

Griffith Elementary

2014-15 School Improvement Plan

School Goal 1: Improve reading, math, and science proficiency and growth in grades 3-5

District Goal: Globally Competitive Students

Target: Reduce the number of non-proficient students by half in six years.

Indicator: End of Year Assessments

Milestone Date: June 2015

Improvement Strategies

Strategy 1: Introduce RtI in grades 3-5 to support at-risk students.

Action Steps:

- 1 Provide RtI process training for IST members and teachers in grades 3-5.
By whom: WS/FCS Central Administration
By when: ongoing – Implementation Plan developed by Sept., 2014
- 2 Introduce 3-5 teachers and assistants to the Intervention Warehouse and graphing tools for progress monitoring.
By whom: WS/FCS Central Administration
By when: ongoing
- 3 Systematically review all available data to continuously monitor progress, inform instruction and determine instructional levels.
By whom: Classroom Teachers, CC
By when: ongoing

Strategy 2: Introduce new and continue existing programs/activities that promote growth across all subgroups.

Action Steps:

- 1 Utilize flexible grouping to better differentiate instruction.
By whom: All Teachers, Assistants
By when: ongoing
- 2 Meet with the Griffith administrative team quarterly to discuss students who are identified as at-risk and create a plan of action.
By whom: Classroom Teachers, Administration, CC
By when: first, second, third quarters
- 3 Incorporate author outreach activities throughout literacy instruction.
By whom: Classroom Teachers and Media Specialist
By when: ongoing
- 4 Introduce more cognitive writing skills through Reading Response Journals where grade level/classroom appropriate.
By whom: Classroom Teachers and Assistants
By when: ongoing

- 5 Provide full-time science specialist to support implementation of the Common Core/Essential Standards.
By whom: Administration
By when: August 2014
- 6 Provide dictionaries for all 3rd grade students.
By whom: Media Specialist
By when: January 2015

Strategy 3:

Utilize research based programs supported by WS/FCS with at-risk students.

Action Steps:

- 1 Provide training in Reading Mastery for kindergarten & 1st grade teachers & assistants.
By whom: Classroom Teachers, EC Teachers, WS/FCS, STAR3
By when: September, 2014
- 2 Reflect the concepts learned through Foundations of Reading training in daily ELA plans.
By whom: All Teachers
By when: ongoing
- 3 Reflect the concepts learned through SIOP training in daily lesson plans.
By whom: SIOP Coach, Classroom Teachers, CC
By when: ongoing
- 4 Implement an EC inclusion model in grades 4 & 5 if feasible.
By whom: EC Teachers
By when: ongoing
- 5 Decrease student-adult ratio by adding classroom teachers and/or assistants, as the budget and/or allotments allow.
By whom: Central Administration, Principal
By when: ongoing

Check & Balances:

The following data will be used to determine the fidelity of the strategies employed:

- Lesson plans
- Classroom observations/evaluations
- Schedule for at-risk quarterly meetings
- Participation in RtI training by 3-5 staff & IST team members

The following data will be used to determine if the strategies led to progress toward the goal:

- CFAs
- EOG tests
- DIBELS Next
- K-2 assessments
- IRIs
- ACCESS
- EOQs (Blue Diamond data)
- EVAAS

School Goal 2: Develop and grow effective teachers and staff members

District Goal: 21st Century Personnel

Target: Reduce the number of non-proficient students by half in six years.

Indicator: End of Year Assessments

Milestone Date: June 2015

Improvement Strategies

Strategy 1: Provide continuing staff development on the Common Core curriculum.

Action Steps:

- 1 Utilize the coaches assigned to Griffith to provide staff with regular updates on ELA, math, and science.
By whom: Coaches, Classroom Teachers
By when: ongoing
- 2 Meet with the CC to review assessment data, etc. to target areas of greatest need for professional development.
By whom: CC, All Teachers
By when: monthly
- 3 Utilize STAR3 funds to allow teachers to attend off-campus training in the areas in which they need/desire to grow professionally.
By whom: Principal, STAR3 facilitator
By when: as needed

Strategy 2: Provide support and staff development in areas identified by the Griffith SIT for continuous growth.

Action Steps:

- 1 Utilize the Teacher Leader model introduced in 2013-2014 to develop shared ownership of student achievement/success.
By whom: All Staff
By when: June 2015
- 2 Provide staff development on RtI for 3-5 classroom teachers and IST Team members.
By whom: WS/FCS Central Administration
By when: ongoing
- 3 Provide support to 3-5 teachers to ensure that Intervention Warehouse and other RtI tools for progress monitoring are being used with fidelity.
By whom: WS/FCS Central Administration, IST team, LTF, CC, Administration, Coaches
By when: ongoing

Check & Balances:

The following data will be used to determine the fidelity of the strategies employed:

- IST referrals & meeting minutes
- Evidence of progress monitoring
- Classroom observations/evaluations
- Staff development documentation

The following data will be used to determine if the strategies led to progress toward the goal:

- CFAs
- EOG tests
- K-2 assessments
- EOQs

School Goal 3: Promote an inviting, respectful and inclusive environment for all stakeholders (students, parents and community members).

District Goal: Safe and Caring Schools

Target: Reduce the number of Out-of-School Suspensions by 5%, In-School Suspensions by 5% & decrease bullying/unsafe feelings reflected on the annual Student Survey by 5%.

Indicator: OSS/ISS data & Student Survey results

Milestone Date: June 2015

Improvement Strategies

Strategy 1: Continue the implementation of Positive Behavior & Interventions Support (PBIS).

Action Steps:

- 1 Review PBIS procedures with entire staff in August.
By whom: PBIS team
By when: August, 2014
- 2 Conduct monthly PBIS team meetings and send minutes of meetings and SWIS data to the entire staff.
By whom: PBIS team
By when: monthly
- 3 Organize PBIS events throughout the year to promote positive behavior.
By whom: PBIS team
By when: ongoing
- 4 Implement Behavior Assistance Team.
By whom: PBIS team, Behavior Assistance Team
By when: August 2014

Strategy 2: Utilize Title I funds to provide a Parent Academy for parents in the Griffith Community.

Action Steps:

- 1 Recruit a staff member to serve as the director of the Parent Academy.
By whom: Parent Involvement Coordinator
By when: August 2014
- 2 Recruit teachers to design a schedule and plan instruction for the Parent Academy.
By whom: Parent Involvement Coordinator
By when: October 2014
- 3 Publicize the Parent Academy through flyers, posters and Connect5.
By whom: Parent Involvement Coordinator, Principal
By when: October 2014
- 4 Work with the YWCA to provide child care for the Parent Academy.
By whom: Parent Involvement Coordinator
By when: October 2014

Strategy 3:

Offer outreach activities that invite the community to become involved with Griffith School.

Action Steps:

- 1 Solicit and promote local business partners, follow up on excessive student tardies and absences, and arrange for reading/math buddies from Parkland High.
By whom: Parent Involvement Coordinator
By when: ongoing
- 2 Host a Carnival in conjunction with the Griffith PTA.
By whom: PTA, Parent Involvement Coordinator, Griffith Staff
By when: April 17, 2015
- 3 Host a Family Literacy Night to promote reading.
By whom: Media Coordinator, Parent Involvement Coordinator
By when: March 12, 2015
- 4 Begin a Boy's Club for grades 4-5 to promote good role models.
By whom: Staff Sponsors
By when: September, 2014
- 5 Continue the Girl's Go ! Club for grades 3-5 to promote girl empowerment.
By whom: Staff Sponsors
By when: September, 2014

Check & Balances:

The following data will be used to determine the fidelity of the strategies employed:

- PBIS documents
- PBIS meeting agendas
- PBIS posters
- PBIS event calendar
- Implementation plan for Parent Academy
- Record of outreach activities offered
- Parent Involvement Coordinator's schedule, calendar & documentation of efforts

The following data will be used to determine if the strategies led to progress toward the goal:

- D-1s
- SWIS data
- Student surveys
- OSS data
- PowerSchool data
- Parent Surveys
- Turnout to outreach activities