

Nebo View Elementary School – School Improvement Plan 2016-2017

Nebo View Elementary School Mission Statement:

The mission of Nebo View Elementary School is to educate all students to be safe, respectful, and responsible in all aspects of their education and life. Further, our mission is to insure that students at each grade from kindergarten to sixth grade are receiving instruction appropriate to their grade and their ability and acquiring the knowledge and skills associated with their grade level.

Nebo View School is committed to providing a positive learning environment in academic, cultural, and social areas. Critical needs for our school academically are in mathematics and language arts (reading/writing). We have been making some progress in our mathematics as measured by the SAGE test. Even with this progress in math we are still not where we need to and it continues to be a critical area for improvement. With Language Arts our SAGE results have been going down each year while our DIBELS data in k-3 went up and is close to the goal. Language Arts also continues to be a critical area of need for improvement. Music is a cultural need that has a strong research base in improving mathematics understanding and overall academic achievement (aligned with Goal #2 in School Land Trust Plan). We will work as a school community to ensure growth and support in these areas of need in our school.

	Performance Target:	Planning/Action Strategies 2016-2017 Focus:	Measures of Success:
<p>Mathematics Goal 50% proficiency on SAGE</p> <p>A focus on development of mathematics curriculum and instruction to come in line with the philosophy and intent of the Utah Core Standards. Understand and apply the eight mathematical practices during instruction.</p> <p>*Aligned with goal #1 in Land Trust Plan</p>	<p>Implement mathematics instruction in line with eight mathematical processes, which facilitates students developing problem solving, critical thinking, and reasoning strategies. Focus on targeted instruction with small groups.</p>	<ol style="list-style-type: none"> 1. Align Envision math program with Utah Core Standards 2. Continue to develop and track grade level common formative assessments that are aligned to the core. 3. Use iReady as technology support and encourage use at home. 4. Continued focus and attention to using eight mathematical practices during instruction, 5. Teachers are beginning to use strategies to personalize learning for students. The rotational model of blended learning work well to help target instruction, use digital content, and make data informed decisions. 6. Continued use of Mastery Connect software to track student's mastery of concepts. Develop assessments that show mastery of standards and interact well with Mastery Connect. 	<ol style="list-style-type: none"> 1. The following assessment tools will be administered to measure mathematical skills: –Juab School District Mathematics Benchmarks 2. Classroom formative assessment. 3. iReady growth 4. SLO assessments and growth 5. SAGE end of level test

<p>Language Arts Goals 41% (we will be re-addressing and likely amending this goal in community council, proposing 43% proficient on SAGE, 70% proficient DIBELS, k – 3 10% growth and 4-6 5% growth on DIBELS (The DIBELS goal will be evaluated for possible amendment also)</p> <p><i>*Including K-3 Reading Plan</i> Quality instruction for all students in vocabulary, phonemic awareness, reading fluency, reading comprehension, vocabulary, and text structure based on scientific research utilizing the Utah Tier Model. <i>*Aligned with goal #1 in Land Trust Plan</i></p>	<p>Continue to work towards literacy framework that guides our philosophy, curriculum, instruction, and assessment plan for literacy in our school. The K – 3 reading plan focuses, phonemic awareness, phonics, fluency, and comprehension. This instruction is delivered in whole class and small group settings.</p>	<ol style="list-style-type: none"> 1. Writing Instruction: Adapt writing instruction/assessments to be in line with Utah Core Standards and Sage testing. Utilize district writing assessment to drive instruction and as a professional development activity to vertically align instruction. 2. Continue implementation Intervention/Enrichment Block Schedule 3. K-1 Online/HB 315 – Waterford 4 x weekly 4. K-3 Early Intervention Program in individual, pairs, or small group work. Programs addressing this are, early steps, next steps, BURST, SRA early intervention, reading rewards, skill specific intervention based on core phonic diagnostic assessment. 5. Use of Mastery Connect Software to track student’s mastery of concepts. 6. Use iReady, Utah Compose, NewsELA, and other digital tools to help personalize instruction for students. 7. Use rotational model of blended learning as a tool to meet elements of the Core 4 in personalized learning. This is beginning in many classrooms this year. 8. 1st grade fluency practice through buddy reading. 1st grade students will read with a different grade level each day, rotating each week. 	<ol style="list-style-type: none"> 1. The following assessment tools will be administered to measure reading and writing skills: <ul style="list-style-type: none"> - DIBELS Next (K-6) - DRA/Developmental Reading Assessment (1-2) - CORE Phonics diagnostic assessment for those below benchmark on DIBELS - Juab School District Language Arts benchmarks (K-2) - (K-6 School Pre/Post Write) - SAGE Language Arts state assessment - Classroom formative assessment

<p style="text-align: center;">Professional Development Plan</p> <p>* Continued focus on becoming a true Professional Learning Community (PLC). Have good data related to student mastery of concepts to drive instruction and intervention.</p> <p>* Personalized Learning Leads will help provide support and training for teachers in the school as they implement Core 4 strategies of personalized learning.</p> <p>* Work on staff and students working within a growth midset. *Aligned with goal #1 in Land Trust Plan</p>	<p>* District, school wide, and grade level teams will function as a PLC. Meetings are focused on the 4 essential questions. Data is used to address individual student mastery on standards and to assess effectiveness of classroom instruction.</p> <p>* Continued emphasis on the eight mathematical practices and use instructional strategies and processes that align with them.</p> <p>*</p>	<ol style="list-style-type: none"> 1. Professional Literature Study – “Mindset” by Carol Dweck 2. PLC participation at grade, school, and district levels. PLC rubric on mastery connect. 3. Use professional development time to create curriculum maps, trackers, and assessments in mastery connect. 4. Personalized Learning Leads will meet monthly with teachers to problem solve, share, and discuss implementation. 	<ol style="list-style-type: none"> 1. Review PLC goals/agendas/ and communication forms, and administration involvement in PLC meetings. 2. Feedback loop as a result of principal drop-ins, observations, teacher self evaluation, and conferences. 3. Curriculum maps, trackers, and assessments created in Mastery Connect. Grading practices becoming mastery based to guide student learning. 4. Teacher understanding and implementing strategies for personalized learning including observation evidence of rotational model of blended learning.
<p style="text-align: center;">Arts</p> <p>Develop fine art understandings and appreciation *Aligned with goal #2 in Land Trust Plan</p>	<p>Integrate core arts (visual, music, and drama) instruction appropriately throughout the curriculum.</p>	<ol style="list-style-type: none"> 1. Continue Elementary Music Instruction (1-6) * One 40-minute instructional period weekly, Kindergarten one 20 minute instructional period weekly. 2. Continue to have core integrated art lessons through the Beverly Taylor Sorensen Art program. The are teacher and classroom teachers will collaborate to assure instruction is aligned to the core. 	<ol style="list-style-type: none"> 1. Individual, grade level, and school performances. (i.e. musical performances/programs, displayed art.)

<p style="text-align: center;">Safety</p> <p>Establishment of safe and effective school learning environment.</p>	<p>Address safety at all levels of Nebo View Elementary and educate parents on what the school is doing for safety and how they can support.</p>	<ol style="list-style-type: none"> 1. Classroom instruction and practice of emergency procedures. 2. Review/monitor walking and transportation routes 3. Provide adequate school/lunch/after school supervision (splitting up recess to provide lower student to staff ratio) 4. Provide information to parents in a variety of ways. (e-mail, facebook, notes sent home, safety table at back to school night) 5. Assess and revise our safe walking plan. 6. Hire crossing guard for corner of 200 N. 300 E. 	<ol style="list-style-type: none"> 1. Demonstration of effective emergency procedures during fire, earthquake, and lockdown drills. 2. Yearly update of school safe walking and transportation routes. 3. Yearly update of school safety procedures as we learn more efficient ways to manage situations. (Last modified September 2016)
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