



2021-2022

School Improvement Plan
Southwestern Elementary
School



STUDENT ACHIEVEMENT & INSTRUCTION

[Link to Student Achievement & Instruction Fishbone Diagram](#)

Problem Statement: *Students in grades 3-5 lack basic skills and confidence in reading (specifically drawing conclusions, cause and effect, and characterization) and do not meet the state SOL score minimum pass rates with a pass rate of 63%.*

[Link to Driver Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):* **By June 2022, reading comprehension for students in grades 3 - 5 as measured by the SOL pass rate, will increase from 63% to 75%.**

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
Whole group word analysis instruction as it relates to comprehension.	School Administrators Title I Teacher Academic Coach Teachers Paraprofessionals	Classroom Observation Forms Lesson Plans Common Assessments iReady March 2022 SOL Data	School Administrators will conduct weekly classroom observations to ensure whole group word analysis and focused small group instruction is taking place.		N/A

<p>Grade levels will work together to create flexible groups for small group reading instruction (Grade Level Flex Grouping pending safety protocol approval).</p>	<p>School Administrators Title I Teacher Academic Coach Teachers Paraprofessionals</p>	<p>Classroom Observation Forms Lesson Plans Small Group Instruction Plans Ongoing Common Assessments iReady March 2022 SOL Data</p>	<p>School administrators, Title I teacher, academic coach, teachers, and paraprofessionals will use data from; common assessment, iReady path growth and SOL Scores to determine effectiveness of flexible groups.</p>		
<p>Teachers will collaborate with the academic coach to review and revise aligned instruction and assessments using the UBD process.</p>	<p>School Administrators Title I Teacher Academic Coach Teachers</p>	<p>Grade Level Planning Meetings Lesson Plans UBD Units Common Assessments</p>	<p>School administrators, Title I teacher, academic coach, will attend planning meetings and review lesson plan implementation and assessment data to determine effectiveness of UBD process.</p>		
<p>Vertical planning with grade level chairs on the third Thursday of each month, beginning in October 2021. *Common vocabulary and strategies will be shared through weekly Mustang Reminders.</p>	<p>School Administrators Title I Teacher Academic Coach Teachers</p>	<p>Classroom Observation Forms Lesson Plans - Small Group Instruction Plans Ongoing Common Assessments iReady March 2022 SOL Data</p>	<p>School administrators, Title I teacher, and academic coach, will attend planning meetings and note implementation of common vocabulary through observations and lesson plan checks.</p>		

Paraprofessionals will be trained and will implement SIPPS for students needing tier 2 and tier 3 instructional support beginning August 2021.	School Administrators Title I Teacher Academic Coach Teachers Paraprofessionals	Classroom Grades Common Assessments Third Grade PALS Data iReady Data Running Records	Administrators will observe small group instruction and review data to ensure effectiveness of Tier II and III Interventions		
Admin and Title I teacher will meet with teachers every 4 ½ weeks to discuss student progress, possible interventions and grouping.	School Administrators Title I Teacher Academic Coach Teachers	Data to bring: Progress Report/Report Card Averages Common Assessment Data Running Records Data PALS Quick Check Data (Third) Spelling Inventory (When Results are available to review) iReady My Path Usage	Admin team will track progress of students identified as in need of Tier II and Tier III interventions.		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

July: Leadership Team met to analyze data and decide on instructional areas of focus for Reading and Math ([Meeting Sliddeck](#))

August: The Title I teacher met with paraprofessionals to ensure effective implementation of the SIPPS program for tier 2 and 3 instruction (Link to [Materials](#) and [Sign-In Sheet](#)). Kits were distributed for assistance to familiarize with materials.

Title I teacher and K Teacher facilitated Book Study, *Shifting the Balance* - The Science of Reading ([Inservice Materials](#))

September: The School Leadership Team met to work on Improvement Science Fishbones.

STUDENT ACHIEVEMENT & INSTRUCTION

[Link to Student Achievement & Instruction Fishbone Diagram](#)

Problem Statement: *According to 2020-2021 PALS data, K-3 students lack confidence in phonemic awareness and phonics.*

[Link to Driver Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):* **By June 2022, students in grades K-3 identified by PALS, will decrease by 10 percentage points.**

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
Implement strategies from Shifting the Balance, integrating the Science of Reading and Balanced Literacy.	School Administrators Title I Teacher Academic Coach Teachers	Classroom Observation Forms Lesson Plans	School Administration will monitor specific “Shifts” through lesson plan reviews and observations.		NA
Shared phonemic awareness and phonics lessons implemented daily based on the SPS scope and sequence.	School Administrators Title I Teacher Academic Coach Teachers	Classroom Observation Forms Lesson Plans	School Administrators will conduct weekly classroom observations to ensure whole group phonemic awareness and phonics instruction is taking place.		

Grade levels will work together to create flexible groups for small group reading instruction (Grade Level Flex Grouping pending safety protocol approval).	School Administrators Title I Teacher Academic Coach Teachers Paraprofessionals	Classroom Observation Forms Lesson Plans Small Group Instruction Plans Ongoing Common Assessments iReady March 2022 SOL Data	School Administrators will conduct weekly classroom observations to ensure flexible groups are taking place.		
Admin and Title I Teacher will meet with teachers every 4 ½ weeks to discuss student progress, possible interventions and grouping.	School Administrators Title I Teacher Academic Coach Teachers	Data to bring: Progress Report/Report Card Averages Common Assessment Data Running Records Data PALS Quick Check Data (Third) Spelling Inventory (When Results are available to review) iReady My Path Usage	Admin team will track progress of students identified as in need of Tier II and Tier III interventions.		
Professional development will be provided for phonemic awareness and phonics instruction.	Title I Teacher Academic Coach	Classroom Observations	Administrators, Title I Teacher and Academic Coach will observe teachers providing effective Tier I instruction on Phonemic Awareness and Phonics		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

July: Leadership Team met to analyze data and decide on instructional areas of focus for Reading and Math ([Meeting Sliddeck](#))

August: The Reading Specialist met with paraprofessionals to ensure effective implementation of the SIPPS program for tier 2 and 3 instruction (Link to [Materials](#) and [Sign-In Sheet](#)). Kits were distributed for assistance to familiarize with materials.

Title I teacher and K Teacher facilitated Book Study, *Shifting the Balance* - The Science of Reading ([Inservice Materials](#))

September:

STUDENT ACHIEVEMENT & INSTRUCTION

[Link to Student Achievement & Instruction Fishbone Diagram](#)

Problem Statement: *According to 2020-2021 SOL data and iReady diagnostic assessment, students in grades PreK-5 lack understanding of numbers and number sense.*

[Link to Driver Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):* **By June 2022, students in grades PreK-5 will demonstrate growth in the areas of numbers and number sense, as measured by SOL data (44% to 70%) and iReady growth results.**

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
Teachers will implement high yield routines for Number and Number Sense as provided by SPS math department.	School Administrators Academic Coach Teachers	Observations Lesson Plans SPS Common Assessments	School administrators and academic coach will review lesson plan implementation through observations and data analysis to determine effectiveness.		
Academic Coach will meet with teachers to assist with planning and ensure alignment and	School Administrators Academic Coach Teachers	Observations Lesson Plans SPS Common Assessments	School administrators and academic coach will attend planning meetings and review lesson plan implementation through		

best instructional practices.			observations to ensure teachers are using instructional best practices.		
Admin and Title I teacher will meet with teachers every 4 ½ weeks to discuss student progress, possible interventions and grouping.	School Administrators Academic Coach Teachers	Data to bring: Progress Report/Report Card Averages Common Assessment Data iReady My Path Usage	Admin team will track progress of students identified as in need of Tier II and Tier III interventions.		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*
July: Leadership Team met to analyze data and decide on instructional areas of focus for Reading and Math ([Meeting Sliddeck](#))

STUDENT ACHIEVEMENT & INSTRUCTION

[Link to Student Achievement & Instruction Fishbone Diagram](#)

Problem Statement: *According to 2020-2021 SOL data, students with Disabilities perform significantly lower than their general education peers on the Reading (All 63%; SWD 7%) and Math (All 44%; 8%) Standards of Learning.*

[Link to Driver Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):* **By June 2022, students with disabilities will increase in Reading and Math by 10 percentage points.**

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea to Date	Title I, Part A, Budget Implications <i>(if applicable)</i>
Special education teachers will use eligibility notes to plan specially designed instruction. Data will be reviewed weekly to ensure IEP goals are monitored and adjusted as needed.	Administrators Special Education Teachers	Observations Lesson Plans SPS Common Assessments Individualized Data Tracking Forms	Administration team will observe how specially designed instruction aligns with needs identified in eligibility notes.		
Special education teachers and classroom teachers will collaborate after formative and summative assessments to discuss student progress.	Administrators Special Education Teachers Classroom Teachers	Observations Lesson Plans SPS Common Assessments	Administrators and inclusion teams will monitor the progress of students and collaboration logs.		

Special education teachers will attend weekly grade level planning meetings.	Administrators Special Education Teachers	Lesson Plans Grade Level Planning Notes	Admin team and academic coach will attend planning meetings to review accommodations and modifications implemented to ensure instructional best practices are utilized.		
Admin will meet with teachers every 4 ½ weeks to discuss student progress and possible interventions.	School Administrators Teachers	Meeting Notes Individualized Data Tracking Forms	Admin team will track progress of students with disabilities.		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*
July: Leadership Team met to analyze data and decide on instructional areas of focus for Reading and Math ([Meeting Sliddeck](#))

SCHOOL SAFETY

[Link to School Safety Fishbone Diagram](#)

Problem Statement: *There is an increase in the number of students whose conduct affects themselves and their learning environment.*

[Link to Driver Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom):* **By 2021-2022, students will increase appropriate behavior in all settings and decrease the number of conduct notices and referrals by 10 percent.**

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications (if applicable)
Continue to implement PBIS tier 1 strategies with fidelity.	School Administrators Academic Coach Teachers	Conduct notices Referrals to Office	PBIS Team members will observe teachers giving out tickets and providing behavior specific feedback. There will be a decrease in students needing Tier II and Tier III support.		NA
Begin implementation of PBIS tier 2 team support.	Tier 2 Team Assistant Principal Academic Coach	Meeting notes Check in and Check out Logs	School Administrators will review Tier II Team meeting minutes.		
Implement use of Reset Room using Zones of Regulation.	School Administrators Academic Coach Teachers	Student Surveys	PBIS Tier I and Tier II Teams will monitor Survey results of students using the Reset Room.		

Implement breakfast club, lunch buddies, and mentors to support SEL instruction.	Tier 2 Team	Conduct notices Referrals to Office Check in and Check out Logs	PBIS Tier I and Tier II Teams will monitor Survey results of students participating in breakfast club, lunch buddies and mentorship.		
Build capacity of teachers in the areas of SEL, Restorative Practices, and Equity with professional learning.	School Administrators Academic Coach Teachers	Conduct notices Referrals to Office Morning Meeting Observations	School administrators will observe teachers using SEL and Restorative Practices strategies. Equity will be noted through classroom interactions and observation.		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

July: PBIS Tier I team met to discuss behavioral data, matrix changes, and ideas for the upcoming year. ([PBIS Tier I Agenda](#))

August: The faculty had a meeting on updates and changes to PBIS systems and processes. The following [PBIS Slidedeck](#) was utilized.

September: Tier II meeting was held to solidify the process for students needing Tier II supports ([PBIS Tier II Agenda](#))

SCHOOL CLIMATE & CULTURE

[Link to School Climate & Culture Fishbone Diagram](#)

Problem Statement: According to the 2020-2021 climate survey the lowest indicator was that 80% of students responded positively to the statement: “I enjoy going to school.”

[Link to Driver Diagram](#)

Measurable Aim *(what will be improved, by how much, by when, and for what/whom)*: By May 2022 students will increase a positive response to the statement: “I enjoy going to school.” by 5 percentage points. By May 2022 teachers will maintain their positive response to the statement: “Morale is high at my school.” (97%)

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications <i>(if applicable)</i>
Recognize students and staff through weekly shout outs, birthday announcements, student of the month recognition, and behavior specific praise.	School Administration Guidance Counselor	Staff Surveys Student Surveys Attendance at SOM	School administration will monitor results of surveys.		
PBIS monthly events including Mustang Prize Patrol.	Tier 1 Team	Monthly Record of Participation	School administration will monitor results of the Monthly participation record.		
Teachers will use data from interest surveys to assist in making instruction relevant to students. Administration will use	School Administrators Academic Coach Teachers	Student Surveys Teacher Surveys - Interest Survey - Quarterly” Pulse” Check	School administration will monitor lesson plans and conduct observations to ensure instruction is relevant to students. School administration will utilize		

data from various teacher surveys to strengthen relationships.		Mustang Committee Monthly Activities	teacher input to sustain and/or improve rapport with teachers.		
Teachers will continue to build relationships with students through morning meetings.	School Administrators Academic Coach Teachers	Student Surveys	School administrators will monitor morning meetings through weekly observations.		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*
September: Administration sent a Google Form to staff in an effort to get to know teacher interests.

FAMILY & COMMUNITY ENGAGEMENT

[Link to Family & Community Engagement Fishbone Diagram](#)

Problem Statement: According to the 2020-2021 Family Engagement sign-in sheets, there is a lack of attendance to school events.

[Link to Driver Diagram](#)

Measurable Aim (what will be improved, by how much, by when, and for what/whom): By June of 2022, participation in Parent Engagement Activities will increase by 10%.

Change Idea <i>(strategies to be implemented)</i>	Person(s) Responsible for Implementation & Monitoring	Source of Data for Progress Monitoring <i>(what will be used to determine the effectiveness of the change)</i>	Measures <i>(how will we know if the change idea is being implemented and having an impact)</i>	Description of Outcomes/Findings Resulting from the Change Idea	Title I, Part A, Budget Implications (if applicable)
Teachers will connect family engagement activities to instruction.	School Administrators Title I Teacher Academic Coach Teachers	Sign in Sheets Meeting Announcements Event evaluations completed by parents	School administration will monitor family engagement activities/ sign in sheets. Survey Results Analysis		
Family engagement activities will be advertised two weeks in advance.	School Administration Title I Teacher	Attendance Sheets Canvas Announcements School Messenger Facebook Page School Website	School administration and title I teacher will monitor advertisements and attendance.		
Incentives for participation. (Student, Parent and Classrooms) (Examples: Books, gift basket raffles, Food raffles)	School Administration Title I Teacher	Attendance Sheets Event evaluations completed by parents	School administration will monitor parent surveys for participation. Survey Results Analysis		

Monthly Team Meeting Updates *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*