

School Improvement Plan

Goal #1

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Rees Elementary

School Year: 2018-2019

Goal: *The percent of students in grades 1-3 performing on grade level or making typical progress will improve from 59% to 61%.*

Nebo Goal (Board Goal) Connection: Elementary Reading

- *3rd grade students' reading proficiency will continue to exceed the current state standard and improve annually at the school level according to the DIBELS assessment.*

Action Plan(s):

1. Teachers will read professional literature, implement ideas and dialogue during collaboration meetings to strengthen literacy instruction to meet students' needs. Staff members who attend collaboration meetings will include teacher teams, literacy specialists, staff developer, counselor/psychologist, and special education representatives.
2. Teachers will conduct common assessments, collect data, and examine findings to strengthen classroom instruction and the team's effectiveness in teaching all students the reading skills and strategies to gain meaning from text. In assessment cycles and collaboration meetings students identified as at-risk will receive intervention support as needed. (i.e. enrichment / re-teach, Title I UURC intervention programs, Waterford reading program, Transitional First Grade, Imagine Learning, ESL Technician, take-home reading program).
3. District instructional coach, staff developer and school mentors will provide school-wide professional development for teachers, model effective instructional techniques in classrooms, and provide one-on-one support to students and teachers, attend conferences.
4. Computer hardware such as Chromebooks or iPads and software such as Waterford or Imagine Learning will be purchased to help teachers and technicians better assess and meet the academic needs of the at-risk students.
5. Parents will be provided with reading strategy suggestions through newsletters by the district instructional coach. Teachers will offer additional strategies and helps to parents that are specific to student's needs.
6. Reading Carnival
7. Technicians will be hired to provide interventions and to maintain the Take-Home Library
8. Purchase books for Guided Reading library and/or Take-Home Library

Measurements of Success: DIBELS

Supporting Professional Development Activities:

1. Teachers will become stronger literacy instructors using proven instructional practices in literacy through staff in-service, study team activities, instructional modeling, observations, summer workshops and trainings, and through feedback measures provided by team members, staff developer, and instructional coach.
2. Teacher teams, staff developer, instructional coach, and administrators will acquire, read, and discuss professional literature to address specific areas of need in teaching and student learning. Teachers will also attend other educational conferences as well.
3. Teacher teams will continue to meet as collaborative teams where reading data will be analyzed, goals will be set, and plans for improvement will be created and implemented. Weekly team logs will be generated and shared with all team members, staff developer, and administrator.
4. Teams will meet in collaboration meetings at least monthly with district instructional coach, staff developer, and principal to record student progress, receive training, and to share strategies to meet specific student needs.
5. Technicians will be trained in the UURC intervention reading programs.

School Improvement Plan

Goal #2

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Rees Elementary

School Year: 2018-2019

Goal: *The percent of students in grades 4-6 performing on grade level or making typical progress will improve from 67% to 69%.*

Nebo Goal (Board Goal) Connection: *Elementary Math: 4th - 6th grade students' math proficiency will continue to exceed the current state standard and improve annually at the school level according to the SAGE assessment.*

Action Plan(s):

1. Teachers will use assessment data to identify students' needs and to determine which core skills need to be re-taught. Students identified as at-risk will receive intervention support as needed. (i.e. enrich/re-teach, in-school tutoring, ALEKS, homework labs, fast facts intervention).
2. Teachers will meet in weekly collaborative teams where the scope and sequence of the math curriculum will be commonly agreed upon. Common assessments will be created, assessment data will be analyzed, goals will be set, and plans for improvement will be created / implemented. Team logs will be generated and shared with all team members, staff developer, and administrator.
3. The teachers will provide support to parents to build home/school connections and to share effective strategies for parents to use as they support their student in learning mathematics.
4. Computer hardware such as Chromebooks or iPads and software such as Waterford, Imagine Learning and ALEKS, will be purchased to help teachers and technicians better assess and meet the academic needs of the at-risk students
5. Teacher in-service will be provided.
6. Technicians will be hired to provide interventions

Measurements of Success: Questar

Supporting Professional Development Activities:

1. Teachers will attend district in-services, school professional development, and participate in focused observations to strengthen mathematics instruction and interventions for all students. Teachers will also attend other educational conferences.
2. Teachers participating in the district mentor program will be observed by the mentor teachers.

School Improvement Plan

Goal #3

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Rees Elementary

School Year: 2018-2019

Goal: All students will receive quality instruction and interventions in science by Rees school teachers and staff members.

Action Plan(s):

1. Using the Utah State Core, teacher teams will determine the essential learning outcomes and the scope and sequence for instruction. Teachers will create and administer common assessments and evaluate data to identify students needing additional support and best instructional practices.
2. Teachers will meet in collaborative teams where essential learning outcomes and the scope and sequence of the science curriculum will be commonly agreed upon, common assessments will be created, assessment data will be analyzed, goals will be set, and plans for improvement will be created/implemented. Data will be generated and shared with all team members, staff developer, and administrator.
3. Science materials and supplies will be purchased so that teachers can demonstrate science lessons for students.

Measurements of Success: SAGE Assessment

Supporting Professional Development Activities:

1. Teachers will participate in science training/in-service and focused observations provided by the school, district, and state. Teachers will implement learned strategies and ideas to strengthen science instruction.
2. Teachers participating in the new teacher induction program will observe mentor teachers teaching science.
3. Each grade level team of teachers will collaborate to identify the needs of students.

School Improvement Plan

Goal #4

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Rees Elementary

School Year: 2018-2019

Goal: *The number of integrated fine arts lessons, K-6, will maintain at, or increase from 338 by the end of the school year.*

Nebo Goal (Board Goal) Connection: Elementary Arts

- *100% of teachers will teach the Nebo Core Essentials as verified by a survey.*

Action Plan(s):

1. Teachers will participate in professional development opportunities to strengthen arts instruction for students in the four art disciplines (visual arts, music, dance and drama).

2. Students will receive regular instruction in the fine arts core from teachers and fine arts specialists. Students will interact with the arts and create quality art pieces.
3. The school will offer sixth grade students a chance to participate in an orchestra if there is interest by the students. This will be offered before school.
4. The school will offer students a chance to participate in a choir if there is an interest by the students. This will be offered before or after school. If there is enough interest, the school would hire a choir director
5. A team of teachers will continue to write and submit an Arts Grant proposal to the Utah Arts Council to hire artists to come to Rees to work with students. Additional artists may also be hired for kindergarten and all other grades if needed.
6. Family activities will be offered in conjunction with art experiences.

Measurements of Success: GAINS Surveys

Supporting Professional Development Activities (if applicable):

1. Teachers will continue to teach the arts to all students and continually work to be a premier arts school in the state of Utah.
2. Teachers will take the opportunity to attend conferences, workshops, and classes.
3. Artists will provide professional development to teachers, staff members, and parents in each of the four art forms (dance, theater, visual arts, and music).
4. Data will be gathered from student, teacher, and parent surveys and compiled by our fine arts specialist to examine program effectiveness and provide a means for continued improvement. The fine arts specialist will report the data to our SCC.

School Improvement Plan

Goal #5

This Plan also meets legislative requirements for the Elementary Reading Achievement Plan, Professional Development Plan, and Trustlands Plan.

School Name: Rees Elementary

School Year: 2018-2019

Goal: All students will be held accountable to high behavior and social expectations, accept ownership for actions, and have opportunities for recognition and improvement. School will have increased community communication and involvement

Which board initiative does this apply to: Positive Behavior Support: Effective behavior intervention strategies.

Action Plan(s):

1. All staff members will establish high behavioral expectations and hold students accountable to these high standards. Students will receive positive recognition and/or appropriate consequences for actions, which will help students learn the importance of demonstrating appropriate behaviors. The 200 club, VIP, and treasure tower will be used as an incentive to promote respectful behavior.
2. All students will receive ongoing social skill instruction from teachers, administrators, technicians, skills coaches, psychologist and school counselor.
3. Staff members will conduct screeners and assessments to identify students who need additional behavioral support.
4. School staff will provide opportunities for students to mentor, support, and influence good behavior in others. The staff will also provide opportunities for students to connect with one another through academic groups and activities.
5. Teachers will recognize 3-4 students each month for positive behavior during a recognition assembly.
6. The school community will use all available resources, including language translation, to communicate effectively with all parents. ParentLink, Facebook and other social media will be used to better communicate with the school community.
7. The school community will continually encourage parents through ongoing communication to be involved in events/programs and in creating positive, healthy habits to improve the education of all children.
8. The school community will communicate and provide resources available to parents such as Parent Literacy/Math/Arts Nights, district/community parenting and educational programs, and counseling opportunities.

Measurements of Success: Students will regularly demonstrate acceptable social behaviors. Numbers of school-wide behavior tickets, office discipline referrals, and school suspensions will decrease over time. Data will be collected and examined to determine if increased numbers of parents are involved in the education of students at Rees Elementary.