

Accountability Plan

The Accountability Plan is to be completed in cooperation with the District School Improvement Team.

| | | | | | |
|--|--|--|---------------------------------------|---|--|
| Date: 2018-2019 | | District Name: Ferguson-Florissant | | County/District Code: 096-089 | |
| <input type="checkbox"/> District Plan | | <input checked="" type="checkbox"/> School Plan | | <input type="checkbox"/> Individual Plan | |
| Content/Building Name: Walnut Grove | | Building Code: 4320 | | Grades Served: K-6 | |
| Accountability Plan Due To: <input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School <input type="checkbox"/> Risk Factors <input type="checkbox"/> District Requirement <input type="checkbox"/> Other | | | | | |
| District/School/Individual Improvement Team | | | | | |
| Name | | | Position (change as needed) | | |
| Tiffany Besse | | | Chief Academic Officer | | |
| Lisa Hazel | | | Assistant Superintendent for Area 2 | | |
| Jennifer Andrade | | | Building Principal | | |
| Joycelyn Pugh-Walker | | | Director of Federal Programs | | |
| Maureen Clancy-May | | | DESE Area Supervisor | | |
| Leslie Dailey | | | Assitant Principal | | |
| Douglas Wright | | | Assistant Principal | | |
| Alexis Brewer | | | Counselor | | |
| Teresa Green | | | Instructional Support Teacher | | |
| Tassie Dienst, Beth Stone & Katherine Shockley | | | Instructional Leadership Team Members | | |
| Daisy Fisher | | | SSD Area Coordinator | | |
| Kendra Dixon | | | Parent | | |
| | | | | | |
| Description of how staff and stakeholders will be informed and engaged in the accountability plan. | | <ol style="list-style-type: none"> 1. Parent meeting September Open House & Title I Meeting 2. PTSO Meetings quarterly throughout the year 3. Completed plan posted to website 4. Instructional Leadership Team meets monthly to measure effectiveness of plan 5. Needs assessment survey | | | |
| Key issues identified from annual performance data | | <ol style="list-style-type: none"> 1. Attendance- There is an increase in attendance for 17-18 school year (78.3%) this is an important area to maintain focus. We are battling a high transient level and homelessness level. | | | |



**and local
assessments.**

Attendance Data

| Year | 90/90 |
|----------------|--------------|
| 2014-15 | 82.3% |
| 2015-16 | 86.7% |
| 2016-17 | 78.0% |
| 2017-18 | 78.3% |

2. Discipline- We have seen an decrease in the amount of OSS suspensions for the 2017-2018 school year





Discipline Data

| Year | Referrals | OSS |
|----------------|------------------|------------|
| 2014-15 | 408 | 205 |
| 2015-16 | 523 | 143 |
| 2016-17 | 726 | 294 |
| 2017-18 | 736 | 200 |



3. Achievement:

| | 2014 | 2015 | 2016 | 2017 |
|-------------------|---------|---------|---------|---------|
| APR Total Points | 12.0/70 | 27.0/70 | 16.0/70 | 51.0/70 |
| Percent of Points | 17.1% | 38.6% | 22.9% | 72.9% |

| MSIP 5 Standards | Points Possible | Points Earned | Percent Earned |
|-------------------------|-----------------|---------------|---|
| 1. Academic Achievement | 48.0 | 36.0 |  75.0% |
| 2. Subgroup Achievement | 12.0 | 9.0 |  75.0% |
| 4. Attendance | 10.0 | 6.0 |  60.0% |
| Total | 70.0 | 51.0 |  72.9% |

Key issues identified from needs assessment, performance data and/or the Advanced Questionnaire.

1. Chronic absenteeism as a result of the AQ Survey saying 19% of students strongly disagree with the statement I like going to school in the 16-17 school year. This has decreased to 11% for the 17-18 school year. We will continue to work to improve the school climate.

2. Increase in inappropriate student behavior as a result of the AQ survey saying 31% of students strongly disagree with the statement, Students at my school are friendly. As well as the results from the AQ survey that 13% of our students strongly disagree with the statement, I feel safe at school. in the 16-17 school year. Students are friendly has decreased to 21.4% strongly disagreeing for the 17-18 school year. Including a decrease to 4.1% strongly disagreeing with the statement I feel safe at my school. We will continue to work to improve the school climate to get these numbers even lower.

Prioritized Needs for the Building.

1. Increase our MPI from the baseline of the STAR assessment in the areas of ELA from 264.7, Math from 248.0 and meet mastery of Science standards through evidence of unit pre and post tests.

2. Increase literacy and mathematics skills for all students K-6 and science for 5th grade

3. Increase student attendance to 90% or above for 90% of our students



| |
|---|
| 4. Decrease student behavior through the use of Positive Behavior Intervention Support (PBIS) and CI3T (Comprehensive Intervention Three Tiered Approach) |
|---|

Core Elements for Student Achievement

Leadership

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Goal 1. The building principal will use transformational coaching techniques to improve teacher practice and effectiveness, address systematic issues, and improve outcomes for children as measured by the teacher survey obtaining commensurate or higher scores than the comparative group for leadership standard 1, anecdotal coaching feedback and next steps collected during site visits, and the observation scoring and collected and recorded via the NEE tool by May 2019.

Goal 2. The building principal provides leadership, encouragement, opportunities and structure that promote high expectations for teaching and learning as measured by teacher survey scores that are commensurate or higher than the comparative group for leadership standard 2, anecdotal data collected during site visits, guided visits, and the assistant sups school visits by May 2019.




Rationale (name the existing conditions/data points to support the selection of the objective/goal):

As a result of the low growth and achievement, DESE has identified the following schools to be in “focus” or “priority” status. There is a need to provide teachers specific and effective feedback to improve classroom instruction as indicated by teacher surveys, student achievement and classroom observations.

Walnut Grove 2018 **TBD** 2017 APR **72.9 %** 2016 APR 22.9% 14-15 APR 38.6%. 13-14 APR – 17.1% of points earned (RESULTS)



| | 2014 | 2015 | 2016 | 2017 |
|-------------------|---------|---------|---------|---------|
| APR Total Points | 12.0/70 | 27.0/70 | 16.0/70 | 51.0/70 |
| Percent of Points | 17.1% | 38.6% | 22.9% | 72.9% |

| MSIP 5 Standards | Points Possible | Points Earned | Percent Earned |
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Research Based Strategy(ies) for Implementation:

NEE - The Network for Educator Effectiveness (NEE) is a comprehensive system for enhancing the effectiveness of K-12 educators, based on the new Missouri standards for educators. Research shows, Feedback is one of the most powerful influences on learning and achievement. Growth requires focus. It is essential to establish a particular focus and strategies for improvement. Meaningful feedback is provided regarding the extent to which the new strategies are implemented. The primary purpose of observations should be to find the most effective ways to coach to improve student learning.

Framework for Powerful Results: is based on research on effective schools, the experience of highly successful practitioners, and the Boston Public Schools model. The content of all Targeted Leadership Consulting (TLC) curriculum is aligned to the framework. The “Context for Powerful Learning” includes the Cycles for Professional Learning. When we build the capacity of instructional leaders to guide and facilitate the implementation of TLC’s Powerful Learning Framework within their schools and systems, this will result in meeting goals for increased student and teacher achievement.

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Leverage Leadership: What really makes education effective is well-leveraged leadership that ensures great teaching to guarantee great learning. Leverage Leadership uses seven levers to create exceptional schools. This book is a tool that will be used and referenced to ensure consistency when developing individual leadership skills around providing effective feedback.

Measurable Adult Behaviors:

1. Creates a staff mapping evaluation plan that represents focus and deliberate time in classrooms
2. The six steps to effective feedback (Leverage Leadership) is used and clear, measurable, observable action steps are recorded and followed up



3. Coaching tools and strategies are used and observed
4. Personnel development plan is developed as measured by the scoring rubric

| Action Steps | Start Date | Person Responsible | Resources | Complete / Date |
|---|------------|---|---|--|
| <p>30 Days:</p> <ol style="list-style-type: none"> 1. The principal will complete NEE building improvement plan (BIP), principal professional development plan (PPDP), building personnel development (BPD) using the NEE scoring rubrics. 2. Complete staff mapping to set goals for teacher observations; schedule observations and feedback in principal Google calendar. 3. Provide professional development training and expectations regarding NEE indicators, teacher observations & feedback (forward agenda to Assistant Superintendent). 4. Observe at least 3 teachers and provide feedback in NEE that includes the first 3 steps to effective feedback (Praise, Questions, Next Steps); 1 feedback session should be recorded and uploaded; A.S. will review and provide coaching/feedback. 5. Calibrate 3-5 observations/feedback with the assistant superintendent using the six steps to effective feedback including providing feedback on positive specific praise, precorrects and active supervision. 6. Set expectations for highly effective | August | <ol style="list-style-type: none"> 1. Admin Team 2. Admin 3. Andrade & Green 4. Admin Team 5. Admin Team 6. Admin, ILT & ISL 7. Admin Team & ISL | Substitute Teachers NEE videos and scoring guides PBIS/CI3T Walk through guides & Non-Negotiables Guide NEE UoI & PDP Templates ILT Walkthrough forms Coaching (powerful practice, leadership, CI3T) | <ol style="list-style-type: none"> 1. In Progress 2. Complete 3. Complete / 0 Week 4. Complete/ Various 5. IN Progress/Nov 1 6. In Progress 7. Complete |



| | | | | |
|---|----------------|---|---|---|
| <p>grade level teams; set goals for each team using a rubric followed by coaching and feedback from admin team/ISL (team continuum).</p> <p>7. Read Leverage Leadership chapter 2 <i>Observation & Feedback</i> and chapter 8 <i>Finding the Time</i> on schedule and 6 steps to effective feedback.</p> | | | | |
| <p>60 Days:</p> <ol style="list-style-type: none"> 1. The principal will provide every teacher feedback through NEE by completing 1 observation on each teacher; a minimum of 40 observations with specific feedback completed by December 2018. 2. Update staff mapping and discuss observation goals with teachers; provided teachers feedback on NEE professional development goals. 3. Update staff observations and feedback schedule in principal Google calendar. 4. The principal will identify specific areas of coaching support needed from the assistant sup; The assistant sup will observe a feedback session and provide coaching support for the identified areas. 5. The principal will review and update the A.S. on the progress and development of their NEE plans (BIP, PPDP & BPD). 6. Provide feedback and coaching to grade level teams on their effectiveness as a team using a rubric (team continuum) 7. Read designated professional readings/article/chapter based on principal focus. | <p>October</p> | <ol style="list-style-type: none"> 1. Admin Team 2. Admin Team 3. Admin Team 4. Andrade 5. Andrade 6. Admin Team 7. Admin, ILT & ISL | <p>NEE videos and scoring guides PBIS/CI3T Walk through guides & Non-Negotiables Guide ILT Walkthrough forms Technology Literature Intervention Kits Math Materials Local and National Conferences Team building</p> | <ol style="list-style-type: none"> 1. On Track 2. Complete/Oct 19 3. Complete/Oct 19 4. Complete/Oct 19 5. Scheduled Nov. 1 6. In progress 7. Complete |



| | | | | |
|--|----------|---|--|--------------------------|
| <p>90 Days:</p> <ol style="list-style-type: none"> 1. Update staff observation and feedback schedule mapping record in the principal Google calendar; update staff mapping if necessary. 2. The principal will provide updates on the progress of their NEE plans (BIP, PPDP, BPD). 3. The principal will provide every teacher feedback through NEE by completing at least 1 observation on each teacher. 4. Continue to access professional readings on principal focus area. | November | <ol style="list-style-type: none"> 1. Admin Team 2. Andrade 3. Admin Team 4. Admin, ILT & ISL | <p>NEE videos and scoring guides PBIS/CI3T Walk through guides & Non-Negotiables Guide ILT Walkthrough forms</p> | <input type="checkbox"/> |
| <p>Long Range :</p> <ol style="list-style-type: none"> 1. Provide timely effective feedback to develop teachers and improve teacher practice. 2. Distribute leadership to a highly functioning Instructional Leadership Team implementing the Framework for Powerful Results. 3. Distribute leadership to highly functioning grade level data teams to utilize data for instructional decision making. | January | <ol style="list-style-type: none"> 1. Admin Team 2. Admin Team 3. Admin Team | <p>NEE videos and scoring guides PBIS/CI3T Walk through guides & Non-Negotiables Guide ILT Walkthrough forms</p> | <input type="checkbox"/> |



Collaborative Cultures

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Goal 1: Through the implementation of Positive Behavior Intervention Support -PBIS/CI3T teachers will implement behavioral strategies and supports that will increase well-managed classroom time, classroom space, and transitions as demonstrated by a building average of 5 or higher as indicated by the criteria outlined in NEE indicator 5.2. by May 2019.

Goal 1a: Implement PBIS/CI3T to decrease behaviors resulting in a decrease in office referral by 20% from 1st quarter to 2nd quarter and behaviors resulting in an out-of-school suspension by 20%

Goal 2: Ninety percent of students will attend 90% of the time as measured by 90/90 Tyler Attendance Report by May 2019.

Goal 3: All buildings will proficiently implement the Data Teams process for all grade levels as measured by the Data Team Implementation Scoring Guide by May 2019.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

1. Attendance-

Attendance Data

| Year | 90/90% |
|---------|--------|
| 2014-15 | 82.3% |
| 2015-16 | 86.7% |
| 2016-17 | 78.0% |



| | |
|---------|-------|
| 2017-18 | 78.3% |
|---------|-------|

2. **Discipline-** Walnut Grove Elementary School has not received recognition for the successful adoption and implementation of Positive Behavior Support, an approach to improving students' behavior and academic performance.

Discipline Data

| Year | Referrals | OSS |
|---------|-----------|-----|
| 2014-15 | 408 | 205 |
| 2015-16 | 523 | 143 |
| 2016-17 | 726 | 294 |
| 2017-18 | 736 | 200 |

School Grounds Site w/ multiple data points utilized to plan supports for students: <https://schoolgrounds.net/tools/reports/studentprofiletracker.cfm>:

Research Based Strategy(ies) for Implementation:

1. **Response to Intervention-** Students who fall in Tier 2 or 3 for attendance will participate in attendance conferences.
2. **PBIS and Second Steps** - Will be used for students who fall into Tier 2 or Tier 3 for behavior and will participate in Social Skills Groups
3. **CI3T/PBIS-** Positive Behavior Supports will be fully implemented. All teachers will be trained in Universal's (Second Steps), 4-1 feedback, and serve on the PBIS committee. (Tier 1,2,3)

Funding Source(s): Local, Title I , SI(a)

MSIP5 Standard(s): Academic Achievement, Sub-group Achievement & Attendance Rate

Strategic Focus Area(s): Collaborative Cultures



Measurable Adult Behaviors:

1. PBIS Tier II/III members will provide monthly documentation of : students who will attend re-teaching sessions of expected behaviors as check in and check out criteria for the reteaching interventions.
2. PBIS Tier I members will plan monthly rewards store and quarterly Bear Bashes including scheduling and implementation.
3. ALL classroom teachers will provide students with class meetings daily using Second Steps Social Skills Curriculum.
4. PBIS Tier II/III team will present and analyze monthly Big 5 Data. They will provide data and action steps to staff monthly.
5. Students with perfect attendance are recognized quarterly.
6. Targeted attendance interventions for students falling below the 90/90.

| Action Steps | Start Date | Person Responsible | Resources | Complete / Date |
|---|------------------|---|---|--------------------------|
| <p>30 Days:</p> <ol style="list-style-type: none"> 1. Complete the PBIS Universals Checklist 2. Notify Parents of attendance expectations 3. Monitor attendance rates of students and provide intervention 4. Send Tyler Attendance History Letter to parents for students with attendance concerns 5. Complete SRSS on all students 6. Social Skills Groups 7. Participate in weekly Collaboration meetings with targeted students 8. Presentation to parents/families 9. Monthly newsletter 10. Tardy notification 11. Phone calls to absent students | August-September | <ol style="list-style-type: none"> 1. All Staff 2. Admin Team 3. Attendance Team 4. Attendance Team 5. Classroom Teachers 6. PBIS Specialists 7. Admin & Counselor 8. Admin Team 9. Andrade 10. Attendance Team 11. Office Staff | PBIS universals checklist, survey Newsletter Tyler SRSS Screener School Grounds Second Steps CI3T | <input type="checkbox"/> |
| <p>60 Days</p> <ol style="list-style-type: none"> 1. Monitor attendance rates of students and provide intervention | October | <ol style="list-style-type: none"> 1. Attendance Team 2. Attendance Team | Tyler PBIS Compendium Newsletter | |



| | | | | |
|---|-----------------|--|---|--------------------------|
| <p>2. Send Tyler Attendance History Letter to parents for students with attendance concerns</p> <p>3. Conference with parents of chronically absent students</p> <p>4. Check-in/Check-out interventions</p> <p>5. Support school wide attendance initiatives:</p> <ul style="list-style-type: none"> ● Monthly recognition ● Analyze attendance data <p>6. Social Skills Groups</p> <p>7. Participate in weekly Collaboration meetings with targeted students</p> <p>8. Monthly newsletter</p> <p>9. Tardy notification</p> <p>10. Phone calls to absent students</p> | | <ol style="list-style-type: none"> 3. Admin Team 4. PBIS Specialists 5. PBIS Committee 6. PBIS SPecilaists 7. Admin Team 8. Andrade 9. Office Staff 10. Office Staff | <p>School Grounds Second Steps</p> | <input type="checkbox"/> |
| <p>90 Days</p> <p>1. Monitor attendance rates of students and provide intervention</p> <p>2. Send Tyler Attendance History Letter to parents for students with attendance concerns</p> <p>3. Conference with parents of chronically absent students</p> <p>4. Check-in/Check-out Program</p> <p>5. Support school wide attendance initiatives:</p> <ul style="list-style-type: none"> ● Monthly recognition ● Analyze attendance data <p>6. Social Skills Groups</p> <p>7. Participate in weekly Collaboration meetings with targeted students</p> | <p>November</p> | <ol style="list-style-type: none"> 1. Attendance Team 2. Attendance Team 3. Admin Team 4. PBIS Specialists 5. PBIS Committee 6. PBIS SPecilaists 7. Admin Team 8. Andrade 9. Office Staff 10. Office Staff | <p>Tyler PBIS Compendium Newsletter School Grounds Second Steps Parent attendance resources</p> | <input type="checkbox"/> |



| | | | | |
|--|---------|--|--|--------------------------|
| 8. Monthly newsletter 9. Tardy notification 10. Phone calls to absent students | | | | |
| Long Range: (120-180 days) 1. Monitor attendance rates of students and provide intervention 2. Send Tyler Attendance History Letter to parents for students with attendance concerns 3. Conference with parents of chronically absent students 4. Check-in/Check-out Program 5. Support school wide attendance initiatives: <ul style="list-style-type: none"> ● Monthly recognition ● Analyze attendance data 6. Social Skills Groups 7. Participate in weekly Collaboration meetings with targeted students 8. Monthly newsletter 9. Tardy notification 10. Phone calls to absent students | January | 1. Attendance Team 2. Attendance Team 3. Admin Team 4. PBIS Specialists 5. PBIS Committee 6. PBIS SPecilaists 7. Admin Team 8. Andrade 9. Office Staff 10. Office Staff | Tyler PBIS Compendium Newsletter School Grounds Second Steps | <input type="checkbox"/> |

Curriculum and Assessment
 Curriculum and assessments are comprehensive and aligned with the core academic standards.

SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):
 By the end of the 2018-2019 school year, Walnut Grove will increase our MPI score from the baseline of 248.0 in Math as shown on our August 2018 STAR Math Benchmark





By the end of the 2018-2019 school year, Walnut Grove will increase our MPI score from the baseline of 264.7 in ELA as shown on our August 2018 STAR ELA Benchmark

By the end of the 2018-2019 school year, Walnut Grove will increase our performance on MySci Pre to post tests in Science Units of Study.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

| | 2014 | 2015 | 2016 | 2017 |
|-------------------|---------|---------|---------|---------|
| APR Total Points | 12.0/70 | 27.0/70 | 16.0/70 | 51.0/70 |
| Percent of Points | 17.1% | 38.6% | 22.9% | 72.9% |

| MSIP 5 Standards | Points Possible | Points Earned | Percent Earned |
|-------------------------|-----------------|---------------|---|
| 1. Academic Achievement | 48.0 | 36.0 |  75.0% |
| 2. Subgroup Achievement | 12.0 | 9.0 |  75.0% |
| 4. Attendance | 10.0 | 6.0 |  60.0% |
| Total | 70.0 | 51.0 |  72.9% |

Research Based Strategy(ies) for Implementation:

1. **Data Teams** are the single best way to help educators move from “drowning in data” to using information to make better instructional decisions. The Data Teams process looks at student scores, student results, teaching strategies, and leadership support.
2. Unwrapping standards in order to make sure teachers fully understand the necessary skills students must master.
3. Use STAR Instructional planning to identify specific focus skills students must learn.
4. RTI – Students placed in groups based on instructional planning.

Funding Source(s): Local, Title I, SI(a)

MSIP5 Standard(s): Academic Achievement, Sub-group Achievement, College & Career Readiness

Strategic Focus Area(s): Curriculum & Assessment

Measurable Adult Behaviors:



1. Building administrators, instructional coach and Instructional Leadership Team members will monitor the data team process for fidelity of implementation.
2. Teachers will engage in data teams weekly to track mastery and guide instructional decisions and interventions.
3. Instructional Support Leader and Instructional Leadership Team will clearly communicate district curriculum content and assessment goals.
4. Teachers will utilize STAR Data (Progress Monitoring and STAR reports) to measure and monitor progress.

| Action Steps | Start Date | Person Responsible | Resources | Complete / Date |
|---|------------------|--|--|--------------------------|
| <p>30 Days:</p> <ol style="list-style-type: none"> 1. Conduct data teams every week 2. Teachers will follow pacing guides and scope and sequence for science, ELA, and math 3. Implement an action plan to included FFSD Balanced Literacy Framework 4. Develop Tier 2 and Tier 3 interventions for students who are below grade level expectations (Academic and Behavioral) 5. Teachers will receive Data Team training | August-September | <ol style="list-style-type: none"> 1. Admin Team, ISL & Certified Staff 2. Certified Staff 3. ILT 4. PBIS Tier II/III Committe & Classroom Teachers 5. Admin Team & ISL | Balanced Literacy Framework Units of Study LLI Accelerated Math Accelerated Reader Technology and Hardware <ul style="list-style-type: none"> - Chrome Books - Smart Boards - Document Cameras Extended Learning Time Supplemental Materials <ul style="list-style-type: none"> - ELA - Math - Science | <input type="checkbox"/> |
| <p>60 Days:</p> <ol style="list-style-type: none"> 1. Teachers will focus on implementation of Tier 2 Interventions in ELA | October | <ol style="list-style-type: none"> 1. Classroom Teachers 2. Classroom Teachers | Balanced Literacy Framework Units of Study LLI | |



| | | | | |
|---|-----------------|--|--|--------------------------|
| <p>2. Tier 3 Interventions will be implemented for ELA 3. Teachers will meet to develop curricular units of study for ELA Framework 4. Teachers will disaggregate STAR and eDoctrina data</p> | | <p>3. ISL's & Classroom Teachers 4. Curriculum Coordinators, Certified Staff, Data Strategists, ISL & Admin Team</p> | <p>Accelerated Math Accelerated Reader Technology and Hardware - Chrome Books - Smart Boards - Document Cameras Extended Learning Time Focus on ELA Supplemental Materials - ELA - Math - Science</p> | <input type="checkbox"/> |
| <p>90 Days: 1. Analyze data from Tier 2 / Tier 3 academic interventions 2. Teachers will meet in PLC's to develop curricular units of study for ELA Framework 3. Teachers will meet in PLC's to develop curricular units of study for Science - Using MySci 4. Teachers will meet in PLC's to develop curricular units of study for Math</p> | <p>November</p> | <p>1. Subject Administrator, Curriculum Coordinators, Data Strategist, ISL & Classroom Teachers 2. Subject Administrator, Curriculum Coordinators, Data Strategist, ISL & Classroom Teachers 3. Subject Administrator, Curriculum Coordinators, Data</p> | <p>Balanced Literacy Framework Units of Study LLI Accelerated Math Accelerated Reader Technology and Hardware - Chrome Books - Smart Boards - Document Cameras Extended Learning Time Supplemental Materials - ELA - Math - Science</p> | <input type="checkbox"/> |



| | | | | |
|--|---------|---|--|---|
| | | Strategist, ISL & Classroom Teachers 4. Subject Administrator, Curriculum Coordinators, Data Strategist, ISL & Classroom Teachers | | |
| Long Range: (120-180 days) 1. Conduct data teams every week 2. Teachers will follow pacing guides and scope and sequence for science, ELA, and math 3. Implement the action plan for FFSD Balanced Literacy Framework 4. Develop Tier 2 and Tier 3 interventions for ELA & Math | January | 1. Subject Administrator, Curriculum Coordinators, Data Strategist, ISL & Classroom Teachers 2. Classroom Teachers 3. ILT 4. Subject Administrator, ISL & Classroom Teachers | Balanced Literacy Framework Units of Study LLI Accelerated Math Accelerated Reader Technology and Hardware <ul style="list-style-type: none"> - Chrome Books - Smart Boards - Document Cameras Extended Learning Time Supplemental Materials <ul style="list-style-type: none"> - ELA - Math - Science | □ |

Effective Instruction

Effective teachers are caring, reflective practitioners and lifelong learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.



SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

Through the use of the data teams process teachers will implement high yield instructional strategies that will increase cognitive engagement as indicated by the criteria outlined in NEE indicator 1.2.

Rationale (name the existing conditions/data points to support the selection of the objective/goal):

Per the 2017-2018 Building Annual Performance Report (APR) for MSIP 5, Walnut Grove received Not yet released(NYR)% of the total points.
Map Index Points (ELA - NYR, Math -NYR, Science - Not tested)

Per the 2016-2017 Building Annual Performance Report (APR) for MSIP 5, Walnut Grove received 72.9% of the total points.
Map Index Points (ELA - 259.9, Math -227.9, Science - 267.7)

Per the 2015-2016 Building Annual Performance Report (APR) for MSIP 5, Walnut Grove received 22.9% of the total points.
Map Index Points (ELA - 251.0, Math -210.1, Science - 248.0)

Per the 2014-2015 Building Annual Performance Report (APR) for MSIP 5, Walnut Grove received 38.6% of the total points.
Map Index Points (ELA - 235.3, Math -184.9, Science - 236.1)

Per the 2013-14 Building Annual Performance Report (APR) for MSIP 5, Walnut Grove received 17.1% of the total points.
Map Index Points (ELA - 285.6, Math -290.1, Science - 273.8)

Per the 2012-13 Building Annual Performance Report (APR) for MSIP 5, Walnut Grove received 52.9% of the total points.
Map Index Points (ELA - 309.8, Math -302.4, Science - 210.5)

Due to the 3 year average, our APR percentage dropped, however our points earned in each area rose from 2014-2015 to 2015-2016. According to our 2016-2017 STAR projections, (see below) we are primed to continue to make growth. While we have seen growth across all grade levels there still remains much needed work to continue the growth and increase the pace of improvement as 37.1% of our students still remain below basic in reading which is a substantial decrease from 43.3% at the beginning of the 2016-2017 school year.



| | 2014 | 2015 | 2016 | 2017 |
|-------------------|---------|---------|---------|---------|
| APR Total Points | 12.0/70 | 27.0/70 | 16.0/70 | 51.0/70 |
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| Total | 70.0 | 51.0 | 72.9% |

STAR Reading Benchmark (fall and winter)



| Walnut Grove | <i>Gr. 2</i> | <i>Gr. 3</i> | <i>Gr. 4</i> | <i>Gr. 5</i> | <i>Gr. 6</i> | <i>Totals</i> | <i>Percentage</i> | 2016-17 MAP Comparison |
|------------------------------|--------------|--------------|--------------|--------------|--------------|---------------|-------------------|-------------------------------|
| <i>Adv.</i> | | 0 | 3 | 1 | 0 | 4 | 1.6% | 3.5% |
| <i>Prof.</i> | | 19 | 18 | 24 | 17 | 78 | 30.6% | 31.2% |
| <i>Basic</i> | | 16 | 26 | 19 | 24 | 85 | 33.3% | 23.9% |
| <i>Bel. Basic</i> | | 27 | 21 | 18 | 22 | 88 | 34.5% | 41.4% |
| <i>Total Students Tested</i> | | | | | | 255 | 100% | |
| MPI - 3-6 | | | | | | | 264.7 | 255.4 |
| | | | | | | | | |
| Walnut Grove | <i>Gr. 2</i> | <i>Gr. 3</i> | <i>Gr. 4</i> | <i>Gr. 5</i> | <i>Gr. 6</i> | <i>Totals</i> | <i>Percentage</i> | 2016-17 MAP Comparison |
| <i>Adv.</i> | | 0 | 3 | 3 | 0 | 6 | 2.3% | 3.5% |
| <i>Prof.</i> | | 24 | 17 | 26 | 16 | 83 | 31.4% | 31.2% |
| <i>Basic</i> | | 18 | 26 | 14 | 32 | 90 | 34.1% | 23.9% |
| <i>Bel. Basic</i> | | 25 | 21 | 21 | 18 | 85 | 32.2% | 41.4% |
| <i>Total Students Tested</i> | | n/t 1 | n/t 6 | n/t 2 | n/t 2 | 264 | 100% | |
| MPI - 3-6 | | | | | | | 271.6 | 255.4 |

STAR Math Benchmark (fall and winter)



| Walnut Grove | <i>Gr. 2</i> | <i>Gr. 3</i> | <i>Gr. 4</i> | <i>Gr. 5</i> | <i>Gr. 6</i> | <i>Totals</i> | <i>Percentage</i> | 2016-17 MAP Comparison |
|------------------------------|--------------|--------------|--------------|--------------|--------------|---------------|-------------------|-------------------------------|
| <i>Adv.</i> | | 0 | 4 | 2 | 0 | 6 | 2.3% | 2.8% |
| <i>Prof.</i> | | 10 | 9 | 10 | 13 | 42 | 16.4% | 14.4% |
| <i>Basic</i> | | 26 | 28 | 31 | 29 | 114 | 44.5% | 36.6% |
| <i>Bel. Basic</i> | | 25 | 27 | 20 | 22 | 94 | 36.7% | 46.1% |
| <i>Total Students Tested</i> | | | | | | 256 | 100% | |
| MPI - 3-6 | | | | | | | 247.7 | 227.8 |
| | | | | | | | | |
| Walnut Grove - Score | <i>Gr. 2</i> | <i>Gr. 3</i> | <i>Gr. 4</i> | <i>Gr. 5</i> | <i>Gr. 6</i> | <i>Totals</i> | <i>Percentage</i> | 2016-17 MAP Comparison |
| <i>Adv.</i> | | 0 | 1 | 1 | 0 | 2 | 0.8% | 2.8% |
| <i>Prof.</i> | | 14 | 12 | 14 | 11 | 51 | 19.4% | 14.4% |
| <i>Basic</i> | | 32 | 33 | 24 | 37 | 126 | 47.9% | 36.6% |
| <i>Bel. Basic</i> | | 21 | 21 | 25 | 17 | 84 | 31.9% | 46.1% |
| <i>Total Students Tested</i> | | n/t 1 | n/t 6 | n/t 2 | n/t 3 | 263 | 100% | |
| MPI - 3-6 | | | | | | | 257 | 227.8 |

Research Based Strategy(ies) for Implementation:

The research based strategies listed below will provide effective instruction to increase student achievement and move students from the below basic tier to basic and better on the 207 State assessment

- 1. Framework for Balanced Literacy** - This program uses both whole language and phonics. The components of a 'balanced literacy' approach are as follows: The read aloud, guided reading, shared reading, interactive writing, shared writing, Reading Workshop, Writing Workshop and Word study.
- 2. Gradual Release Model** - Is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey).



3. **Data Teams** are the single best way to help educators move from “drowning in data” to using information to make better instructional decisions. The Data Teams process looks at student scores, student results, teaching strategies, and leadership support.

4. **Comprehensive Integrated Three-Tiered (CI3T)** - approach to academic, behavioral and socio-emotional needs. 3 Tiered intervention plan for academic achievement, behavioral improvement and social skills lessons.

5. **Framework for Targeted Leadership** - Through this process I will be explicitly trained in best practices along with my instructional leadership team to learn how to systematically approach instructional change. The purpose of this is to guide our team through identify academic needs using data to design professional development and teacher training to address those identified needs. The process will allow us to assess many aspects of the process to ensure that it is implemented with fidelity. This practice has already allowed us to put in place structures to put grade levels in a position to team plan and solidify teaching strategies based on formative and informative assessments. This process will continue throughout 18-19 school year

Funding Source(s): Local and Title I

MSIP5 Standard(s): Academic Achievement, Sub-group Achievement, College & Career Readiness

Strategic Focus Area(s): Effective Instruction

Measurable Adult Behaviors:

1. **Framework for Balanced Literacy** - Develop lessons that focus on problem-solving and aligning with district pacing guides.

2. **Gradual Release Model** - Utilize this structure cross-curricularly to deliver instruction uniformly.

3. **Data Teams** - Systematically utilize pre and post test data to ensure mastery of concepts.

4. **Comprehensive Integrated Three-Tiered (CI3T)** - Implement 3-Tiered structure of support to intervene with students needing academic, behavioral and social skill supports according to the implementation manual.

5. **Framework for Targeted Leadership** - Utilize this format to monitor the effect of instruction.

| Action Steps | Start Date | Person Responsible | Resources | Complete / Date |
|---|------------------|--|--|-----------------|
| <p>30 Days:</p> <p>1. Building PD will be provided to staff on components of Balanced Literacy, Science and Mathematics</p> <p>2. Teachers will receive training on IDR including conferring, mathematics intervention and science instruction</p> | August-September | 1. Curriculum Coordinators, ISL and Admin Team | Balanced Literacy Framework Units of Study Accelerated Math Accelerated Reader Technology and Hardware | |



| | | | | |
|--|-----------------|--|---|--------------------------|
| <p>3. Plan/execute science-focused instruction on half day PD days with whole school</p> | | <p>2. ILT, Curriculum Coordinators, ISL and Admin Team 3. All Certified Staff</p> | <ul style="list-style-type: none"> - Chrome Books - Smart Boards - Document Cameras <p>Extended Learning Time Supplemental Materials</p> <ul style="list-style-type: none"> - ELA <ul style="list-style-type: none"> - Leveled Libraries - LLI - Math - Science <p>Newsletters</p> | <input type="checkbox"/> |
| <p>60 Days: 1. Grade level PD will be provided on IDR within the Balanced Literacy Framework 2. PD will be provided to new staff on problem solving during mathematics instruction 3. Implement science-focused instruction around the scientific process</p> | <p>October</p> | <p>1. ILT, Curriculum Coordinators, ISL and Admin Team 2. Subject Administrator, Curriculum Coordinator & ISL 3. Subject Administrator, Curriculum Coordinator & ISL</p> | <p>Balanced Literacy Framework Units of Study Accelerated Math Accelerated Reader Technology and Hardware</p> <ul style="list-style-type: none"> - Chrome Books - Smart Boards - Document Cameras <p>Extended Learning Time Supplemental Materials</p> <ul style="list-style-type: none"> - ELA <ul style="list-style-type: none"> - Leveled Libraries - LLI - Math - Science <p>Newsletters</p> | <input type="checkbox"/> |
| <p>90 Days:</p> | <p>November</p> | <p>1. Classroom Teachers</p> | <p>Balanced Literacy Framework</p> | |



| | | | | |
|---|----------------|--|--|--------------------------|
| <p>1. All staff will demonstrate the use of the conferring during the Balanced Literacy Framework</p> <p>2. Provide students and parents with information and expectations of new instructional strategies, including student reading level data.</p> <p>3. Trained LLI staff will implement LLI intervention for students</p> | | <p>2. Classroom Teachers</p> <p>3. Grob</p> | <p>Units of Study</p> <p>Accelerated Math</p> <p>Accelerated Reader</p> <p>Technology and Hardware</p> <ul style="list-style-type: none"> - Chrome Books - Smart Boards - Document Cameras <p>Extended Learning Time</p> <p>Supplemental Materials</p> <ul style="list-style-type: none"> - ELA <ul style="list-style-type: none"> - Leveled Libraries - LLI - Math - Science <p>Newsletters</p> | <input type="checkbox"/> |
| <p>Long Range: (120-180 Days)</p> <p>1. Building PD will continue to be provided to staff on all components of the Balanced Literacy Framework</p> <p>2. All staff will implement the Balanced Literacy Framework.</p> <p>3. Students and parents will be able to articulate what reading level they are on</p> <p>4. Fully implement science-focused instruction</p> <p>5. Provide staff PD with math/science</p> <p>6. Teachers will conduct instructional walkthroughs of classrooms.</p> | <p>January</p> | <p>1. ILT, Curriculum Coordinators, ISL and Admin Team</p> <p>2. Classroom Teachers</p> <p>3. Students & Parents</p> <p>4. Subject administrator, Curriculum Coordinator & ISL</p> <p>5. Subject administrator, Curriculum Coordinator & ISL</p> <p>6. All Certified Staff</p> | <p>Balanced Literacy Framework</p> <p>Units of Study</p> <p>Accelerated Math</p> <p>Accelerated Reader</p> <p>Technology and Hardware</p> <ul style="list-style-type: none"> - Chrome Books - Smart Boards - Document Cameras <p>Extended Learning Time</p> <p>Supplemental Materials</p> <ul style="list-style-type: none"> - ELA <ul style="list-style-type: none"> - Leveled Libraries - LLI - Math - Science <p>Newsletters</p> | <input type="checkbox"/> |



Accountability Plan Approval

Assistant Superintendent of Instructional Services

Date

Assistant Superintendent of Financial Services

Date

Chief Financial Officer

Date

Superintendent

Date

