



2016-2017

School Improvement Plan One Page Summary

School Name: Aberdeen Elementary School

Principal: Dante Poole

School Improvement Chairperson: Mary Haywood

Three measurable points of pride:

- 5th Grade Science growth from 33% (2015) to 41%
- SWD Math growth [3rd = 5.9->17.9 and 5th =4.8->20.0]
- 3rd grade Hispanic Reading growth from 4.8 to 27.3

Goals to improve our school in the coming year:

- By June 2017, Aberdeen Elementary School will increase Math GLP by 12 percentage points in all subgroups: Blacks from 14.4 to 26.4, economically disadvantaged from 25 to 37, Hispanic from 32.8 to 44.8, male from 29.4 to 41.4, females from 25.5 to 37.5, limited English proficiency from 13.6 to 25.6, students with disabilities from 27.7 to 39.7, multiracial from 25 to 37, white from 43.2 to 55.2, and all from 27.5 to 39.5 as measured by the North Carolina Math End of Grade Test.
- By June 2017, Aberdeen Elementary School will increase the Reading GLP by 8 percentage points for all subgroups: blacks from 21.2 to 29.2, economically disadvantaged from 27.6 to 35.6, females from 35 to 43, Hispanics from 21.5 to 29.5, males from 28.8 to 36.8, females from 35 to 42, students with disabilities from 18.5 to 26.5, whites from 47.4 to 55.4, multiracial from 31.3 to 39.3, and all from 31.7 to 39.7 as measured by the North Carolina Reading End of Grade test.
- By June 2017, Aberdeen Elementary School will increase teacher perception of having sufficient instructional and non-instructional time by 20 percentage points from 42.95 to 62.95 and an atmosphere of trust and mutual respect from 48.1% to 68.1% as measured by the Teacher Working Conditions Survey (TWC).
- By June 2017, Aberdeen Elementary School will decrease the number of office referrals by 10% from 254 to 229.

Key Strategies to continuously improve and accomplish goals:

- Build a math booster and academic intervention/enrichment block into the master schedule.
- Provide retired teachers to tutor students and coordinate with Specials teachers to integrate targeted specific common core standards within their lessons.
- Implement school wide PBIS behavior management system.

Board of Education and community members can assist us in reaching our goals by:

- Continued support of district curriculum specialist in assisting new team with the development of specific instructional strategies.
- Training on effective strategies for the implementation of PBIS with high needs students.

SCHOOL IMPROVEMENT PLAN

School Name	Aberdeen Elementary School	School Number	308
School Address	503 N. Sandhills Blvd. Aberdeen, NC 28315		
Principal	Dante Poole		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval			
Date of Last Review/Update			
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision
The vision of Aberdeen Elementary School, along with the community, is to require our students to achieve high academic goals based on mastery learning. We also believe a part of the education of our children is to instill positive character and good citizenship

Mission Statement
Every child everyday is the Tiger Way

District and State Goal Alignment

Moore County Schools Key Indicator of Success - 1) Learning Pathway
Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Moore County Schools Key Indicator of Success - 2) Community
Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Moore County Schools Key Indicator of Success - 3) Culture Pathway
Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Moore County Schools Key Indicator of Success - 4) Leadership Pathway
Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.
Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2016-17 and 2017-18)
Principal	Dante Poole	NA	
Parent Representative	Stefanie Brown	9/22/2016	2016-17 and 2017-18
Parent Representative	Tatjana Williams	9/22/2016	2016-17 and 2017-18
Parent Representative	Chuck Presley	9/22/2016	2016-17 and 2017-18
Assistant Principal	Lacey Miller	NA	NA
SIT Chair	Mary B. Haywood	8/24/2015	2015-16 and 2016-17
Third Grade Representative	Laketra Duchesne	8/23/2016	2016-17 and 2017-18
Fourth Grade Representative	Melissa Armato	8/23/2016	2016-17 and 2017-19
Fifth Grade Representative	Torrie Kalm	8/23/2016	2016-17 and 2017-20
Exceptional Children's Representative	Detra "Renee" Baker	8/23/2016	2016-17 and 2017-21
Instructional Support Staff	Lashonda Maynor	8/23/2016	2016-17 and 2017-22
Instructional Support Staff	Barbara Colson	8/23/2016	2016-17 and 2017-23

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Aberdeen Elementary School students had a positive change in CCR overall in Math scores. Our greatest gains came from our black, economically disadvantaged, male, multi-racial, and students with disabilities subgroups.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Aberdeen Elementary students decreased in CCR by 4.80 from the 2014-15 school year to the 2015-16 school year as demonstrated by the North Carolina End of Grade Test for Reading.

3. What data is missing, and how will you go about collecting this information for future use?

Priority Area 1:

Math

Priority Area 2:

Reading

Priority Area 3:

Culture/Climate (Staff)

Priority Area 4:

Culture/Climate (Students)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Math
*SMART Goal	By June 2018, Aberdeen Elementary School will increase Math GLP by 24 percentage points in all subgroups: Blacks from 14.4 to 38.4, economically disadvantaged from 25 to 49, hispanic from 32.8 to 56.8, male from 29.4 to 53.4, females from 25.5 to 49.5, limited english proficiency from 13.6 to 37.6, students with disabilities from 27.7 to 51.7, multiracial from 25 to 49, white from 43.2 to 67.2, and all from 27.5 to 51.5 as measured by the North Carolina Math End of Grade Test.
*Specific, Measurable, Attainable, Results-Oriented, Timebound	
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, Aberdeen Elementary School will increase Math GLP by 12 percentage points in all subgroups: Blacks from 14.4 to 26.4, economically disadvantaged from 25 to 37, hispanic from 32.8 to 44.8, male from 29.4 to 41.4, females from 25.5 to 37.5, limited english proficiency from 13.6 to 25.6, students with disabilities from 27.7 to 39.7, multiracial from 25 to 37, white from 43.2 to 55.2, and all from 27.5 to 39.5 as measured by the North Carolina Math End of Grade Test.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Provide differentiated support for students in math.

Action Steps to Implement Improvement Strategy

- 1) Build a math booster and intervention block into the master schedule for third, fourth, and fifth grades.
- 2) Provide targeted small group instruction to students.
- 3) Design, use, and analyze common assessments.
- 4) Investigate research-based intervention programs to use.
- 5) Purchase and/or implement research-based online program(s) (ie: MobyMax, Study Island, iXL, Front Row, etc).
- 6) Specials teachers will integrate targeted specific common core standards from math based on common assessments.
- 7) Teachers will create and use differentiated work stations.
- 8) Provide retired teachers to tutor students during the school day.
- 6) Provide real life experiences and opportunities that will deepen and enhance vocabulary, language, and several other literary skills.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Provide planning days (quarterly throughout the year) where teachers are provided a substitute.

12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

15)

IMPROVEMENT STRATEGY #2

Provide support to teachers in effectively implementing the math curriculum (teaching the common core standards).

Action Steps to Implement Improvement Strategy

- Design, use, and analyze common assessments.
- Teachers will collaborate at PLCs once monthly to support the learning of various strategies.
- Teachers will utilize Instructional Coach support and Live Binder during PLCs and during planning.
- Establish a resource library for teachers that include work stations based on reading and math common core standards.
- Provide retired teachers to tutor students during the school day or push in to classrooms to support struggling students.
- Research available differentiated math resources and/or consumables.
- Implement EngageNY in all classrooms

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

1) Provide differentiated professional development on differentiated strategies to support the teaching of the common-core standards.

2) Train Staff on the purchased research-based intervention plan.

Provide training on effective interventions and how to collect data appropriately (2 times a year).

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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IMPROVEMENT STRATEGY #3

Provide support to parents in effectively helping their children understand math concepts.

Action Steps to Implement Improvement Strategy

1) Teachers provide links to online tutorials on math concepts.

2) Research and purchase app developed for communicating with AES parents (can send links, reminders, etc).

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

Provide families with specific informational workshops about math concepts and strategies to assist student achievement.

Provide families with monthly updates about student progress and support sessions offered.

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Data from common assessments, parent surveys, and benchmark data will be used to determine whether the improvement strategies were deployed with fidelity.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Reading
*SMART Goal	By June 2018, Aberdeen Elementary School will increase the Reading GLP by 15 percentage point for all subgroups: blacks from 21.2 to 36.2, economically disadvantaged from 27.6 to 42.6, females from 35 to 50, Hispanics from 21.5 to 36.5, males from 28.8 to 43.8, females from 35 to 50, students with disabilities from 18.5 to 33.5, whites from 47.4 to 62.4, multiracial from 31.3 to 46.3, and all from 31.7 to 46.7 as measured by the North Carolina Reading End of Grade test.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, Aberdeen Elementary School will increase the Reading GLP by 8 percentage point for all subgroups: blacks from 21.2 to 29.2, economically disadvantaged from 27.6 to 35.6, females from 35 to 43, Hispanics from 21.5 to 29.5, males from 28.8 to 36.8, females from 35 to 42, students with disabilities from 18.5 to 26.5, whites from 47.4 to 55.4, multiracial from 31.3 to 39.3, and all from 31.7 to 39.7 as measured by the North Carolina Reading End of Grade test.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Provide differentiated support for students in reading.

Action Steps to Implement Improvement Strategy

Build an intervention block into the master schedule for third, fourth, and fifth grades.

Provide targeted small group instruction.

Design, use, and analyze common assessments.

Implement research-based intervention programs specifically utilized during Tiger Time intervention block.

Purchase and/or implement research-based online program

Administration will attend PLCs (or obtain information from PLC) to meet with specials teachers; Specials teachers integrate targeted specific common core standards from reading based on common assessments.

Teachers use differentiated work stations.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

IMPROVEMENT STRATEGY #2

Provide support to teachers in effectively implementing the reading curriculum.

Action Steps to Implement Improvement Strategy

Design, use, and analyze common assessments.

Teachers will collaborate at PLCs twice monthly to support the learning of various strategies.

Teachers will utilize Instructional Coach support and her Live Binder during PLCs and planning.

Establish a resource library for teachers that include work stations based on reading common core standards.

Teachers will conduct a book study on motivating students to love reading, teaching students in poverty, or other relevant and helpful topics.

Design and utilize a trained team to assist in mClass Benchmark Testing and Progress Monitoring to allow for more direct instruction by classroom teachers.

Research and acquire differentiated reading resources and consumables.

Investigate the possibility of hiring retired teachers to tutor students during the school day or push in to classrooms to support teachers teaching.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Provide differentiated professional development on differentiated strategies to support the teaching of the common-core standards for Reading.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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IMPROVEMENT STRATEGY #3

Provide support to parents in effectively helping their children understand reading/English/Language Arts concepts.

Action Steps to Implement Improvement Strategy

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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

Provide Parent Session(s) centered on reading/ELA concepts.

Teachers provide links to online resources for reading concepts.

Research the possibility of having an app developed for communicating with AES parents (can send links, reminders, etc.).

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.
ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).
Based upon identified results, should/how should strategies be changed?
<i>Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<i>Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)</i>
<i>Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)</i>
<i>Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<i>Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Culture/Climate (Staff)
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2018, Aberdeen Elementary School will increase teacher perception of having sufficient instructional and non-instructional time by 40 percentage points from 42.95 to 82.95 and an atmosphere of trust and mutual respect from 48.1% to 88.1% as measured by the Teacher Working Conditions Survey (TWC).
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, Aberdeen Elementary School will increase teacher perception of having sufficient instructional and non-instructional time by 20 percentage points from 42.95 to 62.95 and an atmosphere of trust and mutual respect from 48.1% to 68.1% as measured by the Teacher Working Conditions Survey (TWC).
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Provide support and protect teachers/ instructional and non-instructional time.

Action Steps to Implement Improvement Strategy

Design and utilize a trained team to assist in mClass Benchmark Testing and Progress Monitoring to allow for more direct instruction by classroom teachers.

Planning time will be protected by having agendas, working towards agenda items/goals, and not having PLCs/PD during planning.

IEP Meetings can take place during planning to remain parent-driven.

Create a rotation schedule for General Education teachers to attend EC self-contained IEP Meetings.

Have flexibility in planning. Meet at least once per week as a team during planning.

The second Monday is for Staff and Committee Meetings until 4:30 pm. Fourth Mondays will be for Professional Development until 4:00 pm.

Have "stand-up" meetings and e-mail when possible to relay information as needed.

Train all staff members on PBIS

Implement SIT retreat to develop master schedule and school improvement plan

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

IMPROVEMENT STRATEGY #2

Promote an atmosphere of mutual trust and respect.

Action Steps to Implement Improvement Strategy

Create a "sunshine committee" to motivate and encourage teachers, celebrate successes, and acknowledge those in need throughout the year.

Research the possibility of having an app developed for communicating with parents (can send links, reminders, etc.).

Develop a collaborative culture via PLCs with grade level teams.

Have Faculty Field Trips quarterly (Bowling, Taco Tuesday, Painting Class, Staff Kickball game)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Action Steps to Implement Associated Parental Involvement
Identify parental involvement activities, providers, and the dates activities will begin and end.
IMPROVEMENT STRATEGY #3
Increase the effectiveness of PLCs.
Action Steps to Implement Improvement Strategy
Research, develop, and implement a protocol for PLCs that will improve communication, efficacy, and mutual respect.
Action Steps to Implement Associated Professional Development
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.
Action Steps to Implement Associated Parental Involvement
Identify parental involvement activities, providers, and the dates activities will begin and end.
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).
What data will be used to determine whether the improvement strategies were deployed with fidelity?
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)
What does the data/evidence show regarding the results of the implemented strategies?
<i>Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)</i>
<i>Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)</i>
<i>Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
<i>Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)</i>
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Based upon identified results, should/how should strategies be changed?
<i>Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)</i>

<i>Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)</i>
<i>Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)</i>
<i>Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<i>Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)</i>
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PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

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Priority Area 1	Culture/Climate (Students)
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2018, Aberdeen Elementary School will decrease the number of office referrals by 20% from 254 to 203 as measured by the number of office referrals.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, Aberdeen Elementary School will decrease the number of office referrals by 10% from 254 to 229.
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Support staff in the implementation of the PBIS framework.

Action Steps to Implement Improvement Strategy

Administration will review data collected from Educator's Handbook twice per quarter.

SiT to review data collected from Educator's Handbook quarterly.

Offer training on classroom management strategies from central office.

Research schools with similar demographics and lower incidents with behaviors' strategies and effectiveness.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Train all staff on the PBIS matrix, protocol, and implementation.

Train staff on the use of Educator's Handbook.

Train staff in using Class Dojo.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

Facilitate 4 non-academic parent workshops based on parent interest survey results

IMPROVEMENT STRATEGY #2

Support students in learning the PBIS framework.

Action Steps to Implement Improvement Strategy

Students create videos in student leadership groups modeling the expectations of the PBIS matrix weekly, which will be shown during guidance.

Develop and implement a process to monitor and follow through with PBIS incentives.

Post procedures and expectations throughout the school

Implement a schoolwide positive behavior management system

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

IMPROVEMENT STRATEGY #3

Support parents in learning and helping students follow the PBIS framework.

Action Steps to Implement Improvement Strategy

Create and distribute PBIS brochure

Classroom teachers send home flyers on Class Dojo so parents can monitor behaviors from home/work.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

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Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

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Based upon identified results, should/how should strategies be changed?

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