

SPRING CREEK ELEMENTARY

Goals at a Glance FY20

Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts	<p>DIBELS: Increase the percentage of students proficiency in K-6 reaching benchmark or above benchmark from DIBELS BOY to EOY by 9%.</p> <p>Increase the percentage of students K-6 reaching typical, above typical or well above typical progress by 7% based on DIBELS MOY to EOY scores.</p>	<ul style="list-style-type: none"> • Important Weekly Scheduling Dates and Master Schedule will be followed by all staff. • PD for teachers and paras on intervention programs and assessment administration. • Set progress monitoring expectations. • Hold data review meetings with teachers every 5-6 weeks. • Provide tiered instruction to students daily based on individual needs. • ELs will have access to ESL tiered instruction as well as all the other tiered instruction time. • FORI/QtA – Professional Development
Mathematics	<p>Increase by 35 percentage points students scoring in the green from BOY to EOY on the iReady Math diagnostic test.</p>	<ul style="list-style-type: none"> • Provide adequate time for teachers to review iReady Math data and create intervention groups. • Teachers follow master schedule for tiered math time • Teachers will use the District provided Tier 1 math program (Go Math).
PBIS	<p>Increase the percentage of students that are able to state which LEARN tool they used and how it helped them by 25% from BOY to EOY.</p> <p>L- Learn from mistakes E- Everyone contributes A- Ask questions, Accept challenges R- Reflect and Respond to Feedback N- Never Give Up</p>	<ul style="list-style-type: none"> • Behavior Interventionists will pull names randomly and interview these students about the L.E.A.R.N. tools. Example of questions are: What learn tools did you use today? How did it help you move your learning forward? • Poster Cue will be used for LEARN tool reminder • Use a simple Grade Level Rubric to track student responses
Diversity & Equity	<p>Each grade level, PreK-6th, will hold at least one parent activity during the school year that addresses all of the following: programs used for either literacy and/or math, information on Reading Promises Continuum, a brief academic report to indicate if the</p>	<p>Edits to the planning guide that need to be made:</p> <ul style="list-style-type: none"> • How will parents who don't attend get the information that they missed? (Including

	<p>student is on level or if there are concerns, resources (including EL) for parents to provide support to their child at home, and translation services</p>	<p>resources handed out)</p> <ul style="list-style-type: none"> Name a specific EL strategy that parents can use to help their child and how you will teach them this strategy at the activity.
<p>English Learners</p>	<p>41% of ELs will show (adequate .4) growth on their WIDA ACCESS score ELs with a 2018-19 WIDA ACCESS Score of 4.5 or above will score a 5 or higher on their 2019-20 WIDA ACCESS.</p>	<ul style="list-style-type: none"> Monthly Professional Development for faculty and/or instructional assistants Data meetings with grade level teachers will be held every 5-6 weeks to review data and to determine the best service options for EL students. Language acquisition team will develop a process for teachers to use to determine progress across the Can Do Indicators. Updated data on currently enrolled EL students provided to teachers at least monthly, and as new students move in. Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels. Teachers and instructional assistants will provide tiered instruction to meet the needs of all of our EL population who are WIDA level 1-5. We will use a combination of an in class and pull out program to serve our students based on need. FORI/QtA -- Professional Development
<p>Parent Engagement</p>	<p>Each grade level, preschool-6th grade, will hold at least one parent activity during the school year that addresses all of the following: programs used for either literacy and/or math, information on Reading Promises Continuum, a brief academic report to indicate if the student in on level or if there are concerns, resources given to parents and teachers teach parents skills related to the continuum (including EL resources) so parents can provide support to their child at home, and translation as needed.</p>	<ul style="list-style-type: none"> Hold meeting with teachers to explain guidelines and expectations of parent activities. Clarify new criteria. Grade level teams decide how they want to report progress. It could be an academic report from a literacy or math program, or a check off list with any areas of concern. Give teachers a deadline to schedule the activities. Teachers will follow the process of filling out the planning guide for purchasing supplies needed. Teachers will be asked to give EL specific resources/activities that parents can use at home. Provide support to grade levels as needed for planning, purchasing, and any organizational factors.

		<ul style="list-style-type: none"> Surveys will be provided for a random sampling for parent feedback.
School Selected Goals		
Teacher Clarity	Increase the percentage of students that can state how they know if they met the learning target from 56% to 70%.	<ul style="list-style-type: none"> Share the goal with faculty. Review data from the Teacher Clarity leadership and teacher observations. Teams work on grade level plans to address this goal. Create a guiding questions document to help teams develop a plan. Decide how to collect this data this year.. Collect Data three times. Beg, Mid, End
Feedback	<p>Goal 1: Teachers will participate in monthly TLCs to improve implementation of formative assessment and feedback and literacy instructional strategies. A system of accountability will be implemented with the TLCs.</p> <p>Goal 2: Grade level teams will reflect with each other about take-aways from TLC (a PLC/TLC minute). The IIT member will report a number for how many on the grade level team reflected with their team. Example 2 of 3 shared a reflection with our grade level team.</p> <p>Goal 3: Personal Reflection- How did TLC work/goals affect my instructional practices? How did my TLC work/goals impact learning outcomes for my students?</p>	<ul style="list-style-type: none"> Review agenda for TLCs using Dylan Williams model. Share TLC teams Train IIT to be TLC Leaders Create menu for new learning portion of the TLC. Create Surveys to determine effectiveness of TLCs Train Behavior Support Team and Language acquisition team to participate in TLCs by emphasizing behavior strategies and language strategies in their TLC meetings or training someone else on the team to do this. Determine how to have IIT members report on Team TLC sharing.
Repeated Reading	Teachers will participate in FORI/QtA Training from the UURC.	<ul style="list-style-type: none"> UURC Professional Development. Assign PD Coordinator Schedule Coaching Observations Provide teacher support for implementation
Instructional Leadership Goal 1	Teachers will participate in specific goal setting for the reading and writing priorities or math essentials for their at-risk (performing below grade level and not making typical growth) students during each data review cycle.	<ul style="list-style-type: none"> Create an academic at risk list of students that are below proficient and not making progress and students not making at least one year's growth. Start with this group. Determine areas for goals -- i.e. P.A. Skills, PH Skills, Sight Words, WCPM/Grade Level,

		<p>Wonders Assessments, iReady standards Assessment</p> <ul style="list-style-type: none"> • Create a Schedule for Principal Meeting with Grade Level and SpEd teams for Goals Setting and Review Meetings
Instructional Leadership Goal 2	Teachers will use a uniform lesson planning template that is aligned to the UT Teaching Standards for formal observations.	<ul style="list-style-type: none"> • Additions to the Lesson Plan and Feedback on the use of the lesson plan will be provided at the August Training. • Specific Feedback on the use of the lesson planning template will be provided during observation pre-conferences and debrief meetings.
Instructional Leadership Goal 3	Principal will conduct instructional rounds a minimum of 4 times in each teacher's classroom during the year.	<ul style="list-style-type: none"> • An abbreviated aligned form to use during instructional rounds needs to be created to provide feedback on day to day practice. This form should include the major look fors the principal will look for when visiting classrooms. • Develop a schedule and routine for instructional rounds • Report to the Leadership Team how many instructional rounds happened each week. Also share celebrations and need for support

*Purple font indicates English Learner goals.

*For a detailed breakdown of the schools goals, please see Title I Coordinator.