral expectations (building and classroom) Faculty Meeting agenda minutes PL Plan	discipline, and attendance data Grade level teams review grade level DESSA, discipline, and attendance data JS Professional Learning team reviews feedback from teachers on the implementation of Emotional Intelligence system Review of minutes at PLC Leader Meetings to ensure intentional use of student work and data from RULER lessons	during PLC Leader and PAC/SIP teams.	
	Analyze and use DESSA, attendance, and disciplinary data to inform instruction	2022-23	Monthly grade level meetings	Classroom specific Aperture lessons implemented	Grade level teams review grade level DESSA, discipline, and attendance data	Emotional Intelligence team and PLC Leaders provide feedback during PLC Leader and PAC/SIP teams.	Beth, Alison, Joe Melo
	Develop a communication system for all stakeholders	2022-23	Monthly PTO Meetings	Parent Night (Emotional Intelligence); "What is Ruler?"	Parent Survey Emotional Intelligence Committee reviews feedback and adjusts	PTO provides feedback during monthly PTO meetings.	Alison, Beth, Joe Melo, Kate Coffey

				Spotlight Emotional Intelligence updates at PTO meetings Jaguar Journal Introduction to Emotional Intelligence at Open House			