



CONTINUOUS SCHOOL IMPROVEMENT

Flippen Elementary School Improvement Plan

Student Performance Goal #1: Flippen Elementary School will increase the percentage of students performing “At” or “Above” grade level in K - 2nd grades on the F&P assessment and 3rd - 5th grades on the NWEA MAP assessment in the area of READING.

Kindergarten - 2nd grade students will increase from 27.8% at the “At” or “Above” grade level on the F&P assessment to 30.8%.

3rd - 5th grade students will increase from 42.3% at the “At” or “Above” grade level on the NWEA MAP assessment to 45.3%.

2018/2019 Reading MAP- 3rd – 5th Grades: 40.5% of students reading “At” or “Above” grade level

2019/2020 Reading MAP – 3rd – 5th Grades: 42.3% of students reading “At” or “Above” grade level

Reading Assessment scores in chart show “At” Grade Level expectations				
Grade Levels	F&P Assessment Mid Year	F & P Assessment End of Year	NWEA MAP Assessment Mid Year (2020 Norms)	NWEA MAP Assessment End of Year (2020 Norms)
Kindergarten	B	D	n/a	n/a
1st Grade	F	J	165.85	171.40
2nd Grade	K	M	181.20	185.57
3rd Grade	N	P	193.90	197.12
4th Grade	Q	S	202.50	204.83
5th Grade	T	V	209.12	210.98

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97

HCS Strategic Priority: Strengthen our core business of student learning

HCS Core Beliefs and Commitments: Core Belief 1: We believe each student can learn at or above grade level and will have an equal opportunity to do so.

- Commitment: Each student will learn at or above grade level and have an equal opportunity to do so.
- Core Belief 4: We believe effective teachers and leaders produce excellent results.
- Commitment: We will recruit, support, retain, and recognize results-driven teachers and leaders.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Utilize processes, practices, and protocols to collaboratively analyze assessment results to inform instruction	Teachers will use district data analysis protocol, ELM protocol, Guided Reading and student work protocol	Collaborative planning with Learning Lead (IPLL) and PLC Leaders	K-2 F & P data 3-5 MAP data Illuminate CFA's

and plan for remediation and acceleration.

from National School Reform to improve student learning experience based on individual data at the Tier 1 level so that students can advance in F&P and MAP assessment performance. Prioritized standards will be targeted????

We want students to read on grade level based on F&P scores in K-2nd grade and MAP scores in 3rd - 5th grades in addition demonstrating a year's growth in a year's time.

Illuminate, MAP, F&P, & Guided Reading

(CFA Analysis/DI Form)
ELM data (K, 1st, & 2nd)

ELM training

How to give F&P assessments.

- Overview
- Planning for use of resource

How to Analyze Student Work using district data analysis protocols.

How to create assessments in Illuminate. How to create and view reports. How to analyze data from reports.

Guided Reading Groups
Model Lessons by IPLL

How to use the Schoolwide Electronic Calendar which includes all Professional Learning aligned to CSIP goals

	<p>Improved teacher planning practices so that students will perform better on ELM, F&P, CFA's, and MAP assessments.</p> <p>Learning outcomes for students will improve.</p> <p>Streamline process for collaborative planning and data analysis by implementing a new lesson plan template with guiding questions to encourage data analysis using district protocol and HCS Instructional Resources.</p>	<p>Collaborative planning PLC Leaders & Instructional Personalized Learning Lead (IPLL) model, facilitate, and collaborate with teachers</p> <p>Electronic schoolwide Calendar including PL</p> <p>HCS Instructional Resources Training</p>	<p>Analyze assessments and review student data results. (CFA Analysis/DI Form) Implementation of Schoolwide Assessment Calendar 20-21 FLES Lesson Plan/Minutes Template A-Team walkthrough observation data</p> <p>TKES observation data</p>
<p>Utilize balanced models of instruction to design targeted instruction for small groups, including the literacy framework (Kindergarten, 1st, & 2nd</p>	<p>Teachers utilizing HCS Instructional resources and building capacity in content knowledge so that they can provide instruction based on</p>	<p>Guided Reading</p> <ul style="list-style-type: none"> Analyze data to inform instruction for reading groups <p>Core Resources Training:</p>	<p>20-21 FLES Lesson Plan/Minutes Template A-Team Walkthrough observation data shared with teachers via email</p>

**grade Early Literacy Model (ELM)),
Guided Reading, etc.**

characteristics of the reader, text level,
and/or text.

Increase in student reading levels using
running records.

- Guided Reading Groups
Model Lessons by IPLL
Progressive Training for
K-2 for the ELM

TKES Observation data
Student performance on all
previously mentioned
assessments.



CONTINUOUS SCHOOL IMPROVEMENT

Student Performance Goal #2: Flippen Elementary School will increase the percentage of students performing at the “At” or “Above” grade level in 2nd - 5th grades on the NWEA MAP assessment in the area of MATH.

2nd - 5th grade students will increase from 24.8% at the “At” or “Above” grade level on the NWEA MAP assessment to 27.8%.

2018/2019 Math MAP – 2nd – 5th Grades: 31.1% of students performing “At” or “Above” grade level

2019/2020 Math MAP – 2nd – 5th Grades: 24.8% of students performing “At” or “Above” grade level

Assessment scores in chart are “At” Grade Level		
Grade Levels	NWEA MAP Assessment Mid Year (2020 Norms)	NWEA MAP Assessment End of Year (2020 Norms)
2nd Grade	184.07	189.42
3rd Grade	196.23	201.08
4th Grade	206.05	210.51
5th Grade	214.70	218.75

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70

HCS Strategic Priority: Strengthen our core business of student learning

HCS Core Beliefs and Commitments: Core Belief 1: We believe each student can learn at or above grade level and will have an equal opportunity to do so.

- Commitment: Each student will learn at or above grade level and have an equal opportunity to do so.
- Core Belief 4: We believe effective teachers and leaders produce excellent results.
- Commitment: We will recruit, support, retain, and recognize results-driven teachers and leaders.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Teachers will utilize processes, practices, and protocols to collaboratively analyze assessment results to inform instruction and plan for remediation and acceleration.	Improve student learning experience based on individual data from CFA's, Unit Assessments & MAP	Collaborative planning with Learning Lead (IPLL) Illuminate(CFA's), MAP, NumberTalks, Frameworks, How to Analyze Student Work	CFA data, Unit Plans Assessment data, & MAP data

using district data analysis protocol

To guide instructional practice based on data to improve student achievement. Teachers utilizing resources and building capacity in content knowledge. Increase in student math performance and achievement.

Teachers utilize the balanced models of instruction to include Number Talks, 3 Act Tasks, HTLS, HMH, Frameworks, and Into Math to deepen content knowledge and increase student math performance and achievement.

Streamline process for collaborative planning and data analysis by implementing a new lesson plan template with guiding questions to encourage data analysis using district protocol and HCS Instructional Resources.

Collaborative planning
PLC Leaders
Instructional Personalized Learning Lead (IPLL) model, facilitate, and collaborate with teachers
Core Resources Training
Model Lessons by IPLL

Core Resources Training
Model Lessons by IPLL

Observation data (formal & informal)
Implementation of Schoolwide Assessment Calendar
Leadership meeting share-outs

Analyze assessments and review student data results. (CFA Analysis/DI Form)
Implementation of Schoolwide Assessment Calendar
20-21 FLES Lesson Plan/Minutes Template
A-Team walkthrough
observation data

TKES observation data



CONTINUOUS SCHOOL IMPROVEMENT

Student Performance Goal #3: PBIS Goal- Decrease the number of office discipline referrals (ODR's) from 127 to less than 117. Decreasing ODR's will protect and increase instructional time in the classrooms.

HCS Strategic Priority: Strengthen our core business of student learning.

HCS Core Beliefs and Commitments: All school environments will be supportive, safe, and secure.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
<p>Tiered Behavior Chart implemented with fidelity to promote consistent practices school wide.</p>	<p>Teachers know and understand the tiered behavior chart and utilize the PBIS systems in place--infraction form, recovery form, student reflection sheet, Falcon pride sheet, positive office referrals, B-RAD cafe & positive pop-ups, PBIS intervention form, Hustle Bustle bus recognition, office referrals (ODR's), etc.</p>	<p>De-escalation training (MINDSET) PBIS training/coaching at each faculty meeting Scenario-based vignettes and discussions at faculty/leadership meetings Tier I Social Emotional Learning training for all teachers</p>	<p>Reduction in Office Discipline Referrals (ODRs) Increase in Positive Office Referrals & Hustle Bustle Recognition</p>
<p>Second Step Implementation</p>	<p>Students & Teachers will engage in daily Second Step lessons during family meetings.</p> <p>Counselors will prepare SEL group opportunities</p>	<p>Second Step training for all teachers, including kits.</p> <p>How to recognize SEL needs of staff and students.</p>	<p>Informal walkthroughs & observations Master schedule Reduction in ODRs & an increase in positive office referrals</p>

			Counselor visits, groups, etc.
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