

Avery Elementary 2019-20 School Improvement Plan

Goal 1: Communicate High Expectations for Each Student to Remove & Reduce Disparities

Staff Role	Admin Role	Measure of Success
<p>Use data to identify students who historically have different expectations and the various ways in which these students have been treated differently</p> <p>Use methods to ensure each student is held responsible for participation in classroom activities (e.g. Cold Calling, No Opt Out, Everybody Writes, Wait Time, Think/Pair/Share, etc.)</p> <p>Probe each student to provide evidence of their conclusions</p> <p>Asks complex questions of each student</p> <p>Prohibit negative or sarcastic comments about any student</p>	<p>Relationship building strategies (modeling & PD)</p> <p>Conduct classroom and building walk-throughs w/ look fors aligned to social interactions</p> <p>Establish & Maintain an accepting and inclusive culture</p>	<p>1. Artifacts</p> <ul style="list-style-type: none"> a.) CFAs(Exit Slips) b.) NWEA show growth/gains within the students of color c.) iObservations d.) Student surveys & work samples <p>2. Student Behaviors</p> <p>Responding to difficult questions</p> <p>Taking risks by offering incorrect or alternative answers</p> <p>Participating in classroom activities and discussions</p> <p>Modeling teacher behaviors that show care and respect for each classmate</p>

Goal 2: Use Formative Assessments to Track Progress

Staff Role	Admin Role	Measure of Success
<p>Help students track their individual progress toward the learning target</p> <p>Ask students to provide evidence of their progress toward the learning target</p> <p>Use formative assessments that reflect <u>awareness of cultural differences</u> represented in the classroom</p> <p>Facilitate tracking of student progress on one or more learning targets</p> <p>Conference 1 on 1 with students about their progress</p> <p>Include culturally relevant themes, topics, and ideas in assessments</p>	<p>Cultural Sensitivity PD (ongoing; informal and formal)</p> <p>Conferring regularly w/Ss</p> <p>Weekly Data Aggregation/Disaggregation in CLTs</p>	<p>1. Artifacts</p> <ul style="list-style-type: none"> a.) NWEA b.) CFAs (Exit Slips) c.) Pre/Post Test d.) Conference Notes e.) Assessment Samples <p>2. Students Behaviors</p> <p>Tracking individual progress toward learning target</p> <p>Explaining progress toward learning target</p> <p>Leading conferences to discuss current progress toward goal</p> <p>Collecting artifacts to support progress towards goals (portfolio, Seesaw, etc.)</p>

Goal 3: Establish and Maintain Effective Relationships in a Student-Centered Classroom

Staff Role	Admin Role	Measure of Success
<p>Encourage students to share their thinking and perspectives</p> <p>Seek student input regarding classroom activities and culture</p> <p>Build student interests into lessons</p> <p>Engage in conversations with students about events in their lives outside of school</p> <p>Foster community by acknowledging and respecting the diversity of each student</p> <p>Discuss equity and the individual needs of students</p>	<p>Celebrate students' individual diversity, uniqueness, and cultural traditions</p> <p>Interact w/ ALL students</p> <p>Discuss with students about topics in which they are interested</p> <p>Establish a culture of team building and 'Ubuntu'</p> <p>Evaluate individual staff during collaborative meetings (CLTs) and classroom walk throughs utilizing iObservation</p> <p>Ongoing Cultural Sensitivity PD (informal/formal)</p>	<p>1. Artifacts</p> <ul style="list-style-type: none"> a.) iObservation data and feedback show that teachers relate content-specific knowledge to personal aspects of students' lives b.) student surveys to determine the interests and understanding of diverse backgrounds c.) parent surveys to determine if the staff are respectful and responsive to the diverse needs of each student <p>2. Students Behaviors:</p> <p>Sharing their perspectives and thinking</p> <p>Contributing to a positive classroom community through peer interactions</p> <p>Demonstrating verbal & nonverbal behaviors that indicate they feel accepted by their teacher/principal</p>