

**Walker Elementary School**  
**Ashland School District**  
**School Improvement Plan (SIP) for 2019-2020**

The School Improvement Plan (SIP) is a document outlining the status of the school's student achievement. It is revised annually based on the achievement of the previous school year and trends for recent school years. The SIP should align to the Oregon Department of Education (ODE) Multi-tiered Support Systems (MTSS) model. This alignment will ensure students are receiving differentiated instruction based on their academic and social needs.

The SIP lists the district goals, the school vision/mission statement and the quantitative academic and behavioral goals for the upcoming school year. It aligns with the MTSS model in that it allows the school to monitor reading, math, and behavior data.

**Ashland School District Goals for 2018-2023:**

- 1. Improve Student Achievement.**
- 2. Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff.**
- 3. Create and Maintain a Safe, Welcoming, Supportive and Inclusive Environment of all Students and Staff.**

**Mission Statement:**

The Walker Community values diversity, empathy, and perseverance. We honor the entire learning process from mistakes to academic mastery. We teach our students to advocate for themselves and others. We nurture kindness, creativity, and wonder.

\* A facilitator will bring the group together to ensure the work gets done and will have the bottom line accountability.

\*\* G (Green) = Goal Achieved    Y (Yellow) = On-track to Achieve Goal

**Note:** A1, A2, A3 = Activity 1, Activity 2, Activity 3 (Add or subtract activities, depending on how many activities are needed to achieve a strategy)

## School Improvement Plan for 2019 – 2030

### GOAL 1: Improve Student Achievement

**SMART GOAL:** 93% Student Graduation by 2023

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
<b>SMART Goal for English Language Arts (ELA): The percentage of students scoring at low risk in the fall will increase by 15% or 80% of students in K- 3<sup>rd</sup> grade will score at low risk on EasyCBM in the spring. The percent of 4<sup>th</sup> and 5<sup>th</sup> grade students increasing one level or scoring a level 3 will increase by 15% based on the previous year SBAC score.</b>				
<b>Strategy 1: All teachers will use standards-based learning objectives for Tier I, II, and III instruction.</b>				
<b>Strategy 2: All teachers will utilize formative assessment data from Tier I instruction to inform Tier II and Tier III instruction.</b>				
<b>Strategy 3: All administrators will regularly monitor reading instruction and assessment and provide timely actionable feedback to teachers.</b>				
A1: All teachers will participate in on-going professional development on Curriculum Maps to supports the MTSS framework.	Curriculum Maps aligned to grade-level standards	Teachers & Streamliners	On-going	
A2: All teachers will participate in on-going professional learning on standards-based learning targets that are actionable by the student and measurable by the teachers.	Learning targets collected on learning walks	Teachers and Principal, & Streamliners	On-going	
A3: Administrator will provide regular and timely feedback to teachers on standards-based learning targets for teacher reflection and growth.	Feedback	Principal	On-going	
A4: All teachers will have regular opportunities to collaborate with grade-level teams.	Adjusted instruction based on formative assessment data	Principal, Teachers, & Streamliners	On-going	
A5: K-2 Teachers and Educational Assistants will participate in on-going professional learning to embed ECRI practices into Tier I, II, and III instruction.	ECRI routines embedded in Curriculum Maps	Teachers, EAs, Principal, Literacy League, & Streamliners	On-going	
A6: K-5 Teachers will participate in on-going professional learning to embed summarizing strategies and practices into Tier I, II, and III instruction.	PD/PLC calendar	Principal, Teachers, & Streamliners	On-going	
A7: K-5 Teachers will participate in ongoing professional learning to be able to embed formative assessment strategies to target feedback.	Adjusted instruction based on formative assessment data , Curriculum Maps aligned to grade-level standards with planned formative assessment	Principal and Teachers, & Streamliners	On-going	

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**SMART Goal for Math: The percentage of students scoring at low risk in the fall will increase by 15% or 80% of students in K- 3<sup>rd</sup> grade will score at low risk on EasyCBM in the spring. The percent of 4<sup>th</sup> and 5<sup>th</sup> grade students increasing one level or scoring a level 3 will increase by 15% based on the previous year SBAC score.**

**Strategy 1: All teachers will use standards-based learning objectives for Tier I, II, and III instruction.**

**Strategy 2: All teachers will utilize formative assessment data from Tier I instruction to inform Tier II and Tier III instruction.**

**Strategy 3: The building administrator will regularly monitor math instruction and assessment and provide timely actionable feedback to teachers.**

B1: All teachers will participate in on-going professional development on Curriculum Maps to supports the MTSS framework.	Curriculum Maps aligned to grade-level standards	Teachers	On-going	
B2: All teachers will participate in on-going professional learning on standards-based learning targets that are actionable by the student and measurable by the teachers.	Learning targets collected on learning walks	Teachers and Principal	On-going	
B3: Administrator will provide regular and timely feedback to teachers on standards-based learning targets for teacher reflection and growth.	Feedback	Teachers and Principal	On-going	
B4: Teachers will participate in professional learning to determine which standards from Tier I need to be addressed in Tier II.	Tier II interventions embedded within Curriculum Maps	Teachers, Principal, and Math Leaders	On-going	
B5: Teachers will provide scaffolded instruction to support fact fluency in TI and TII	Tier I, II interventions embedded within Curriculum Maps	Teachers, Principal, and Math Leaders	On-going	
B6 - Teachers will participate in on-going professional learning to embed problem-solving into Tier I, II, and III instruction and assessment.	Tier II interventions embedded within Curriculum Maps	Teachers, Principal, and Math Leaders	On-going	

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## GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff

**SMART GOAL:** All students and staff will report a “welcoming, supportive, and inclusive environment” by 2023.

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
<b>SMART Goal:</b> <b>100% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will participate in the YouthTruth Survey to create a baseline for goal setting.</b> <b>100% of staff will participate in the YouthTruth Survey to create a baseline for goal setting.</b> <b>Site Council will review the 2019 YouthTruth student baseline data to demonstrate improvement on the 2020 survey.</b>				
<b>Strategy 1:</b> School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (Climate & Culture) <b>Strategy 2:</b> School staff educate families and provide needed resources for supporting their children's learning. (Curriculum & Instruction) <b>Strategy 3:</b> School staff ensure families have the opportunity for meaningful involvement in the school. (Community Engagement) <b>Strategy 4:</b> School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (Community Engagement) <b>Strategy 5:</b> Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in instructional delivery. (Capacity Building)				
A1: On-going cultural agility and implicit bias training for staff, students, and families	Agendas and workshop materials	Principal, Equity Consultant, Staff	On-going	
A2: Continue to evaluate and grow common agreements in all meetings	Posted Common Agreements	PTO, Site Council, Principal	On-going	
A3: Continue climate survey for families	Survey Results	Site Council	Spring 2020	
A4: Continue partnership with SOU Athletics: Wolves to Raiders program	Raiders as volunteers	Principal	On-going	
A5: Recruit diverse families to be involved in PTO, Site Council, etc.	PTO & Site Council sign-in	PTO, Site Council, Staff	On-going	
A6: Encourage staff to bring forward E,D,I problems of practice to discuss in staff meetings	Staff meeting Agendas	Principal and Teachers	On-going	
A7: Strengthen partnership between PTO and Site Council in order to further develop an EDI lens on school events	PTO & Site Council minutes	PTO & Site Council	On-going	
A8: Classroom support for students who have challenges with initiation, investment, and/or independence	Referral data	Principal, CDS, Student Advocate	On-going	
A9: Social skills groups for students who have challenges with initiation, investment, and/or independence	Referral data	CDS	On-going	

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A10: Continue connections at staff meetings	Youth Truth Survey	Principal	Annually Fall	
A11: Publicly celebrate staff with staff stars displayed in hallway	Posted Stars	Principal & School Community	Weekly	
A12: Publicly celebrate students with weekly and monthly Blue Ticket drawings	Referral data	Staff & Principal	On-going	
A13: Create more opportunities for families to connect within classroom community	Climate survey	Families and Room Parent	On-going	
A14: Create more opportunities for staff to connect as a school community with HPC and Sunshine committee	Utilize HPC grant	HPC chair & Sunshine committee	On-going	
A15: Continue to use Windows and Mirrors to further embed E,D,I in the classroom.	Curriculum Maps	Teachers, Librarian	On-going	

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