| **School Information:** | |
| --- | --- |
| **School:** | **Rapid Valley Elementary** |
| **Principal:** | **Cher Daniel** |
| **School**  **Improvement**  **Team:** | **Jenn Shortbull, Ashley Cerny, Paige Stone, Courtney Justice, Heather Rederth, Ashley Dalen, Candi Foltz-Hall, Agnes Schallenkamp, Amanda Chaney, Susan Thormahlen, Jackie Czywczynksi** |
| **Vision:** | **RVE works as a team-a family to inspire and encourage students to be the best learners they can be (actual one is much longer:)** |
| **Mission:** | **embrace/encourage/empower is our tagline** |

| **2022-2023 Monitoring Meetings:** | |
| --- | --- |
| **Q1** | **October 19, 2022** |
| **Q2** | **December 7, 2022** |
| **Q3** | **February 1, 2023** |
| **Q4** | **Data Retreat 2023** |

| **Goal 1: ELA** |
| --- |
| **Proficiency (SBA)**  **Proficiency goal (SBA-3-5)**  The percentage of students scoring proficient or higher in ELA will increase at least an average of 5% by the end of the 2023 school year as measured by SBAC.  3rd 54% to 59%  4th 36% to 41%  5th 39% to 44%  **Growth K-5 (Acadience)**  The percentage of students falling within below/well below will decrease by 10% based on baseline fall data.  K-66%-56%  1st-69%-59%  2nd-49%-39%  3rd-48%-38%  4th-29%-19%  5th-59%-49%  **Growth 3-5 (MAP)**  55% of grade 3-5 students at Rapid Valley Elementary School will meet their growth projection RIT score as measured by their winter and spring MAP Reading Assessment  (First growth measurement will go in at Winter and then again Spring)  3rd  4th  5th |
| **Strategies:** |
| **1:** Increase Teacher Clarity of developing learning targets and communicating criteria of success to students. (Design) Teachers need to utilize both in all parts of a lesson (launch, middle, debrief) Hattie Effect size .75   * + Learning Goal = SD Standard   + Learning Targets = Clearly state what you expect students to know and be able to do at the end of the lesson (We are learning…)   + Criteria for Success = Evidence of learning for the end of the lesson (I am successful when…) * Continue to develop a shared understanding of learning targets and criteria for success by providing feedback for individuals and teams * Indicator on for formal evaluation process 2022-23 * Determine and stay focused on the selected essential standards (Learning Goals) |
| **2:** Gradual release (I do, we do, you do)-focus on explicit focused instruction (I do), **guided instruction (we do), supported practice/practice and apply with feedback (you do together**), Independent work (you do it alone). Includes strategies of feedback/explicit teaching that both have higher than .5 effect size |
| **3:** Teacher Collective Efficacy-teams will utilize the PLC process to design instruction with a focus on team-driven goal setting using standards and data and sharing of instructional practices. Hattie effect size 1.57 |
| **Evidence and Artifacts:** |
| * SBA Results and Reports * NWEA-assessment results and student progress reports * Acadience Reading reports and student diagnostic book * PLC team minutes * Leadership team minutes |

| **Goal 2: Math** |
| --- |
| **Proficiency Goal (SBA 3-5)**  The percentage of students scoring proficient or higher in Math will increase an average of 5% by the end of the 2023 school year as measured by SBAC.  3rd 58% to 63%  4th 36% to 41%  5th 28% to 33%  **Growth K-2-Acadience**  The percentage of students falling within below/well below will decrease by 10% based on baseline fall data.  K-56%-46%  1st-55%-45%  2nd-60%-50%  **Growth 3-5 (MAP)**  55% of grade 3-5 students at Rapid Valley Elementary School will meet their growth projection RIT score as measured by the end of the year MAP Math Assessment  (Baseline September 2022)  3rd  4th  5th |
| **Strategies:** |
| **1:** Increase Teacher Clarity of developing learning targets and communicating criteria of success to students. (Design) Teachers need to utilize both in all parts of a lesson (launch, middle, debrief) Hattie Effect size .75   * + Learning Goal = SD Standard   + Learning Targets = Clearly state what you expect students to know and be able to do at the end of the lesson (We are learning…)   + Criteria for Success = Evidence of learning for the end of the lesson (I am successful when…) * Continue to develop a shared understanding of learning targets and criteria for success by providing feedback individually and to teams * Indicator on formal teacher evaluation process * Determine and stay focused on the selected essential standards (Learning Goals) |
| **2:** Gradual release (I do, we do, you do)-focus on explicit focused instruction (I do), **guided instruction (we do), supported practice/practice and apply with feedback (you do together**), Independent work (you do it alone). Includes strategies of feedback/explicit teaching that both have higher than .5 effect size |
| **3:** Teacher Collective Efficacy-teams will utilize the PLC process to design instruction with a focus on team-driven goal setting using standards and data and sharing of instructional practices. Hattie Effect size 1.57   * Meet Weekly in area of math * Utilize PLC team template |
| **Evidence and Artifacts:** |
| * SBA Results and Reports * NWEA-assessment results and student progress reports * Acadience Math reports and student diagnostic book * PLC team minutes * Leadership team minutes |

| **Goal 3: Learner Centered Culture** |
| --- |
| We will increase our student-centered-learning culture by decreasing insubordination (43), pushing-shoving (101), disrespectful-rude (48), and disruption of class (63) behaviors entered into Skyward by 20% (51 incidents recorded). In 2021-22, 255 incidents were reported. |
| **Strategies:** |
| **1:** Increase clarity with building a school family through the implementation of Conscious Discipline as measured with a CD rubric.  Required components for all classrooms:  Greetings  Brain Smart Start  Visual/Picture schedule  Safe Place/Calming Corner |
| **2:** Explicitly teach expectations, routines and procedures, modeled and monitored by staff and teams and provide feedback to students.   * Look fors developed from Terranc Scott checklists for classroom management and escalating behaviors * Self reflective tool * Coaching tool for staff |
| **Evidence and Artifacts:** |
| * Skyward referrals * Incident tracking of minor infractions * Walk throughs focused on Tier 1 behavior practices * Whole child weekly meeting notes * Conscious Discipline rubric |