

School Improvement Action Plan

School improvement plans in their traditional format were modified going into summer and the fall. We designed categories of questions for you to use this summer as you began planning for this school year. These questions were designed to take the place of your typical school improvement work because we recognized that assessing the impact of the pandemic on our students and being ready to respond is our work right now. The chart below is an extension of what we shared this summer and upon completion will serve as your action plan for the areas of work you should address this year. This action plan should serve as a living document and be used to capture your school improvement work throughout the year. You have the option of adding links to this document that represent your learning and/or recording your steps here. You will notice the guiding questions reflect our commitment to support your leadership teams in embedding the focus on equity and learning on anti-racism into all of your work and in

- Your creation and evaluation of structures, practices and policies
- Your analysis and response to data
- Your engagement of your students and families
- Your focus on adult learning

Your entry point and depth of work within each of the categories below will be differentiated based on the needs of your school and where you are with your current leadership work.

Questions	Completed and Planned Action Steps	Who & When (Lead & Setting)	Outcomes (Links to Artifacts & Evidence)
Instructional Leadership during Distance Learning <i>How are we “leading” vs. “managing” the online learning environment?</i>			
VOICE DATA <ul style="list-style-type: none"> ● How will you collect voice data from your students, staff, and community about the online learning experience with a clear focus on students’ racial and linguistic differences? 	COL Voice Data - Student, Parent and Teacher Marking Period Voice Data- Student, Parent and Teacher <ul style="list-style-type: none"> ● Academics ● SEL ● Communication ● Access to Technology/other resources 	Admin and SDT Instructional Coaching Team (ICT)	COL Voice Data

<p>LEARNING EXPERIENCES</p> <ul style="list-style-type: none"> • What expectations have you set for teaching and learning in a remote environment? What changes did you need to make for fall? How are these changes evolving with a clear focus on students' racial and linguistic differences? 	<p>Everyone shares the responsibility to help all students stay connected and engaged in learning.</p> <p>Monitoring Engagement Expectations in Virtual Learning</p> <p>Canvas Classrooms for Staff- All classrooms across the school will have the same components.</p> <p>Instructional Coaching Team (ICT) Planning and Teaching Lessons</p> <p>Spanish Science Explorations</p> <p>Nature Nerd News</p> <p>Long Range Benchmark Plans</p> <p>Examining Benchmark Titles and Adding Diverse Titles</p> <p>Literacy Support Groups for Students New to Spanish in Grades 1 - 3</p> <p>Student Support and Enrichment</p> <p>Professional Development</p> <p>Dual Language Coaching and 6Cs of Biliteracy Coaching for Monolingual Classroom</p> <p>Remote Teaching and Learning Framework and Instructional Design</p> <p>Teaching with Comprehensible Input</p> <p>Benchmark Oral Reading Records (Online)</p>	<p>Admin, Teachers and Staff</p> <p>Admin, Teachers and Staff</p> <p>Leadership Team</p> <p>ICT</p> <p>STEM Teacher</p> <p>Pre-K Teacher</p> <p>Reading Specialist</p> <p>Media Specialist, Reading Specialist, Teachers</p> <p>Dual Language (DL) Immersion Coordinator</p> <p>DL Enrichment and Primary Talent Coach</p> <p>Dr. José Medina</p> <p>SDT</p> <p>DL Immersion Coordinator and DL Student Support Coach</p> <p>Reading Specialist</p>	<p>ICT Teach a Lesson</p> <p>Science Exploration - Virtual Schedule</p> <p>Engagement in the Virtual Classroom (Canvas Course)</p> <p>Student Engagement- Comprehensible Input</p> <p>Benchmark Oral Reading Records</p>
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	<p>Virtual MAP Testing Training and Support</p> <p>Be GLAD Training-Language Acquisition and Literacy</p> <p>SupportEd- Strategies to Engage Multilingual Learners - Book Study - <u><i>Unlocking English Language Learner's Potential. Strategies for Making Content Accessible</i></u></p>	<p>Reading Specialist and SDT</p> <p>Two Way Immersion/ ESOL Coordinator</p> <p>Two Way Immersion/ ESOL Coordinator</p>	<p>Virtual Map Staff Training Fall 2020</p>
<p>LEADER LEARNING</p> <ul style="list-style-type: none"> • How are teacher leaders and administrators providing feedback to teachers? • What learning does the leadership team need to be able to effectively coach and supervise teachers in a remote environment? • How are you maintaining the focus for leader learning on how to lead and create change with a clear focus on students' racial and linguistic differences? 	<p>Instructional Coaching Model - Share Best Practices and Support Planning Professional Development</p> <p>Informal and Formal Feedback</p> <p>DSL Support</p> <p>ICT Teaching Lesson Data to Used Support Instructional Changes</p> <p>21 Day Racial Equity Habit Building Challenge (Instructional Coaching Team)</p> <p><u>How to be Anti Racist</u> book study with Instructional Leadership Team</p> <p>Provide Ongoing Professional Development for Teachers and School Leaders. For example:</p> <ul style="list-style-type: none"> • La Cosecha • BeGlad • SupportEd 	<p>ICT</p> <p>Admin, DL Coaches and Dr. José Medina</p> <p>DL Immersion Coordinator, SDT, Reading Specialist, DL Student Support Coach</p> <p>ICT</p> <p>Admin and SDT</p> <p>Admin and SDT</p> <p>Admin</p>	<p>21-Day Racial Equity Habit Building Challenge (Canvas Course)</p> <div data-bbox="1612 1068 1990 1279">  <p>HOW TO BE AN ANTI-RACIST INTRO AND CHAPTERS 1 - 4</p> <ul style="list-style-type: none"> • What resonated the most with you? Why? • What surprised you? Why? • How does Kessler's definition of racist and racism differ from or are similar to your own? • Why is it not enough to simply not be racist? • What is the first step you, personally, will take in striving to be an antiracist? How will you check yourself and hold yourself accountable if you notice you, or someone else, is being racist? • What sources of courage can you summon to be antiracist when the moment calls for it? </div>
<p>Questions</p>	<p>Completed & Intended Action Steps</p>	<p>Who & When (Lead & Setting)</p>	<p>Outcomes (Links to Artifacts & Evidence)</p>

Academic Support Team

How will we continue our school improvement efforts while adapting to the current needs of our staff and students?

<p>STUDENT ENGAGEMENT</p> <ul style="list-style-type: none"> • What does your student engagement data show you, particularly with a clear focus on students' racial and linguistic differences? How are you responding? • How will you assess for whom the current state is not working and adjust our structures to better meet their needs? How will we know we are meeting the needs of all students? 	<p>Monitor Student Engagement and Well-Being</p> <ul style="list-style-type: none"> • The Well-Being Committee meets bi-weekly to discuss and monitor attendance, technology concerns, parent outreach and social/emotional engagement. • Student attendance is lower than during in person . Attendance is monitored daily by teachers and the attendance secretary. The Well-Being Attendance Team has begun to contact students missing 3 or more sessions. A log is used to record weekly attendance concerns to determine trends in student engagement. Families are contacted when students miss 3 or more sessions for support. <p>Weekly Lunch Bunches</p> <p>Daily Game Time/Weekly Art Club</p> <p>Diverse Text Read Alouds</p> <p>Pre-K - Grade 5 Family Events</p>	<p>Teachers and Well-Being Team (Admin, Counselor, PCC, PPW, Student Support Coach, Linkages Therapist and DL Enrichment Teacher)</p> <p>Staff</p> <p>School counselor</p> <p>ICT</p> <p>Admin, SDT and Full Staff</p>	<p>Well-Being Team Documents</p> <p>Diverse Read Aloud Schedule</p>
<p>ACADEMIC & DATA FOCUS</p> <ul style="list-style-type: none"> • How will you use the results of diagnostic assessments (curriculum/NWEA-based) of student knowledge of grade level standards to plan differentiated instruction? • How does your Evidence of 	<p>Literacy</p> <p>Paraeducators and non-classroom teachers support small group reading instruction (3-4 times a week)</p> <p>Staff have been strategically selected to be trained in academic intervention programs</p> <ul style="list-style-type: none"> • Orton Gillingham • Really Great Reading 	<p>SDT, Reading Specialist, Paraeducators, Primary Talent Coach and DL Enrichment</p> <p>Admin, Reading Specialist, SDT and Paraeducators</p>	

<p>Learning data pre-Covid align with the student learning results during the spring & fall? (analyzing student engagement data, second semester grades & fal data). What do you notice by race, ethnicity, or service group?</p> <ul style="list-style-type: none"> • How will you support & work with teachers in interpreting/using the results of these assessments? How will this data be used for planning instruction with a clear focus on students' racial and linguistic differences? 	<ul style="list-style-type: none"> • Soluciones • Sound Spelling Transfer <p>Model Guided Reading Structure with Benchmark</p> <p>Model the Use of NWEA Learning Continuum and Data to Drive Small Group Instruction.</p> <p>CARES ACT Tutoring Program</p> <p>Grades K-3 (TWI) Dual Language Non-Negotiables -Three Pillars -Content and Language Objectives in English and Spanish -4 + 1 Icons -Translanguaging -Bridging</p> <p>Spanish-speaking Teachers Receive Benchmark Literacy Lesson Plan Support</p> <p>Language partners meet to plan and share instructional resources</p> <p>Literacy support for Students New to Spanish in Grades 1 - 3</p> <p>Math Explore and Plan How to Hone and Customize a Eureka Math Lesson.</p> <p>Intervention (iReady)</p> <p>Both (Literacy and Math)</p> <p>Support Grade-Level Team Long-Range Instructional Planning.</p> <p>Dual Language PD Resources</p>	<p>Reading Specialist</p> <p>SDT, Reading Specialist and Grade-level Team Leaders</p> <p>DL Enrichment</p> <p>ICT, Teachers and Staff</p> <p>ICT</p> <p>Teachers and ICT</p> <p>DL Immersion Coordinator</p> <p>Math Lead Teacher (SDT)</p> <p>Math Lead Teacher, Kirwan Paraeducator and Special Education Teacher</p> <p>Math Lead Teacher (SDT) and Reading Specialist</p> <p>DL Immersion Coordinator</p>	<p>CARES ACT Student Recommendations</p> <p>2020 iReady Data</p> <p>Dual Language Resources for</p>
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Questions	Completed & Intended Action Steps	Who & When (Lead & Setting)	Outcomes (Links to Artifacts & Evidence)
Well-Being Team <i>How do we assess and respond to our students' and staff social-emotional health during this</i>			
<p>WELL BEING</p> <ul style="list-style-type: none"> • What structures and routines are in place for identifying needs for all students, groups of students, and individual students? How will you align resources and/or programs to support those needs? • How will you proactively plan for space for students and staff to process the current climate around race and the pandemic? • How are the leaders & staff monitoring and supporting employee well being? 	<p><u>Student Well-Being</u> Monitor student well-being and engagement. If there is a concern, staff complete a Student Well-Being and Engagement Form</p> <p>Wellbeing Team Impact Analysis Tool</p> <p>SEL Lessons (Counselor as a Bi-weekly Special)</p> <p>Social hours</p> <p>Tokens of appreciation</p> <p>Standing GROVE-ations!</p> <p>Staff Shout-Outs</p> <p>Ongoing check-ins with staff</p>	<p>WGES Well-Being Team Student Support Team</p> <p>Admin and Well-Being Team</p> <p>Counselor</p> <p>Social Committee</p> <p>Admin</p> <p>Admin and Staff</p> <p>Staff</p> <p>Admin</p>	<p>Attendance Data</p> <p>WGES Attendance Pyramid</p> <p>WGES Student Well-Being and Engagement Form</p> <p>WGES Well-Being Flowchart</p> <p>WGES Response Steps for Engagement and/or Accountability</p> <p>WGES Engagement Pyramid</p> <p>Well-Being Team Impact Analysis Tool</p>
Questions	Completed & Intended Action Steps	Who & When (Lead & Setting)	Outcomes (Links to Artifacts & Evidence)
Operations <i>How do we continue to adapt school operations in a remote environment?</i>			
<p>ORGANIZATIONAL ROUTINES</p> <ul style="list-style-type: none"> • How does your use of staff resources and schedule 	<p>Master Schedule Maximizes Instructional Time During Remote Learning</p>	<p>Admin and Leadership Team</p>	<p>Master Schedule 2020-2021</p>

<p>respond to the identified academic needs of students?</p> <ul style="list-style-type: none"> • What are the routines for visiting classrooms and providing feedback to staff about instruction? • How are you engaging students and families around online learning? • How are you establishing and maintaining new or enhanced communication structures with staff, students, and families? 	<p>Beginning MP2 All Teachers will Provide Flexible Small Group Instruction and Guided Reading Instruction.</p> <p>Revised Wednesday Morning Schedule: Non-Classroom Teachers Will Provide Literacy Instruction Support</p> <p>Enrichment and Differentiation PD in DSLs</p> <p>WGES Canvas Course - Technology Resources - Spanish and English</p> <p>Shared ZOOM Links Document</p> <p>Weekly Grove Newsletter</p> <p>Snippets from Staff Development</p> <p>Weekly DL Professional Development and Classroom Visits</p> <p>PTA Meeting: Keeping Your Child Engaged During Distance Learning</p> <p>Schoolwide Communication in Spanish and English via Synergy and ConnectEd</p> <p>Back to School Night - During Pre-service Shared How to Access Canvas and Zoom</p> <p>Leadership Notes Sent to Entire Staff For Transparency</p>	<p>Admin, Reading Specialist and SDT</p> <p>Admin and Non-Classroom Teachers</p> <p>Reading Specialist and SDT</p> <p>SDT</p> <p>Admin</p> <p>Admin</p> <p>SDT</p> <p>DL Immersion Coordinator</p> <p>Admin and Well-Being Team</p> <p>Admin</p> <p>Admin and Teachers</p> <p>Admin and ILT</p>	<p>WGES Canvas Course</p> <p>The Grove</p> <p>Snippets from Staff Development</p> <p>Student Engagement</p>
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