Falcon Elementary School of Technology Improvement Plan

Jul 01, 2021 - Jun 30, 2023

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Report Legend   ⬦ No Update   ⏱ Overdue   ⚠ **Priority**

School 5

Falcon Elementary School of Technology

School Overview Falcon Elementary School of Technology is located in Eastern El Paso County in School District 49. We are a Title One public elementary school serving approximately 250 students in grades K-5. Falcon Elementary School of Technology is an innovative center of learning with a mission to prepare all students to be productive citizens and independent, lifelong learners. We have a committed school community that fosters the successful academic adventure of each and every student in a safe and nurturing environment using a personalized approach to learning. This allows students to perform and grow using individual paces, paths, and places. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, and PE classes.

Falcon Elementary School of Technology is rated by the Colorado Department of Education as a "Performance" school as we are categorized as "meet" in both Academic Achievement and in Academic Growth on the School Performance Framework. We are also a school-wide Title I school with approximately 40% of students qualifying for free or reduced lunch.

Assessment Participation - Falcon Elementary School of Technology met the 95% participation rate for the 2019 CMAS assessments in ELA, Math, and Science.

Process and Stakeholder Involvement - Falcon Elementary School of Technology has a Building Leadership Team (BLT) that consists of the Principal, the Dean of Students and the Instructional Coach. This team reviews current and trend data to determine major improvement targets. As a team, we meet to analyze data, identify needs and challenges, and isolate root causes. The case managers of Special Education, Culturally Linguistic Diverse Education and Gifted education analyze data and trends and identify areas of improvement within their own programs and report findings to the BLT. General Education staff meet with their grade level teammates during Professional Learning Community (PLC) meetings and communicate questions or concerns back to the BLT once data is evaluated and improvement areas identified. From there, data and feedback are presented and shared with the school community through a newsletter and in a formal setting during PTO and a School Advisory Committee (SAC) meeting. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. share results and collect specific input and provide feedback. The BLT meets quarterly with the SAC to review our Improvement Plan, to analyze progress monitoring data, and to make adjustments to our action steps if necessary. The SAC reviewed the final improvement plan for the 2020-2021 on October 8, 2020 and will review the improvement plan for the 2021-2022 school year on August 11, 2021.

Data Review and Identified Opportunities for Improvement - Falcon Elementary School of Technology has demonstrated consistent growth and achievement in English Language Arts on the CMAS test for the last three years this assessment was given. We are 'approaching for all subgroups in achievement, with the exception of our students with disabilities. We are meeting in academic growth, with the exception of our students eligible for free/reduced lunches where we are 'approaching.' Our Acadience Reading data indicated that 50% of our K-5 students are at or above benchmark at the 2021-2022 beginning of the year testing.

Falcon Elementary School of Technology has demonstrated consistent growth and achievement on the CMAS math test for the last three years this assessment was given. We are 'meeting' for all subgroups in achievement, with the exception of our students with disabilities. We are 'exceeding' in academic growth for all subgroups tested. STAR 360 math data indicates that fifty four percent of students in 1st-5th grade are at grade level benchmark or higher and sixty seven percent of these students demonstrated growth of a year or more in STAR 360 math.

On our annual culture and climate survey, eighty nine percent of students indicated they feel safe at school and ninety four percent of students indicated they have an adult at school that cares about them. Eighty five percent of parents prefer to receive communication through e-mail, while sixty five percent of parents prefer a text message.

7) <u>Parent Engagement</u>- There needs to be opportunities for parents to engage with student learning through school sponsored activities including after school clubs and activities.

8) <u>Technology</u>- The name of our school needs to be re-branded to define "of technology."

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

Updated on Oct 13, 2021 01:54:50

At Falcon Elementary School of Technology, we are focusing on elevated instruction and offering engaging environments for all students. We are incorporating Collaborative Classroom structures and strengthening our literacy instruction using Being a Reader, Making Meaning and Being a Writer in K-2. We have adopted and are incorporating Making Meaning into 3-5th grade ELA blocks alongside Benchmark Education which is our core curriculum. We have created and are using learning plans and learning roadmaps that teachers have developed using their grade level standards in reading, writing, and math. Our students are using data notebooks and there are opportunities presented for goal setting and data feedback. We have created weekly structured PLC's that are data driven and that are helping us craft and design our intervention and MTSS structures so that all students needs and deficits are catered for.

Updated on Sep 09, 2020 16:26:47

At Falcon Elementary School of Technology, we are focusing on elevated instruction and offering engaging environments for all students. We are incorporating Collaborative Classroom structures and strengthening our literacy instruction using Being a Reader, Making Meaning and Being a Writer in K-2 with a plan to incorporate Making Meaning into 3-5th grade next school year. We are working on using learning plans and learning roadmaps that teachers have developed using their grade level standards in reading, writing, and math. Our students will be introduced to data notebooks and teachers will be providing timely feedback to students so that students are engaged in tracking his/her progress. Teachers will also be engaged in weekly data-driven PLC's that will feed into our intervention and MTSS meeting discussions.

Action Plan 5.1 `Progress 22%`

During the 2022-23 school year, teachers will engage and plan Collaborative Literacy instructional delivery in Being a Reader, Being a Writer and Making Meaning in all K-5 classes.

Associated Root Cause(s)
Literacy Instruction- There is a need for fidelity, coaching, professional development and additional resources to address fluency, comprehension, vocabulary instruction and the components of writing such as spelling, grammar and conventions.

Local Accountability Indicator Area
Student Learning

Updated on Oct 13, 2021 01:58:31

Staff are engaging in Collaborative Literacy in all classrooms from K-5th grade. We have onboarded Making Meaning in 3-5 and Caring School Communities (a social emotional program) in all K-5 classrooms. Our school counselor is also providing guidance lessons utilizing the structures of Caring School Communities as well.

Project 5.1.1

Aug 02, 2021 - May 31, 2023 | Progress 0%

SY 22/23- Provide ongoing professional development and support through Collaborative Classroom in Being a Reader (K-2), Making Meaning (K-5), Being a Writer (K-5) and Book Clubs (3-5).

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Checklist (Equal Weighting) : 0/4
- Schedule professional development with Collaborative Classroom in the 2022 school year.
- K-5 teachers engage in professional development in reading and writing in the 2022 school year.
- Schedule professional development with Collaborative Classroom in the 2023 school year.
- K-5 teachers engage in professional development in reading and writing in the 2023 school year.

Plan Details
Survey teachers for professional development needs to strengthen literacy instruction. Engage with Collaborative Classroom consultant on ways to meet needs. Schedule training days and opportunities for all K-5 staff and include interventionists and special education and CLD teacher.

Resources
Title 1- $5,000 for professional development.

Updated on Oct 13, 2021 03:16:07

We will schedule PD as we identify areas for improvement throughout the year.

Project 5.1.2

Sep 01, 2021 - May 31, 2023 | Progress 50%

SY 22/23- Provide opportunities for lesson studies in reading and writing in K-5 classrooms. Utilize the Collaborative Classroom consultant for guidance and modeling.

Checklist (Equal Weighting) : 0/4
- Schedule lesson studies with Collaborative Classroom for K-2 in the 2022 school year.
- Conduct a day of coaching and modeling with the Collaborative Classroom Coach K-2 in the 2022 school year.
- Schedule lesson studies with Collaborative Classroom for K-2 in the 2023 school year.
- Conduct a day of coaching and modeling with the Collaborative Classroom Coach K-2 in the 2023 school year.

Plan Details
Engage with Collaborative Consultant to model specific lessons and engage in coaching and feedback with teams to see time efficient and effective literacy lessons.

Updated on Oct 13, 2021 03:06:05

√Conduct a day of coaching and modeling with the Collaborative Classroom Coach K-2 in the 2022 school year.

Project 5.1.3

Aug 02, 2021 - May 31, 2023 | Progress 16%

SY 22/23- Provide 2 coaching days (1 each semester) with grade level teams to, but not limited to, learning walks, peer observations, and model classroom visits so that components of literacy instruction are observed and teacher learning is improved.

Checklist (Equal Weighting) : 0/6
- Schedule Coaching days on calendar for fall and spring in 2022 school year.
- Conduct Peer observations and learning walks during fall & spring 2022.
- Send out staff feedback form for effectiveness of learning for fall & spring 2022.
- Schedule Coaching days on calendar for fall and spring in 2023 school year.
- Conduct Peer observations and learning walks during fall & spring 2023.
- Send out staff feedback form for effectiveness of learning for fall & spring 2023.

Plan Details
Provide time for teachers and teams to do peer observations and spend time with instructional coach analyzing literacy components in place to enhance instruction in every classroom.

Resources
Title 1-$4,392 for salary & benefits.

√Schedule Coaching days on calendar for fall and spring in 2022 school year.

Action Plan 5.2 | Progress 100%

During the 2022 & the 2023 school year, all K-5 students will be provided with resources and opportunities for developing skills in fluency, comprehension, vocabulary instruction and the components of writing such as spelling, grammar and conventions.

Associated Root Cause(s)
Literacy Instruction- There is a need for fidelity, coaching, professional development and additional resources to address fluency, comprehension, vocabulary instruction and the components of writing such as spelling, grammar and conventions.

Updated on Oct 13, 2021 02:00:32

We have provided resources to teachers and interventionists that can be used for improving fluency- we have purchased SIPPS fluency libraries and all students are utilizing Lexia Core 5 as a supplemental resource.

Project 5.2.1

| Aug 02, 2021 - May 31, 2022 | Progress 100% |

SY 22- Provide access to materials such as SIPPS and fluency practice library resources.

Checklist (Equal Weighting) : 0/2
- Order SIPPS Fluency Libraries
- Ensure that teachers receive the fluency libraries for reading support in the classroom.

Plan Details
Ensure that classrooms and interventionists have SIPPS and fluency libraries so that students can engage in fluency practice with the appropriate level of materials needed.

Resources
Title 1- $2,500 for fluency practice library resources.

Updated on Oct 13, 2021 03:06:42

√Ensure that teachers receive the fluency libraries for reading support in the classroom.

Updated on Oct 13, 2021 01:58:47

Status updated to "Completed"

Project 5.2.2

| Aug 02, 2021 - May 31, 2023 | Progress 100% |

SY 22/23- Ensure that students receive consumable resources for Being a Reader, Making Meaning and Being a Writer.

Checklist (Equal Weighting) : 2/4
- ~~Order consumable resources for K-5 classes in 2022~~
- ~~Distribute resources to all K-5 classes in 2022~~
- Order consumable resources for K-5 classes in 2023
- Distribute resources to all K-5 classes in 2023

Plan Details
Resources may include: Being a Reader student materials, sorts, and assessments; Being a Reader handwriting notebooks; Being a Reader Word Study Notebooks; Making Meaning student materials. Making Meaning Student Response Books; Being a Writer student materials. Being a Writer Student Skills practice Books; Being a Writer Student Handwriting Notebooks; white boards and markers.

Resources
Title 1- $3,500 for literacy consumables.

Updated on Sep 07, 2021 03:54:20

Changes in checklist result in an update in status and/or progress

Previous
[X] Order consumable resources for K-5 classes
[X] Distribute resources to all K-5 classes

Updated
[X] Order consumable resources for K-5 classes in 2022
[X] Distribute resources to all K-5 classes in 2022
[] Order consumable resources for K-5 classes in 2023
[] Distribute resources to all K-5 classes in 2023

Updated on Sep 07, 2021 03:52:40

Status updated to "Completed"

Project 5.2.3

Aug 02, 2021 - May 31, 2023 | Progress 100%

SY 22/23- Provide digital resources to support Tier 1 & 2 literacy instruction to include Lexia Core 5 Reading.

Checklist (Equal Weighting) : 3/3
- ~~Research funding for Lexia Core 5~~
- ~~Purchase Lexia Core 5 platform~~
- ~~Provide Professional Development for staff on utilizing Lexia in the classroom.~~

Plan Details
Purchase Seesaw for K-1 to expand digital reinforcement activities; Purchase Brainpop for 2nd grade for digital resources for science supplementation; Purchase Vocabulary A-Z for 4th grade to reinforce vocabulary and spelling skills. Purchase Benchmark Education E Library to support core literacy curriculum in 3-5.

Resources
Title 1- Seesaw at $550; BrainPop at $350; Vocabulary A-Z at $108; Benchmark Education E Library at $995.

Updated on Oct 13, 2021 01:58:58

Status updated to "Completed"

Action Plan 5.3 | Progress 44%

During the 2022-2023 school year, there will be a focus on strengthening math instruction in all K-5 classrooms. The core instruction and supplementation will address deficits in number sense, number properties and operations. Tier 2 classroom interventions and engagement with a math interventionist for Tier 3 and push in support will be implemented.

Associated Root Cause(s)
Identify and address deficits in number sense, properties and operations. Strengthen Tier 2 interventions and provide consistent math intervention.

Updated on Oct 13, 2021 02:33:23

We are working on scheduling math PD and working on identifying deficits in math skills that are impacting performance and growth. We have hired a math interventionist and she is working on assessing our math instruction, practices and relevant interventions. We are using Freckle math to close gaps and to give some relevant information on skill deficits.

Project 5.3.1

Aug 02, 2021 - May 31, 2022   Progress 0%

Updated on Oct 13, 2021 03:16:33

We are still working on identifying deficits and areas for development.

SY 22-23- Provide math professional development through companies like, Great Minds, Renaissance, Eureka for developing number sense and understanding number properties and operations.

Checklist (Equal Weighting) : 0/2
- Schedule math professional Development.
- Ensure that all grades and interventionists in K-5 participate in professional development.

Plan Details
Research opportunities for math professional development through Great Minds, Renaissance or Eureka to strengthen instruction and understanding of deficit areas.

Resources
Title 1- $5,000 for professional development.

Project 5.3.2

Aug 02, 2021 - May 31, 2022   Progress 100%

Updated on Sep 07, 2021 03:55:52

A math interventionist was hired using ESSER funds for the 2022 school year.

SY 22- Hire an interventionist that will support students for 3-4 days in math so that there is consistency in math interventions and an increase in performance for students.

Checklist (Equal Weighting) : 0/6
- Secure funding for math interventionist
- Review qualities needed for math interventionist in our building.
- Advertise math interventionist position
- Conduct interviews
- Hire best candidate for the math interventionist position
- Assign a mentor for interventions.

Plan Details
Provide interventionist with appropriate materials and resources for utilizing "Do the Math" interventions with Tier 3 MTSS students. also build in common math block time in master schedule to allow for ease of support in reduced timeframes.

Project 5.3.3

Sep 01, 2021 - May 31, 2022 | Progress 33%

SY 22- Identify root cause of deficits in number sense, number properties and operations.

Checklist (Equal Weighting) : 0/3
- Schedule math PLC's with teachers
- Engage in math PLC's with teachers and interventionists and gain feedback about root causes.
- Brainstorm solutions for addressing deficits.

Plan Details
Create a math committee to analyze possible root causes for math deficits- analyze data and sub categories of performance. Report back to staff and decide on next steps. If curriculum deficits are identified, form selection committee to spend time determining solutions for effective instruction.

Updated on Oct 13, 2021 03:19:00

Admin will engage in Math PLC's and discuss deficits/brainstorm with staff after fall break.

Project 5.3.4

Aug 02, 2021 - May 31, 2023 | Progress 80%

SY 22/23- Provide supplementation resource for Tier 2 math support and for accelerated personal learning for gifted students.

Checklist (Equal Weighting) : 0/5
- Find funding source for math supplementation
- Research options for math supplementation to benefit all student populations
- Purchase math supplementation program
- Set expectations for use at school and home
- monitor use of program and effectiveness utilizing program reports.

Plan Details
Purchase and utilize Freckle Math and focus skills for intervention students. Ensure use of accelerated options for GT students.

Resources
Title 1- Freckle Math at $3,643.20;

Updated on Oct 13, 2021 03:19:31

We are in process of identifying intervention needs.

Project 5.3.5

Sep 03, 2021 - May 31, 2023 | Progress 50%

SY 22/23- Teachers will volunteer to be a part of the Math DNA cohort for addressing math instruction in the K-5 classrooms and share their learning with other staff members.

Checklist (Equal Weighting) : 1/2
- ~~Advertise Math DNA Cohort opportunities~~
- Support teachers that volunteers and reserve time in staff meetings for math DNA updates.

Updated on Oct 13, 2021 02:04:47

We have a small cohort of teachers that have volunteered to be prt of the Math DNA cohort and they will be sharing their learning during PLC's and staff meetings.

Project 5.3.6

Nov 01, 2021 - May 31, 2023   Progress 0%

SY 22/23- There will be opportunities for students to engage in extra curricular clubs or activities that promote math learning and improvement. The Youcubed summer curriculum will be utilized and effectiveness reviewed through pre and post assessments.

Checklist (Equal Weighting) : 0/4
- Research funding for after school math club.
- Ascertain teachers for assisting with club and teaching math
- Schedule club on school calendar
- Conduct math club for students.

Action Plan 5.4   Progress 100%

During the 2022 school year and continuing into the 2023 school year, there will be a continuation with the performance momentum gained through consistent interventions and targeted resources.

Associated Root Cause(s)

Performance Momentum- Continue to capitalize on performance momentum by maintaining current intervention structure and supporting with additional personnel and resources.

Updated on Oct 13, 2021 02:03:16

We have added a reading support paraprofessional to assist our interventionist in SIPPS instruction and addressing specific skill deficits using Red Apple lessons in Lexia. This was part of our Title 1 budget planning.

Project 5.4.1

Aug 02, 2021 - May 31, 2023   Progress 100%

SY 22/23- Maintain reading intervention position using Title 1 funds.

Checklist (Equal Weighting) : 0/3
- Secure Title Funds for reading position
- Identify best teacher for this position and hire teacher
- Discuss reading expectations for the school year and review data to ensure best way to utilize interventionist

Plan Details

Maintaining the current interventionist position allows our school to continue to capitalize on the performance momentum built this past year during COVID 19.

Resources

Title 1- $80,191 for salary & benefits.

Updated on Sep 07, 2021 03:56:43

We received Title funds and were able to keep our current reading interventionist.

Updated on Sep 06, 2021 23:40:15

Changes in checklist result in an update in status and/or progress

Previous

Updated
[X] Secure Title Funds for reading position
[X] Identify best teacher for this position and hire teacher
[X] Discuss reading expectations for the school year and review data to ensure best way to utilize interventionist

Updated on Sep 01, 2021 17:31:32

Status updated to "Completed"

Project 5.4.2

Aug 02, 2021 - May 31, 2022   Progress 100%

Status updated to "Completed"

SY 22- Add support personnel in reading to address the increase in interventions needed following COVID and summer slide deficits.

Checklist (Equal Weighting) : 4/5
- ~~Research funding support for additional personnel~~
- ~~Outline need for interventionist and best use of time/resources~~
- ~~Hire best person for the position~~
- ~~Ensure consistent support and mentoring in new position~~
- Regular check in with personnel to ascertain effectiveness of position.

Plan Details
This past year we had additional support using our PE teacher for reading interventions. This will not be available this next school year due to a return to normal schedules, but the need for reading support has not diminished. Adding a full time interventionist and two paraprofessionals to support in reading and math interventions will allow students to continue with performance momentum created in the last quarter of the 2020-2021 school year.

Resources
Title 1- $28,000 for salary & benefits.

Project 5.4.3

Aug 02, 2021 - May 31, 2023   Progress 100%

Updated on Oct 13, 2021 03:09:36

√Maintain consistency of PM and regular conversations and accountability using PM tool reports.

SY 22/23- Provide consistent screening and progress monitoring tools to monitor and accelerate student growth in reading, math and early literacy skills.

Checklist (Equal Weighting) : 0/4
- Secure funding for progress monitoring tools
- Work with coach and interventionists for scheduling of PM
- Add PM dates to school calendar
- Maintain consistency of PM and regular conversations and accountability using PM tool reports.

Plan Details
Purchase subscription for Renaissance Star 360® to supplement K-5 student access. This tool will allow for consistent and intentional progress monitoring and data collection for supporting MTSS and targeted interventions. It will also allow for monitoring intervention and instructional practices effectiveness.

Action Plan 5.5　　Progress 63%

During the 2022 school year, the essential components and resources needed to address the new science standards in K-5 classrooms will be reviewed.

Associated Root Cause(s)

Science Instruction- Identify resources and materials needed to address new science standards K-5.

Updated on Oct 13, 2021 02:35:52

We will be working on forming our science leadership team in the spring of 2022. We are compiling a list of science materials that are used and needed at each grade so that there is a running record each year and to ensure that materials are available as needed. The digital platforms are working very well so far and the resources are excellent and address the new science standards. The leadership team will work on identifying what is needed for solid science instruction and what deficits we are finding.

Project 5.5.1

Sep 01, 2021 - Feb 18, 2022　　Progress 25%

SY 22- Create a Teacher Leadership Team to identify the needs and resources to strengthen science instruction to improve academic achievement in science.

Checklist (Equal Weighting) : 0/4
- Identify needs in science
- Identify members for Science Leadership team
- Discuss Science resources in use currently
- Work with team to identify resources needed and direction of learning to meet science standards.

Plan Details

Build a Teacher Leadership Team and provide stipends through Title Funds - Provide up to 6 teachers with stipends of $800 for science leadership team that focuses on building resources and curriculum components for science and new standards. This would be a commitment of 35 hours of work outside of contract time.

Resources

Title 1- $5,856 for stipends & benefits.

Updated on Oct 13, 2021 03:09:52

√Identify needs in science

Project 5.5.2

Aug 02, 2021 - May 31, 2023 | Progress 100%

SY 22/23- Provide digital resources such as Discovery Education, Mystery Science or Generation Genius for students to interact with and develop proficiency in science standards and concepts that can be used for project and homework assignments.

Checklist (Equal Weighting) : 3/4
- ~~Survey needs with staff to engage in learning and teaching~~
- ~~Secure funding for digital resources~~
- ~~Purchase subscriptions for digital resources~~
- Ascertain usability and consistency of use to determine use for next school year

Plan Details
Purchase Discovery Education subscription for teacher use while developing science curriculum and direction for new science standards.

Resources
Title 1- Discovery Education at $4245; Generation Genius at $995; Mystery Science at 1249.

Updated on Oct 13, 2021 02:06:29

We provided all three resources so that staff can explore a variety of resources using new science standards and try to create personlaized opportunities for science lessons.

Action Plan 5.6   Progress 67%

During the 2022 school year, there will be a concentrated focus on addressing the social emotional needs of students following a year of COVID-19.

Associated Root Cause(s)
Social Emotional Learning- Following a year of COVID-19, provide consistent opportunities in every classroom for social emotional guidance lessons and consistent involvement of the school counselor.

Updated on Oct 13, 2021 02:39:09

Our new counselor has been a great addition and he is working on building relationships with students and honing in on skills needed to identify at risk students. The onboarding of Caring School Communities is helping develop strong classroom communities and helping with our school culture through the buddy program. We will work on social emotional opportunities for families in the spring of 2022. The counselor and new family liaison are working on getting to know our families this semester and helping with food bags and building rapport with at risk families.

Project 5.6.1

Aug 02, 2021 - May 31, 2022 | Progress 100%

SY 22- Restructure the role of the counselor to be intricately involved with developing a social emotional program using the new Caring Community curriculum.

Checklist (Equal Weighting) : 0/3
- Hire a new counselor
- Spend time reviewing SEL curriculum and mentoring for scheduling consistent lessons in grades K-5
- Set regular counselor meetings to review lessons and curriculum components.

Plan Details
Provide consistent opportunities in every classroom for social emotional guidance lessons and consistent involvement of the new school counselor.

Updated on Oct 13, 2021 03:10:09

√Set regular counselor meetings to review lessons and curriculum components.

Updated on Oct 13, 2021 02:08:02

Our counselor was involved in creating a schedule that allows him to deliver consistent lessons using our Caring School Community resources that align with the classroom lessons that teachers are utilizing daily.

Project 5.6.2

Aug 02, 2021 - May 31, 2023 | Progress 100%

SY 22/23- Engagement of counselor in regular check in's and relationship building with at risk students.

Checklist (Equal Weighting) : 1/4
- ~~During beginning of the year counselor meetings, review scheduling of groups~~
- Mentor counselor on developing anecdotal notes during group sessions with at risk students
- Monitor counselor schedule throughout the year for consistent group meetings
- Check in with classroom teachers to assess relationship status with at risk students

Plan Details
Have counselor create regular schedule for student check in throughout the day with students and provide opportunities for relationship and team building activities in the classroom or in pull out support during group/individual sessions.

Updated on Oct 13, 2021 02:10:29

Our counselor has created a calendar and formed groups that he is meeting with regularly. He is focused on interventions with at risk students and has involved himself in several trainings to identify at risk students and participated in reporting some DHS cases independently. He regularly check's in with several students who struggle with behavior and he is building good rapport with several students.

Project 5.6.3

Aug 02, 2021 - May 31, 2023   Progress 0%

SY 22/23- Create opportunities for social emotional development of families.

Checklist (Equal Weighting) : 0/3
- Meet with counselor and brainstorm ideas/topics and what this may look like
- Send out a survey to parents to gauge interest in topics/ideas.
- Schedule time with families for SEL sessions

Plan Details
Engage in parent academy opportunities via ZOOM or in person on topics that affect families and students. Provide a meal for families and engage the counselor in providing workshops on topics such as stress relief, crisis intervention, promoting healthy habits, building resilience, working with difficult situations etc.

Updated on Oct 13, 2021 03:17:03

Counselor is working on building rapport with families and we will work on creating survey for families.

Action Plan 5.7   Progress 84%

During the 2022 school year and continuing into the 2023 school year, there will be consistent opportunities for staff to create strong relationships and build community again following separation and isolation during COVID 19. There will be a greater focus on create a fluid PBIS structure that engages students and families in positive support of student learning.

Associated Root Cause(s)
Culture and Climate - Build staff capacity for connection during formal and informal hours. Align the PBIS structure in a way that engages students and parents in supporting positive outcomes for learning.

Updated on Oct 13, 2021 02:41:54

Our schedule was crafted this year with consistent PLC's that are data driven and focused on students. There was also a mandatory collaboration time set for teacher to work with his/her teammate so that there is no subconscious isolation and connection on teams. We have had social events through our social committee such as catered lunches, Being BOOED and Ghosted and celebrating birthdays, but we would like to create more opportunities for staff social events after fall break.

Project 5.7.1

Aug 02, 2021 - May 31, 2023   Progress 67%

SY 22/23- Ensure consistent time in schedule for team planning and PLC's during formal work time and staff team building during social hours outside of school.

Checklist (Equal Weighting) : 2/3
- ~~Review schedule and ensure a team collaboration day is a set expectation~~
- ~~Schedule regular PLC's once a week~~
- Build in social time for staff once a quarter

Plan Details
Be diligent about staff workload and provide opportunities and resources for team connection. Provide choices for PLC's and time to connect and work with team during school day to maintain work life balance and reduce stress. Ensure that ESP and specialists are also provided time to connect and maybe time within the Zone with other specialists as well. Continue to provide meals, staff treats, and opportunities for team building outside of school for social connectedness and to maintain trust that is building.

Updated on Oct 13, 2021 02:12:41

We have crafted a schedule that allows for consistent PLC's and teams are meeting one day a week to collaborate and plan with a teammate. We are also creating opportunities for staff to spend some social time with families outside of the regular school day.

Project 5.7.2

Aug 02, 2021 - May 31, 2023   Progress 100%

SY 22/23- Engage in a digital PBIS system for building motivation and parent engagement in positive learning outcomes for students.

Checklist (Equal Weighting) : 4/5
- ~~Research PBIS Rewards program~~
- ~~Secure funding for program~~
- ~~Engage in training for PBIS Rewards for admin team~~
- ~~Onboard the program and provide overview and specific details for staff~~
- Consistently monitor and share information with families

Plan Details
Purchase the digital PBIS system and build rewards systems that can be independently monitored by students and families. Create celebrations aligned with awards and build in motivation for Lexia levels.

Resources
Title 1- $1,000 for digital PBIS subscription.

Updated on Oct 13, 2021 02:13:55

We have purchased PBIS Rewards this year and every teacher has posted a QR card outside of their classroom so that all staff are involved in awarding PBIS points to students. We are still engaged in monthly awards and prize cart which is motivating for students.

Updated on Oct 13, 2021 02:12:47

Status updated to "Completed"

Action Plan 5.8   Progress 13%

During the 2022 & 2023 school year, there will be parent engagement opportunities and a partnership with families to support student learning.

Associated Root Cause(s)

Parent & Family Engagement- Provide learning opportunities for parents and engage in partnership activities including after school clubs and activities.

Updated on Oct 13, 2021 02:44:44

> Our family engagement is improving and we have had greater success so far with our CLD families in particular. We are working on ideas for Parent Academies and will start those in the Spring semester. We had the greatest turnout we have ever had for parent teacher conferences and have had some excellent connections with families in a variety of settings including food bag distribution, car line, Skate City event, Science Night and our recent Book Fair.

Project 5.8.1

Aug 02, 2021 - May 31, 2023 | Progress 0%

SY 22/23- Provide Parent Academy opportunities for parents to engage in and expand their own learning/experiences.

Checklist (Equal Weighting) : 0/5

- Engage with PTA and survey parents about ideas for Parent Academy
- Schedule Parent Academy dates and times and align with topics
- Engage guest speakers for Parent Academy events
- Advertise events well through Blackboard and social media
- Follow up with family surveys to assess effectiveness

Plan Details

Engage in regularly scheduled parent activities and hold Parent Academy talks on a variety of topics/issues that are pertinent to families and parents.

Updated on Oct 13, 2021 03:17:40

We are working on building rapport and electing new officers for PTA. This will be something we will focus on for the fall.

Project 5.8.2

Aug 02, 2021 - May 31, 2023 | Progress 40%

SY 22/23- Engage families in events that build school and home connections to build and maintain partnership and trust.

Checklist (Equal Weighting) : 0/5
- Work with PTA and family surveys to assess interest in family events and the types of events that parents are interested in.
- Schedule dates for family events
- Advertise through Blackboard and social media
- Hold family events and bridge home/school connections
- Send feedback surveys to gauge effectiveness of events.

Plan Details
Hold family nights and events to engage families in school/ learning activities with their student to build home and school connections. These may include back to school night (opportunity to present and distribute Title I materials to inform families about Title I schools and status), science nights, cooking classes, movie nights, reading and math activity nights, young author events, holiday activities, Principal Coffee Chat and school sponsored events.

Resources
Title 1- $ 2,595.80 for family engagement events.

Updated on Oct 13, 2021 03:11:03

√Work with PTA and family surveys to assess interest in family events and the types of events that parents are interested in.

√Schedule dates for family events

√Advertise through Blackboard and social media

√Hold family events and bridge home/school connections

√Send feedback surveys to gauge effectiveness of events.

Updated on Oct 13, 2021 02:17:25

We have held a very successful science night for a back to school event. We provided a great meal for families and all staff attended. We are hosting our first Trunk or Treat Math is Sweet event close to Halloween. We will be providing some math activities for students combined with a Trunk & Treat offering with face painting and refreshments to allow families to participate in a Title 1 event coupled with some academic content and fun with FESoT staff.

Project 5.8.3

Apr 11, 2022 - May 31, 2023   Progress 0%

SY 22/23- Continue the school tradition of offering One Book, One School- a school wide reading experience to engage families with reading.

Checklist (Equal Weighting) : 0/12

- Decide on the family read book for the 2022 school year
- Create a planning committee for organizing the 2022 events around the theme.
- Secure funding in 2022 for books and purchase supplies for each family.
- Distribute materials and advertise the 2022 event via Blackboard and social media
- Hold a family event focused on the 2022 school read book
- Survey families to gain feedback for the 2023 school year.
- Decide on the family read book for the 2023 school year
- Create a planning committee for organizing the 2023 events around the theme.
- Secure funding in 2023 for books and purchase supplies for each family.
- Distribute materials and advertise the 2023 event via Blackboard and social media
- Hold a family event focused on the 2023 school read book
- Survey families to gain feedback for the 2024 school year.

Plan Details

Provide a school wide reading experience for students and families that culminates in a family movie evening to celebrate the school event. Supplies for this event may include books, refreshments, student and family activity supplies and student/staff shirts.

Resources

Title 1- $ 800.00 for One Book, One School family supplies.

Action Plan 5.9   Progress 46%

During the 2022 & 2023 school year, there will be opportunities for personalized student learning opportunities in alignment with the Empower Fz model and components.

Updated on Oct 13, 2021 02:54:55

We will send two extra staff to the Digital Convergence Conference so that there is a greater understanding and engagement with Empower FZ. The Dean of Students and Principal are giving observational feedback to help with understanding and are focusing on one specific facet at a time. In September and October, the focus was engaging environments and staff received targeted feedback after observations on what engagement in the classroom looked like. The staff are at different places and paces, but the instructional coach is providing targeted and intentional direction and coaching using the Modern Teacher fluency and literacy modules.

Project 5.9.1

Sep 01, 2021 - Apr 29, 2022 | Progress 25%

SY 22- Provide the opportunity for 2 extra teachers to attend the Digital Convergence Conference.

Checklist (Equal Weighting) : 0/4
- Secure funding for extra teachers to attend the conference
- Book the events and accommodations for each teacher
- Attend the conference
- Have the teachers that attend the conference and model schools share the insights and things they learned during staff PD.

Plan Details
Provide the opportunity for 2 extra teachers to attend the Digital Convergence Conference and observe Modern Teacher in practice and see successful schools. These teachers would then return to school and share their experiences and work with staff on how to effectively develop personalized opportunities for students in our school.

Resources
Title 1- $1,098 for salary & benefits (subs); Title 1- $2,558 for out of state conference and related expenses.

Updated on Oct 13, 2021 03:19:47

We need to work on bookings for two extra teachers.

Project 5.9.2

Aug 03, 2021 - May 31, 2023 | Progress 66%

SY 22/23- Continued development of student learning plans and ownership of learning using data notebooks.

Checklist (Equal Weighting) : 0/3
- Have teachers work with instructional coach to craft and plan personalized playlists and learning plans
- Ensure that data notebooks are in each classroom
- Ask students to share data notebooks during observations

Updated on Oct 13, 2021 03:11:23

√Ensure that data notebooks are in each classroom

Updated on Oct 13, 2021 02:51:08

A majority of students are proficient with learning plans and we have suggested that teachers focus on plans in one particular subject so that confidence is built and this can be then transferred with ease to other subjects. Data notebooks are used in K-5 and there is variety in how students track progress.

Updated on Oct 13, 2021 02:31:22

Status updated to "Completed"

Updated on Oct 13, 2021 02:18:50

Most students are engaging in the use of learning plans in the classroom and data notebooks are being widely used. There is good conversation around goal setting and progress towards mastery of standards.

Action Plan 5.10   Progress 81%

During the 2022 & 2023 school year, special student populations (Special Education, GT and CLD students) will be evaluated for growth in academic performance. These students will be provided differentiated learning opportunities and support in monitoring data to ensure consistent performance.

Associated Root Cause(s)

3) Performance Momentum- There needs to be improvement in academic performance in special populations including SLD, SSN and CLDE students. As a school, we need to continue to capitalize on performance momentum by maintaining intervention structure

Updated on Oct 13, 2021 02:59:24

Our new SSN teacher has made great strides in restructuring the program and identifying areas of improvement. There is a greater team cohesion and excellent direction in instructional practices ad adaptations for special populations. Progress monitoring tools and strategies have been strengthened and team collaboration has allowed the paraprofessionals to extend their own learning and be confident in their abilities. Both special education teachers, the GT teacher, the CLDE teacher and the interventionists are all receiving the same training as general education teachers in order to continue creating an inclusive environment for staff as well as students.

Project 5.10.1

Aug 02, 2021 - May 31, 2022   Progress 100%

SY 22- SSN staff will collaborate and work with teachers on modifying curriculum and extending learning opportunities for all students.

Checklist (Equal Weighting) : 0/3

- SSN teaching staff will review curriculum with classroom teachers and modify content for SSN students
- SSN teaching staff will extend classroom learning into individual student plans to incorporate IEP goals
- SSN teaching staff will consistently progress monitor student goals and adjust as needed when progress exceeds the goals

Plan Details

SSN staff will engage in more collaborative opportunities to work/co-teach with teachers to ensure students in SSN are integrated into the general education classroom as successfully as possible. Also to allow for coaching opportunities with general education teachers on how to help include students in SSN.

Post COVID it will be essential to have team cohesion and understanding about students' needs, goals, behaviors, supports.

Data will be collected on a progress monitoring sheet in tandem with a service log. The case manager is responsible for creating and updating the forms as needed, and both the paraprofessionals and the case manager are responsible for filling them out (primarily paras). Case manager frequently checks to ensure data is being tracked. Data is formally shared with parents at the end of every quarter about how their child is doing towards their academic goals in the progress report.

Updated on Oct 13, 2021 03:11:35

√SSN teaching staff will consistently progress monitor student goals and adjust as needed when progress exceeds the goals

Project 5.10.2

Aug 02, 2021 - May 31, 2023   Progress 100%

SY 22/23- Special Education teachers will participate in appropriate training in academic programs used with special education students and will ensure consistent growth in target areas for each student.

Checklist (Equal Weighting) : 2/3
- ~~Special Education staff will engage in professional learning for academic programming as needed and alongside general education teachers.~~
- ~~Special Education students will engage in academic programs similar to general education peers with modifications made by special education teacher~~
- Special education teachers will consistently progress monitor students according to appropriate IEP goals.

Plan Details

SLD teacher will ensure that behavior intervention training is sought out for paras and teacher.

SLD staff will train alongside general education staff in all appropriate program training so in class support is efficient and effective.

SLD students will show growth in all aspects of reading, writing and math in response to direct and explicit instruction from SLD teacher in SIPPS lessons, reading comprehension, writing conventions (particularly spelling and punctuation) and skill building lessons in math including number recognition, counting, regrouping, multiplication and division.

Data will be monitored and analyzed so that responsive interventions are effective.

Students will be supported in tracking data using data notebooks.

Updated on Oct 13, 2021 02:20:47

Special education teachers were trained in SIPPS interventions and have aligned their progress monitoring tools so that consistent, reliable and measurable progress is appropriately tracked for all special education students.

Project 5.10.3

Aug 02, 2021 - May 31, 2023 | Progress 100%

SY 22/23- CLD students will receive consistent in class support and there will be stronger collaboration on instructional strategies that best support CLD students.

Checklist (Equal Weighting) : 0/3
- Review calendar and schedule with CLD teacher
- Research PD for staff on engaging CLD students and practical strategies in the classroom
- Assist CLD teacher with gaining some opportunities for co-teaching

Plan Details
CLD teacher will ensure stronger in class support & strategies for students.

CLD students will show greater growth in reading, writing and math as a result of targeted strategies.

CLD teacher will collaborate with general education teachers to ensure that there is a common understanding of how to utilize effective strategies with CLD students.

Progress will be monitored through STAR and DIBELs and students will be supported in tracking his/her data in data notebooks.

CLD will monitor student progress and adapt strategies in response to deficits in Listening, Speaking, Reading and Writing.

Updated on Oct 13, 2021 02:23:38

Our CLD teacher has been supported by our family liaison and we are hiring a CLD paraprofessional so that the caseload is manageable and CLD students are receiving consistent support. We have scheduled some professional development with the CLD coordinator who will be presenting on the learner profile of a CLD student to align with the Empower FZ learner profile ideas and to assist teachers in utilizing strategies that will support CLD students in learning.

Project 5.10.4

Aug 02, 2021 - May 31, 2023 | Progress 25%

SY 22/23- Students that are gifted and talented will continue with strong academic growth. There will be opportunities to present learning in a variety of ways and to engage in learning that is of high personal interest.

Checklist (Equal Weighting) : 0/4
- Meet with GT Teacher and discuss learning plans for students
- Ensure that counselor is part of meeting GT student affective needs goals
- Attend the earning events hosted by GT students to preview the alternative methods of learning
- Review resources and provide access to high interest resources

Plan Details
The GT teacher will strive to find ways to ensure that GT students achieve a years worth of growth rather than just maintain on grade status.

The GT teacher will strive to identify students in underrepresented populations (CLD, SLD, twice exceptional etc).

The GT Teacher will maintain and track data through local systems and support students in using data notebooks.

the GT teacher will continue to create and modify rubrics that support students in tracking progress and goal setting and this is used for parent and teacher communication.

The GT teacher will strive to ensure that students take ownership and participate in establishing and maintaining affective goals in collaboration with the school counselor.

Updated on Oct 13, 2021 03:12:01

√Ensure that counselor is part of meeting GT student affective needs goals

Updated on Oct 13, 2021 02:26:03

GT students are engaging in personal projects that are individual and based on student interests and wonderings.

Action Plan 5.11 | Progress 100%

During the 2022 & 2023 school year, the "of technology" of our school name brand will be redefined to include updated and interactive resources for students and staff.

Associated Root Cause(s)
Technology- The name of our school needs to be re-branded to define "of technology."

Updated on Oct 13, 2021 03:04:59

We are working on defining the "of technology" in our school name and are identifying ways that will help set us apart. We are setting aside funding for an interactive system for our gym to incorporate a variety of methods for team building and developing strong and healthy students. We are also working on a replenishment plan to replace outdated equipment with more cutting edge and updated technological components so that students can engage in learning in a variety of ways using modern technological tools.

Project 5.11.1

Aug 02, 2021 - May 31, 2023   Progress 100%

SY 22/23- Design a replenishment plan for replacing outdated technology and replacing with interactive and cutting edge components.

Checklist (Equal Weighting) : 0/4
- Work with tech teacher to identify needs for upcoming year
- Research funding opportunities for tech resources
- Seek quotes for updated equipment and craft 5 year plan for replenishment
- Meet with vendors and seek out ideas for cutting edge technological tools to advance access for students

Plan Details
Work on a replenishment plan with the technology coach to sustain current and future use of integrated technological devices and resources. Consider iPads, Smartboards, Projectors and Apple TV's for replacing with interactive panels and provide tech training.

Updated on Oct 13, 2021 03:12:17

√Work with tech teacher to identify needs for upcoming year

√Research funding opportunities for tech resources

√Seek quotes for updated equipment and craft 5 year plan for replenishment

√Meet with vendors and seek out ideas for cutting edge technological tools to advance access for students

Updated on Oct 13, 2021 02:30:44

We have created and secured funding that has helped us replenish all grades with updated iPads for the next few years and have a plan to replenish each year that devices become outdated. We have also applied to use ESSER funds to purchase an interactive system for our gym that will allow all students to participate in activities for building strength, stamina, agility, team building capacity, mindfulness and meditation. There are also interactive opportunities for math and reading and this tool will be open for use by all staff. We are also purchasing some interactive mobile panels that will replace outdated TV's and smartboards so that students have cutting edge abilities in interactive activities.