

MARRS 2019-2020 School Improvement Plan

At MARRS, teachers and school leaders work collaboratively to design and implement the school improvement plan. This plan serves as a road map for improving student performance by identifying specific steps to be taken to achieve goals. Our SIP plan has four goals: Academic, MTSS-B, Attendance, and Wellness. Throughout the summer, the instructional leadership team reviewed data for each goal area, developed an action plan with implementation, and evaluation strategies. Throughout the school year, the focus shifts to establishing goals (student and teacher), reviewing data, designing and implementing professional development activities focused on student needs and reflection. We conclude the SIP process by celebrating our success with MARRS students.

Growth Goals

Academic Goals
ELA/READING Assessment goals <ul style="list-style-type: none"> • NSCAS ELA/Reading summative assessments, we will increase the percent of students who are designated as meeting or exceeding grade level proficiency standard to 39% during the 2019-2020 school year. • Spring ELA/Reading MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm to 47% during the 2019-2020 school year. • Spring ELA/Reading MAP Growth Assessment, we will increase the percent of students “projected growth goals” to 52% during the 2019-2020 school year.
MATH Assessment goals <ul style="list-style-type: none"> • NSCAS Math summative assessments, we will increase the percent of students who are designated as meeting or exceeding grade level proficiency standard to 45% during the 2019-2020 school year. • Spring Math MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm to 50% during the 2019-2020 school year. • Spring Math MAP Growth Assessment, we will increase the percent of students “projected growth goals” to 61% during the 2019-2020 school year.
SCIENCE Assessment goals <ul style="list-style-type: none"> • 2019-2020 school year is a baseline year for the NSCAS Science summative assessment. Goals will be established during the 2020-2021 school year. • Spring Science MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm to 45% during the 2019-2020 school year. • Spring Science MAP Growth Assessment, we will increase the percent of students “projected growth goals” to 48% during the 2019-2020 school year.

Implementation and Monitoring

SCHOOLWIDE ACADEMIC FOCUS – All teachers will implement Checks for Understanding (formative assessment) to increase student achievement.	
ELA/READING	
TEACHER ACTION	MONITORING PROGRESS
Department Focus: Teachers will implement text dependent analysis strategies in classrooms. <ul style="list-style-type: none"> • Teachers will plan for and use a variety Checks for Understanding (formative assessments) throughout the lesson (Questions, Writing, etc.) • Teachers will use results of both formal and informal assessments to plan for and/or adjust future instruction. • Teachers will provide specific descriptive feedback to students on their responses. 	<ul style="list-style-type: none"> • By the end of 1st semester – 75% of teachers will demonstrate adjustment to instruction during the lesson-based student responses to checks for understanding as evidenced in lesson plans, classroom visits and an increase performance on formative assessments. • Department will use MAP data (September, January and May) to assess student progress and adjust instruction. • Classroom visits will reflect that more than 75% of teachers are using check for understanding during instruction (Leadership team/IF/Vils).
MATH	
TEACHER ACTION	MONITORING PROGRESS

<p>Department Focus: Implementation of Academic Discourse strategy in math classrooms.</p> <ul style="list-style-type: none"> Teachers will plan for and use a variety Checks for Understanding (formative assessments) throughout the lesson (Questions, Writing, etc.) Teachers will use results of both formal and informal assessments to plan for and/or adjust future instruction. Teachers will provide specific descriptive feedback to students on their responses. 	<ul style="list-style-type: none"> By the end of 1st semester – 75% of teachers will demonstrate adjustment to instruction during the lesson-based student responses to checks for understanding as evidenced in lesson plans, classroom visits and an increase performance on formative assessments. Department will use MAP data (September, January and May) to assess student progress and adjust instruction. Classroom visits will reflect that more than 75% of teachers are using check for understanding during instruction (Leadership team/IF/Vils).
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SCIENCE

TEACHER ACTION	MONITORING PROGRESS
<p>Department Focus: Implementation of 3D Instructional practices in science classrooms</p> <ul style="list-style-type: none"> Teachers will plan for and use a variety Checks for Understanding (formative assessments) throughout the lesson (Questions, Writing, etc.) Teachers will use results of both formal and informal assessments to plan for and/or adjust future instruction. Teachers will provide specific descriptive feedback to students on their responses. Teachers will implement 3D Instructional strategies. 	<ul style="list-style-type: none"> By the end of 1st semester – 75% of teachers will demonstrate adjustment to instruction during the lesson-based student responses to checks for understanding as evidenced in lesson plans, classroom visits and an increase performance on formative assessments. Department will use MAP data (September, January and May) to assess student progress and adjust instruction. Classroom visits will reflect that more than 75% of teachers are using check for understanding during instruction (Leadership team/IF/Vils).

School Attendance Goal: Our school will increase the number of students in the **NOT CHRONIC (green)** domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95. 2019-2020 Goal Achievement: 53.06%

<p>Strategies</p> <ul style="list-style-type: none"> Staff engage daily with students promoting and recognizing attendance Teachers/Staff use methods to ensure all students feel welcome Teachers provide positive feedback to support daily attendance and promote future attendance Teachers record attendance daily and immediately following start bell 	<p>Monitoring Progress</p> <ul style="list-style-type: none"> Conduct Weekly Attendance Team Meetings and identify barriers to attendance Conduct Weekly Attendance Team Meetings and identify students in each domain to support Conduct Monthly SSL/Designee training to support district attendance focus Monitor and process attendance milestones and County Attorney Referrals
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School MTSS-B Goal: Tier 1- Increase the use of **Effective Classroom Practices** and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard.

<p>Strategies</p> <ul style="list-style-type: none"> Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity. Attend Tier 1 Trainings. 	<p>Monitoring Progress</p> <ul style="list-style-type: none"> Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. School-wide acknowledgement system used to reinforce student behavior (Call for Success!). Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time.
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School Wellness Goal: Increase staff/student activity during the day through walking at recess or during plan time.

<p>Strategies</p> <ul style="list-style-type: none"> Provide extra gym/recess time as a reward for good attendance Offer recess before lunch Establish walking groups for staff during recess or plan time tally our miles PE Teacher provides instruction to school staff on games that include physical activity and can be used with students inside or outside in addition to PE time Allow students time for movement throughout the day (e.g., brain breaks) 	<p>Monitoring Progress</p> <ul style="list-style-type: none"> Increase number of participants in the school's identified wellness activity Increase number of wellness activities offered to students and/or staff members during the school year Take pictures and send to all staff of posters/activities, keep in wellness binder
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