

## KUA School Improvement Goals May 2022

### School Improvement Goal #1

Increase opportunities for authentic family engagement and partnership in student learning.

- Spring 2023 survey will indicate the majority of parents feel they are partners in their student's learning.
- We will increase family participation at conferences and school events.

#### Theory of Action

If we establish the practice of meaningful instructional communication and engagement, **THEN** teachers will be able to develop authentic relationships with families as equal partners in their child's learning, **AND** students and families will actively engage and student learning will increase.

#### Support Data

- Building School/Parent Capacity Activities
  - Teacher to parent communication logs
  - Administration to parent communication log
  - Math Night
  - Literacy Night
- Parent involvement/participation sign-in sheets
  - Volunteer
  - Understanding State Testing
  - Math and Reading Nights Attendance
- Percentage of Parents on the "Remind App"
- Parent volunteer signup for school events via Google Forms
- 3x a Year Parent/Family Survey

#### ORIS Needs Assessment Data

##### **1.2 Using Data to Prioritize and Plan**

Priorities and improvement plans are collaboratively developed and based on student needs, as evidenced by multiple data sources.

*Score: 1-Installing*

##### **1.3 Routines & Structures**

Effective routines and structures are installed, supported, and monitored to ensure the focus remains on ALL students' needs and outcomes, especially for historically and currently marginalized youth, students, and families, including civil rights protected classes.

*Score: 1-Installing*

##### **3.1 Inclusiveness, Recruitment, & Participation**

Multiple pathways and feedback loops promote genuine partnerships among all stakeholder groups.

	<p><i>Score: 1-Installing</i></p> <p><b>3.2 Communication Systems to Gather &amp; Share Information</b>  Communication systems are effective, transparent, and multifaceted to ensure ongoing two-way communication.  <i>Score: 1-Installing</i></p>	
<b>Improvement Strategies</b>	<b>Person Responsible</b>	<b>Due Date</b>
<ul style="list-style-type: none"> <li>Communication of expectations and training provided to teachers in the area family engagement</li> </ul>	Ericka Beck-Brattin, Jani Hale	July 2022
<ul style="list-style-type: none"> <li>School survey results and action steps associated with data from surveys will be included in the school newsletter.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Jani Hale	Fall, Winter, Spring
<ul style="list-style-type: none"> <li>Each grade level team will craft weekly communication to share with families regarding current units of study and skills and standard focus.</li> </ul>	All KUA White City Teachers	Ongoing
<ul style="list-style-type: none"> <li>School-level instructional priorities, school-wide performance data, school improvement goals, and goal progress data will be shared on a quarterly basis with School</li> </ul>	<a href="#">Ericka Beck-Brattin</a>	Quarterly basis

Board and Site Council.		
<ul style="list-style-type: none"> <li>● Provide material and training to help parents work with their children to improve their achievement (e.g. “Family Reading Night”, “STEAM Night”)</li> </ul>	Ericka Beck-Brattin, RoseMarie Montan	Fall 2022, Spring 2023
<ul style="list-style-type: none"> <li>● School monthly newsletter will include information regarding school level instructional priorities, school-wide performance data, school improvement goals, and goal progress data.</li> </ul>	Ericka Beck-Brattin, Jani Hale	Monthly

**School Improvement Goal #2**

During the 2022-2023 school year all students will show growth in reading and math by implementing a Multi-tiered System of Support.

- 1st through 2nd grades will increase the number of students at grade level in reading and math, from intensive to strategic as measured by iReady by 10% from Fall to Spring.
- 1st through 2nd grades will increase the number of students, in reading and math, from strategic to grade level or above as measured by iReady by 10% from Fall to Spring.

- 100% of students will meet or exceed their growth goal measured by iReady from Fall to Spring.
- Kindergarten will increase the number of students, in reading and math, from intensive to strategic as measured by the Kindergarten Assessment, by 10% from Fall to Spring.
- Kindergarten will increase the number of students, in reading and math, from strategic to grade level or above as measured by the Kindergarten Assessment, by 10% from Fall to Spring.
- 100% of Kindergarten students will make gains in reading and math, measured by the Kindergarten Assessment, from Fall to Spring.

<p><b>Theory of Action</b>  <b>IF</b> we provide effective mentoring, instructional coaching, and data-driven professional learning support for all instructional staff, <b>THEN</b> teachers and educational assistants will implement instructional strategies learned with fidelity  <b>AND</b> students will experience academic success.</p>	<p><b>Support Data</b>  1st-2nd grade iReady diagnostic results (math and reading) are used to determine growth from Fall to Spring.</p> <p>Kindergarten classroom assessments (math and reading) are used to determine growth from Fall to Spring. Students are assessed four times per year to determine growth.</p> <p><b><u>ORIS Needs Assessment Data</u></b></p> <p><b>2.2 Professional Learning</b>  Effective professional learning offerings are informed by trends in student outcomes and professional goals.  <i>Score: 1-Installing</i></p> <p><b>2.3 Evaluation Process</b>  The evaluation process includes multiple sources of evidence and ensures each individual receives the support needed to be successful in their position.  <i>Score: 1-Installing</i></p> <p><b>4.2 Materials &amp; Practices to Inform Instruction</b>  Effective instructional practices attend to the essential knowledge and skills expected for ALL students, and especially for historically and currently marginalized youth, students, and families, including civil rights protected classes.  <i>Score: 1-Installing</i></p>	
<p><b>Improvement Strategies</b></p>	<p><b>Person Responsible</b></p>	<p><b>Due Date</b></p>

<ul style="list-style-type: none"> <li>The Coaching Team will work with each grade level team to establish goals related to the evidence-based, best practice instructional strategies outlined in the Language Acquisition and Explicit and Instruction Classroom Walk-through Checklist.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	Fall 2022
<ul style="list-style-type: none"> <li>The Coaching Team will provide team and individual coaching to support achieving established goals.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	Ongoing
<ul style="list-style-type: none"> <li>The Coaching Team will use the Language Acquisition and Explicit and Instruction Classroom Walk-through Checklist to gather data to inform coaching support needs.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	Monthly Focus Walks
<ul style="list-style-type: none"> <li>The Coaching Team and grade level teachers will use the Language Acquisition and Explicit and Instruction Classroom Walk-through Checklist data to inform goal setting next steps.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	Quarterly Basis

<ul style="list-style-type: none"> <li>The Coaching Team will support grade level teams in connecting and extending learning from professional development offerings.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	Quarterly Basis
<ul style="list-style-type: none"> <li>The coaching team will meet regularly to discuss data and plan subsequent learning supports and professional development needs.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	3 times a year
<ul style="list-style-type: none"> <li>Grade level teams will participate in weekly PLC's to share student work and analyze learning and adjust instructional strategies.</li> </ul>	Beto Vargas, Ericka Beck-Brattin and Jani Hale	Weekly
<ul style="list-style-type: none"> <li>Teachers will participate in a K-2 Vertical Team meeting every 6 weeks to build a common language, teacher capacity, and collaborative practice.</li> </ul>		Every 6 weeks
<ul style="list-style-type: none"> <li>A Teacher Evaluation Handbook will be created to support systematic instructional improvement.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	

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**School Improvement Goal #3**

All students will show growth in reading and math during the 2022-2023 school year. This will be accomplished through:

- 1st through 2nd grades will increase the number of students at grade level in reading and math, from intensive to strategic as measured by iReady by 10% from Fall to Spring.
- 1st through 2nd grades will increase the number of students, in reading and math, from strategic to at grade level or above as measured by iReady by 10% from Fall to Spring.
- 100% of students will meet or exceed their growth goal measured by iReady from Fall to Spring.
- Kindergarten will increase the number of students, in reading and math, from intensive to strategic as measured by the Kindergarten Assessment, by 10% from Fall to Spring.
- Kindergarten will increase the number of students, in reading and math, from strategic to at grade level or above as measured by the Kindergarten Assessment, by 10% from Fall to Spring.
- 100% of Kindergarten students will make gains in reading and math, measured by the Kindergarten Assessment, from Fall to Spring.

**Theory of Action**

**IF** we provide resources and effective professional learning supports aligned to data-driven multi-tiered system of support in ELA and math, **THEN** teachers will implement effective ELA and math instruction using a variety of aligned resources, **AND** students will meet their ELA and math growth targets.

**Support Data**

1st through 2nd-grade iReady diagnostic results (math and reading) are used to determine growth from Fall to Spring.

Kindergarten classroom assessments (math and reading) are used to determine growth from Fall to Spring. Students are assessed four times per year to determine growth.

**ORIS Needs Assessment Data**

**1.2 Using Data to Prioritize & Plan**

Priorities and improvement plans are collaboratively developed and based on student needs, as evidenced by multiple data sources.

*Score: 1-Installing*

	<p><b>1.3 Routines &amp; Structures</b>  Effective routines and structures are installed, supported, and monitored to ensure the focus remains on ALL students' needs and outcomes, especially for historically, and currently marginalized youth, students, and families, including civil rights protected classes.  <i>Score: 1-Installing</i></p> <p><b>4.3 Cultivate Academic Success</b>  Student attributes and beliefs are cultivated to instill a sense of personal growth and responsibility.  <i>Score: 1-Installing</i></p> <p><b>4.4 Data-Informed Decision Making</b>  Educators routinely review multiple sources of data to determine effectiveness, improve learning outcomes, and make data-based decisions.  <i>Score: 1-Installing</i></p>	
<b>Improvement Strategies</b>	<b>Person Responsible</b>	<b>Due Date</b>
<ul style="list-style-type: none"> <li>● Language Acquisition and Explicit and Instruction Classroom Walk-through Checklist data will be used to inform and adjust Professional Development offerings.</li> </ul>	All Staff Ongoing	
<ul style="list-style-type: none"> <li>● Student outcome data in reading and math will be used to inform and adjust Professional Development offerings.</li> </ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	



<ul style="list-style-type: none"><li>Resources and strategies shared during professional learning sessions will be followed up with coaching support from the coaching team.</li></ul>	<a href="#">Ericka Beck-Brattin</a> , Sunshine Price, RoseMarie Montan, Beto Vargas, Jani Hale, <a href="#">Gabrielle Kelly</a>	
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## School Plan

### Self-Monitoring Routines

Please describe the school plan to install quarterly plan-review/monitoring routines (see example below):



The chart below does not need to be completed prior to installation of school self-monitoring routines. It is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

<i>Performance Updates</i>	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
