

# 2017-18 Granger School District Improvement Plan

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**Goal 1:** Reduce by at least 10% each year the number of students not meeting state standards.

1. **Strategy:** Increase best practices within our Professional Learning Communities (PLCs).

**Rationale:** Research indicates that improved school districts intentionally work to create professional learning communities to improve teaching and learning.

- Modify norms, structures and processes to hold each other accountable and foster data-driven collaboration.
- Conduct peer observations as well as classroom walkthroughs during PLC and/or other arranged time.
- All certificated staff meet in PLC's at least once a week with a focus on the four critical questions.

2. **Strategy:** Continue the implementation of Common Core State Standards (CCSS), formative and summative assessments in all subject areas, state assessment exam stem questions and released items, and other sources of student achievement data (i.e. DIBELS-Next, AIMS-web, Gates-MacGinitie, GMADE Diagnostic, SBAC Interims, curriculum-based assessments, etc.) in order to focus upon increased student achievement.

**Rationale:** Research supports the necessity of focusing on the four critical questions associated with improving student learning.

- Vertical and grade level teams meet at least annually for vertical alignment of standards.
- Develop curriculum maps, unit plans, and pacing guides to include formative and summative assessments.
- Utilize CEL5D framework to improve instructional practices that address the four critical questions.
- Continue development of formative and summative assessments based on the common core state standards.
- Administer assessments, compile the data using the District Data Template, analyze the scores and adjust instruction based on results.
- Ensure all teachers and administrators trained on analysis of data to improve teaching and learning through the four critical questions.

PLC Four Critical Questions:

What do we want our students to learn?

How will we know if they have learned it?

What will we do when they have not learned it?

What will we do when they have learned it?

**Goal 2:** Increase staff, parent, student, community and school collaborative relationships.

1. **Strategy:** Develop a more family friendly environment in all aspects of our district.

**Rationale:** Research indicates that district reform and instructional improvement depend upon the support of educators, parents and the business community.

- Continue to administer an annual survey to parents, students and staff; analyze the data and make adjustments to our plan based on these needs assessments.
- Implement Tyler SIS Student 360.
- Continue to provide Parent Computer classes and greater access to computers/technology for families.
- Calendar parent activities in advance - keep updated; increase participation in parent organizations and school sponsored events.
- Actively recruit parents to participate in district and building leadership activities.
- Recognize parent participation in our district.
- Research social media options to increase communication with parents (i.e. Facebook, Twitter, text messages).

2. **Strategy:** Foster a positive teaching and learning environment utilizing a PBIS framework.

**Rationale:** Research indicates that teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of schoolwide PBIS is to establish a climate in which appropriate behavior is the norm.

- Provide ongoing PBIS training and support to district and building staff members.
- Provide parents with consistent, clear communication about PBIS.
- Conduct an annual evaluation to determine the success of PBIS implementation.

**Goal 3:** Annually, Granger School District EL students will meet the state targets for:

1. **Strategy:** Program Characteristics - The program has strong, effective, and knowledgeable leadership. The district uses a well-defined and inclusive process to select and refine a model design. The district's language development program promotes teaching content in ways that promote English Language development.

**Rationale:** Research studies emphasize the importance of coherence across policies, programs, and practices.

- Administrators will be knowledgeable about the EL program implemented in their school(s) and district.
- Sheltered Instruction will be articulated and implemented across the District PreK-12.
- ELP standards will be integrated into unit plans and daily instructional practices.
- A tiered support of language development interventions will be provided to EL's based on assessment data.
- Research programs to implement that are most appropriate for the district.

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- 2. Strategy:** Instruction – Instructional methods are derived from research-based principles of sheltered instruction and from research on the development of bilingualism and bi-literacy in children.

**Rationale:** Research supports the use of an evidence based approach to teaching with rigorous content following state standards.

  - Instructional staff will integrate ELP standards into their unit plans and daily instructional practices.
  - Teachers will use sheltered instruction strategies to facilitate comprehension and promote second language development.
  - Technology & multi-media presentations will be incorporated into instruction.
- 3. Strategy:** Specialized and Supplemental Curriculum – Curricula utilized are research-based, incorporate language instruction and are linked with Washington State Learning Standards.

**Rationale:** Research supports the use of an evidence based approach to teaching with rigorous content following state standards. In improved districts, curriculum is aligned with standards, assessments and policies.

  - Newly adopted curriculum will be in English and Spanish when available.
  - Instructional staff will use supplemental curriculum to support EL's.
- 4. Strategy:** Staff Quality – Recruitment and qualification of bilingual and English Language Development staff.

**Rationale:** Research reports intensive attention and guidance focused on quality classroom instruction by qualified staff. Research also indicates that improved districts build a culture of commitment, collegiality, mutual respect and stability.

  - Job postings will reflect current state law requirements.
  - Professional development will be offered to instructional staff to upgrade endorsements and to obtain SIOP training and/or GLAD certification.
- 5. Strategy:** Professional Development to Meet the Needs of EL Students – The program has a quality professional development plan that builds the capacity of program and general education staff.

**Rationale:** Research indicates that improved districts provide and allocate professional development resources to ensure quality instruction.

  - ELP standards training will be provided for instructional staff including how to integrate them into unit plans and daily instructional practices.
  - Staff development will be provided by the ESD 105 Language Acquisition Cooperative on sheltered instruction strategies using SIOP, GLAD and/or Thinking Maps.
  - Development of a long-term professional development plan that is specific and intentional to grade level/content areas, including professional development on ELPA21 data, language level characteristics, and language development strategies.
  - ESD 105 Language Acquisition Cooperative will provide training and on-site support to instructional staff.
- 6. Strategy:** Parent and Community Involvement – The district communicates with appropriate stakeholders in the evaluation and development of program models. The district has program supported parent education and support services that are reflective of bilingual and multicultural goals.

**Rationale:** Research indicates that students with more highly involved parents are more likely to gain in both reading and math, than children with less involved parents. This finding holds true across all income and education levels.

  - Increase parent participation on district and building teams.
  - Continue to expect 100% parent participation in Student-Led conferences.
  - Provide parent nights at each building focused on reading, math and/or other areas of specific need.
  - Engage families and communities in the development and evaluation of our various program models.
- 7. Strategy:** Student Assessment – The district has a plan for continuous student assessment and when and how assessment data will be summarized, analyzed and utilized to ensure increased student achievement.

**Rationale:** Research supports the use of data as evidence to monitor results, for making instructional and resource allocation decisions, and for accountability.

  - Include state language assessment data (ELPA21) on Student Learning Plans and Unit Plans.
  - Incorporate ELP standards and language development assessments into curriculum maps and unit plans.
  - Provide a tiered support of language development interventions to EL's based on assessment data.
- 8. Strategy:** Program Evaluation – The district has a plan for continuous improvement and evaluation of its instructional program for EL's.

**Rationale:** Research supports the use of data as evidence to monitor results, for making instructional and resource allocation decisions, and for accountability.

  - On-going monitoring of ELP standards implementation that is focused and targeted in all classrooms.
  - Yearly analysis of ELPA21 data by district evaluation team that includes teachers, administrators, and parents to monitor program effectiveness.
  - Evaluation data includes the identification of answers to the four critical questions (see Goal 1).