

Holz Elementary School Strategic Plan

COUNTY: KANAWHA

DATE PUB: 09/27/2016

ACCOUNTABILITY DESIGNATION: FOCUS

SECTION I - MISSION STATEMENT - What are your beliefs about learning? What is your mission?

CORE BELIEFS:

1. We must put children first. 2. The purpose of school must be teaching and learning. 3. All students can learn when supported by the best teaching strategies with flexible learning time and frequent monitoring. 4. Strong, shared leadership and quality teaching are essential. 5. All students must be held to high standards of achievement. 6. All students must demonstrate good citizenship and positive character traits. 7. Diversity must be welcomed, respected, and celebrated. 8. School personnel, families, and the community must be partners in the learning process. 9. Children must be healthy to benefit from education and educated to be healthy. 10. Our school environment must be safe and caring.

MISSION STATEMENT:

By working together in an atmosphere of acceptance and safety, Holz staff, families, and community members will provide a high quality education that develops lifelong learners who value themselves and others, contribute to their community, and succeed in a changing world.

SECTION II - GOALS - What are your goals? What evidence will you use to determine success?

GOALS:

Goal1. INCREASE Student and Staff Engagement as measured by the Gallup Survey on the Culture of Recognition of good work and citizenship and student Hope.

Goal2. IMPROVE the achievement of lower performing students in grades K-5 in essential mathematics content standards as measured by a 5% decrease in the percentage of students scoring in the non-proficient categories of SMI and Everyday Math benchmarks at beginning of year and end of year assessments. BOY SMI data for grades 2-5 indicates that 48% (64/133) scored in the Below Basic or Basic levels.

Goal3. IMPROVE the achievement of lower performing students in essential reading language arts content standards as measured by a 5% decrease annually on Dibels in grades K-2 and by 10% annually as measured by Achieve 3000 in grades 3-5, beginning of year and end of year data. BOY Dibels data show that 18% of K-3 students (25/139) scored in the intensive and strategic levels. BOY Achieve 3000 data shows that 58% of students in grades 3-5 (77/133) scored in the Far Below or Approaching categories.

MEASUREMENT EVIDENCE (ME):

ME1. Gallup Survey results will improve for student and staff engagement by 5% for Student Hope and Recognition and for Staff Recognition categories.

ME2. EOY SMI data and Everyday Math benchmark assessments will indicate progress.

ME3. EOY Dibels and Achieve 3000 data will indicate progress.

NOTE: Red background for goal indicates no action items recorded for that goal.

SECTION IIIA - ACTION PLAN - What will you do to accomplish your goals?

ACTION PLAN:

Goal 1: INCREASE Student and Staff Engagement as measured by the Gallup Survey on the Culture of Recognition of good work and citizenship and student Hope.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Students write classroom Honey Grams and place in Honey Pots with Student compliments which are read over intercom during morning announcements, then placed on Character Board in hallway.	August - May	teachers, students, counselor	general fund	honey grams posted and announced monthly
2. Post Staff Thank Yous and photos on bee hive at staff room.	Aug - May	staff members	general fund	review bee hive and compliments

3. Provide AR incentives and awards, Class Dojo program with recognition, and Wise Quotes with morning announcements and classroom discussion. Provide "Caught Being Good" slips for award and announce over intercom.	Aug - May	staff members, AR and discipline committees	book fairs, supply funds, general fund	bulletin board posting and quarterly publications and award activities
4. Provide opportunities for parents to experience their children's school day. Schedule "Bring Your Parents To School" Day or "Be A Kid Again" Day, Education Week, book fairs, and family nights.	Aug - May	teachers	supply funds	invitations, office sign in log
5. Conduct student-led and regular parent conferences in both communities to promote parent participation. Schedule community center or church.	October	staff and local church or community center	general fund	conference sign in logs
6. Holz staff will build adult-student relationships of support through tutoring, showing interest, providing access to scholarships, field trips, clothing vouchers, back pack snack program, grab and go breakfast, family nights, Mountain Mission food drive, etc.	Aug. - May	staff and parents	donations, supply funds, social worker vouchers	records of aide provided, lesson plans, observation
7. Post certificates for achievement, attendance, Caught Being Good etc.. on public bulletin board and announce during daily announcements. Distribute lists for each award to staff and home each nine weeks.	August - May	principal, teachers, counselor	general fund	review certificates and lists
8. Implement Student Council program with student elections for leadership development.	September - May	counselor, student representatives	general funds	meeting minutes
9. Implement Kangaroo club in pe, running club, chess club, Lego robotics club, healthy snack program, walk to school, hiking trail challenge, COSI on Wheels, field trips, and Outdoor Classroom experiences.	September - May	students, teachers, wellness com., parent v	donations, general fund	progress logs and bulletin board notifications
10. Ipads are in place (1:4), students, with teacher guidance, will collaboratively participate in creating a technology-based project or product. Bring your own device initiative in place.	August - May	teachers, students	na	student products, lesson plans
11. Following appropriate professional development, teachers will utilize ipads provided by KCS to implement technology integration lessons with K-5 students.	August - May	KCS, teachers, Apple	KCS	lesson plans, observations, student products

Goal 2: IMPROVE the achievement of lower performing students in grades K-5 in essential mathematics content standards as measured by a 5% decrease in the percentage of students scoring in the non-proficient categories of SMI and Everyday Math benchmarks at beginning of year and end of year assessments. BOY SMI data for grades 2-5 indicates that 48% (64/133) scored in the Below Basic or Basic levels.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Administer baseline assessments and use boy, moy, eoy data on SMI (2-5) and Everyday Math Performance Proficiency Assessments (K-1) to identify students for skill interventions.	Aug. - May	teachers, interventionists, aides	na	trend data

2. Provide flexible small group and/or individual student interventions in math centers and intervention sessions based on student need as indicated by formative and summative assessments.	Sept - May	teachers, interventionists, aides	na	lesson plans, observation
3. Use Strebe cooperative learning strategies, learning styles approaches, cooperative learning groups or partners, and teacher collaboration to increase student engagement and student collaboration.	Sept - May	teachers, interventionists, aides	na	lesson plans, assessment data, observation
4. Conduct morning math practice in the library with one grade level each morning and opening math messages in classrooms to develop fluency.	Aug. - May	teachers, patrols	general fund	participation, observation
5. Implement PLCs: K-1, 2-3, 4-5 with support staff monthly before school and/or on early dismissal days to analyze data and plan interventions for SPL collaboratively.	Aug. - May	staff, principal	supply funds	sign in sheets, online entries
6. Conduct collaborative monitoring meetings quarterly with support staff and interventionists to review and plan interventions.	Sept. - April	staff, principal	staff development substitutes	sign in sheets
7. Implement Sumdog and 20/20 Learning technology initiative, ST Math school wide and other online programs to enhance skills of all students.	Sept. - May	teachers, aides, technology teacher, tutoring dir.	grant, PTA, ISF tech funds for licenses	student records, lesson plans
8. Offer free After School Tutoring Program for target students, hire director, recruit volunteer tutors, and seek transportation.	Aug. - May	staff, principal, director, volunteers	grant, PTA, bus garage	attendance records, invitations, volunteer tutors
9. Conduct SAT meetings to establish and review interventions for at risk students and involve parents.	Aug. - Sept.	staff, parents	supply funds	records

Goal 3: IMPROVE the achievement of lower performing students in essential reading language arts content standards as measured by a 5% decrease annually on Dibels in grades K-2 and by 10% annually as measured by Achieve 3000 in grades 3-5, beginning of year and end of year data. BOY Dibels data show that 18% of K-3 students (25/139) scored in the intensive and strategic levels. BOY Achieve 3000 data shows that 58% of students in grades 3-5 (77/133) scored in the Far Below or Approaching categories.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Administer baseline assessments: Dibels, Achieve 3000, Star Reading. Use boy, moy, and eoy assessment data to determine student skill needs for planning interventions and flexible grouping.	Sept. - April	teachers	na	data
2. Provide interventions based on student needs determined by formative and formal assessments in flexible small groups and with individual students, through guided reading centers and flexible tier 2 groups.	Aug. - April	teachers, aides, interventionists	na	lesson plans, observations
3. Increase student engagement and accountability by implementing Strebe strategies for learner accountability, learning styles approaches, teacher collaboration, and cooperative learning groups or partners.	Aug - May	teachers, aides, interventionists	supply funds	lesson plans, observations

4. Increase student engagement and accountability through use of document-based questions and project-based learning experiences with technology integration such as ipads.	Aug. - May	teachers, aides	supply funds	lesson plans, observations
5. Implement PLC collaboration, K-1, 2-3, 4-5 with support staff to analyze data and plan interventions monthly before school or on early dismissal days.	Sept. - April	teachers, principal	supply funds	online entries, sign in sheets
6. Conduct quarterly collaborative monitoring meetings to ensure all target students are receiving interventions needed.	Sept. - April	staff, principal	professional development substitutes	sign in sheets, intervention sheets, grades, assessments
7. Conduct regular SAT meetings to address student needs, involve parents, and plan interventions.	Aug. - May	staff, principal	na	SAT records
8. Implement Achieve 3000 recognition program to increase use to 2 times per week and 75% mastery to enhance comprehension skills.	Aug. - May	staff	PTA, supply funds	schedules, student records of completion
9. Increase use of Accelerated Reader Program through recognition programs to increase student motivation to read and comprehend.	Aug. - May	librarian, teachers, parents	library, PTA	participation, books read, tests taken records, regular goals met
10. Offer free After School Tutoring Program for at risk students and provide transportation home.	Aug. - May	staff, principal, director	grant, PTA, bus garage	participation logs, volunteer tutors
11. Increase student writing skills through use of technology instruction in Word and keyboarding to support writing process lessons	August - May	teachers, computer specialist	school	lesson plans, student products

SECTION IIIB - PROFESSIONAL DEVELOPMENT NEEDS - What skills or knowledge are needed to accomplish your goals?

PROFESSIONAL DEVELOPMENT:

What skills enhancements/developments needs to occur to accomplish your goals? (Professional Development should be aligned with your beliefs, your mission, the self-study analysis, goals, action plan and any other local/state/federal compliance considerations).

Professional Development

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Achieve 3000 training and modeling	September - January	classroom teachers	Face to Face	school, Achieve 3000, KCS
Learn 20/20 Apple training on ipads and Mac Book integration for student engagement in ELA, mathematics, social studies, and science lessons and projects	August - March	all teachers	Face to Face	school, Apple consultants, KCS
PLC data analysis and sharing best practices	August - May	teachers, PLC facilitators	Face to Face	school
Common Core Collaboration and Planning for ELA Journeys Program	August - June	teachers	Face to Face	school
Monitoring Student Achievement and Planning Interventions	September - June	teachers, support staff	Face to Face	school

Student-Led and Parent Conferences	October and February	teachers, students, parents	Face to Face	RESA, KCS
Technology Integration: Word, Photo Story 3, Power Point, Excel, Keyboarding and other programs (creating products and presentations)	September - May	teachers, computer specialist, technology teacher	Face to Face	school, PTA contract position, KCS
Math and Reading demonstrations and co-teaching	September - April	teachers, interventionists	Face to Face	school
Leadership Teams and School Improvement Teams monitor and implement strategic plan action steps, share best practices, develop and monitor SMART goals, plan interventions, analyze data and plan	Aug. - June	teachers	Face to Face	school, RESA
Mathematical Mindset By Jo Boaler Book Study	October-November	classroom teachers	On-line Study	school
ST Math Training and modeling	August- June	classroom teacher	Face to Face On-line Study	KCS
Smarty Ants Training	October-June	K-2 Classroom teachers	Face to Face	KCS