

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: 2016-2017

Goal: All students will receive strong differentiated instruction in language arts. Based on data, students at risk will receive specific and timely interventions.

Which board initiative does this apply to: Elementary Reading: 90% of students making one year academic progress

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 Nebo Plus reading program, Success Maker, Waterford reading program, Transitional First Grade, Imagine Learning, Early Steps Reading, 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.
4. Computer hardware and software 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. Students will have the opportunity to participate in the Ken Garff Road to Success Reading Program.

Measurements of Success: Data will be compiled and examined regularly, including the quarterly assessment cycles, using the following measurements: benchmark assessments, running records, Nebo Elementary Assessment Tool, **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**, Scholastic Reading Inventories, SAGE testing, and other formative assessments. Using the data, teachers will meet with principal, staff developer, and district instructional coach to discuss individual areas of strength and areas needing improvement.

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 for the Nebo Plus reading program.

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: 2016 - 2017

Goal: All students will receive strong differentiated instruction in mathematics. Based on data, students at risk will receive specific and timely interventions.

Which board initiative does this apply to: Elementary Math: 90% of students making one year academic progress

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, Success Maker, 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 and software will be purchased to help teachers and technicians better assess and meet the academic needs of our at-risk students.
5. Teacher in-service will be provided.

Measurements of Success: Data/results will be compiled and examined regularly from Mathematics Common Formative Assessments, Utah Test Item Pool (UTIPS), students' responses to interventions, and CRTs.

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: 2016 - 2017

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: Data/results will be compiled and examined regularly from science common formative assessments, class quizzes, teacher observations and anecdotal notes, students' responses to interventions, and SAGE testing.

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: 2016 - 2017

Goal: All students will continue to receive core instruction in the fine arts.

Which board initiative does this apply to: Elementary Arts: Every child, quality art, every day.

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's interest by the students. This will be offered before school.
4. 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.
5. Family activities will be offered in conjunction with art experiences.

Measurements of Success: Measurements of success will be determined from examining the following: results from qualitative assessments, art pieces, performances in the arts, and surveys (teachers, parents, and students).

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: 2016- 2017

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

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 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, 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.
5. Teachers will recognize 3-4 students each month for positive behavior during a recognition assembly.

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.

School Improvement Plan

Goal #6

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

School Name: Rees Elementary

School Year: 2016-2017

Goal: Increased community communication and involvement.

Which board initiative does this apply to: Community Relations: “The community will clearly understand Nebo District’s student-centered focus and can readily find information to support this.”

Action Plan(s):

1. 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.
2. Staff members and parents will work collaboratively to meet the needs of all students.
3. 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.
4. 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.
5. The school community will be encouraged to actively participate in the PTA.
6. Teachers will encourage parents to volunteer at the school.

Measurements of Success: Data will be collected and examined to determine if increased numbers of parents are involved in the education of students at Rees Elementary.