

SAC Building Improvement Plan 2014-2015

Goal Area: Data

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Use Data to Drive Instructional Decisions	Curriculum will be based on curriculum assessment scores.	<ul style="list-style-type: none"> Use Lead21 and EDM classroom data from daily, weekly, and unit assessments to <i>plan</i> whole class instruction 	<ul style="list-style-type: none"> Classrooms will improve scores on specific content Teachers will monitor classroom performance and adjust lessons as necessary to meet class needs 	<ul style="list-style-type: none"> Schedules/lesson plans will be adjusted based on need to review or accelerate as a class Improved scores on identified content 	<ul style="list-style-type: none"> Curriculum assessment scores at classroom level Collaboration time to share resources/strategies 	<ul style="list-style-type: none"> Begin with pre-test data in late August Adjust as needed throughout the unit and after See results on post-test in early May
	Students will receive instruction based on need at their level.	<ul style="list-style-type: none"> Use AIMSWeb and curriculum assessments to identify individual student needs Utilize math and reading tier time for focused instruction Utilize small math groups during math instruction 	<ul style="list-style-type: none"> Small group instruction will target specific needs Individual students will improve scores on various assessments 	<ul style="list-style-type: none"> Small groups during math instruction Successful movement in reading and math tiers Improved scores for individual students 	<ul style="list-style-type: none"> Collaboration time to structure tiers and math groups Data from AIMSWeb & curriculum assessments Differentiated curriculums for each group 	<ul style="list-style-type: none"> Establish math and reading tier groups by Sept 2 Adjust groups using 3 data points Utilize math groups by 2nd quarter
	Behavioral data will be used to create individual and building wide behavior plans	<ul style="list-style-type: none"> Track behavior data for individual students as needed Create intervention plans to improve target behaviors Establish building behavior goals and celebrate achievement 	<ul style="list-style-type: none"> Individual behaviors will improve Greater collaboration among support staff and classroom teachers Improved building climate and educational focus 	<ul style="list-style-type: none"> Decrease in behavior incidents Routine meetings between support staff and classroom teachers Behavior goal celebrations 	<ul style="list-style-type: none"> Behavior data collection charts Collaboration time 	<ul style="list-style-type: none"> Begin tracking chosen students at beginning of school ID additional students through SIT process Have celebrations quarterly

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Goal Area: Curriculum

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Align and Map Course Curriculums	All teachers will understand and focus on CCR Standards in each lesson	<ul style="list-style-type: none"> Review CCR Standards in each core content area Post lesson objectives using standards language Deliver instruction using CCR Standards language 	<ul style="list-style-type: none"> Teachers will better understand CCR Standards Instruction will be focused on CCR Standards 	<ul style="list-style-type: none"> Objectives posted with CCR Standard language Lesson plans include CCR Standards 	<ul style="list-style-type: none"> Deconstructed CCR Standards Access to BYOC units/lessons 	<ul style="list-style-type: none"> Post lesson objectives for math and reading daily from August through May
	Core content areas in BYOC will be continually updated	<ul style="list-style-type: none"> Review math and reading BYOC reports for standards addressed each unit Alter lesson plans/curriculums to match CCR Standards per unit Make adjustments in BYOC at the end of each unit 	<ul style="list-style-type: none"> Better alignment to CCR Standards Evaluation of current resources in addressing CCR Core curriculums in BYOC will reflect current classroom practice 	<ul style="list-style-type: none"> Standard coverage data from BYOC reports Curriculums based on standards and not just resource Updated and current BYOC units, lessons, and activities 	<ul style="list-style-type: none"> BYOC training BYOC reports Collaboration time to work through curriculums Additional curriculum resources, supplemental curriculums 	<ul style="list-style-type: none"> Review BYOC information prior to each unit Review will be ongoing throughout the year
	Attention will be given to writing, science, and social studies curriculums in BYOC work	<ul style="list-style-type: none"> Enter two writing units based on CCR Standards into BYOC each semester Attach science and social studies learning targets to current reading lessons at the end of each unit 	<ul style="list-style-type: none"> Aligned and mapped writing curriculum in BYOC Science and social studies standards addressed in reading curriculum mapped in BYOC 	<ul style="list-style-type: none"> Standard coverage data from BYOC reports Updated BYOC documents 	<ul style="list-style-type: none"> BYOC training BYOC reports Collaboration time to work through curriculums Additional curriculum resources, supplemental curriculums 	<ul style="list-style-type: none"> Writing based on semester Science and social studies based on completion of reading units

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Goal Area: Teacher Evaluation

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Effective Use of Evaluation Tool (McREL)	Teachers will target personal weak areas through reflection and goal setting	<ul style="list-style-type: none"> Teachers will complete the self assessment in the McRel online system Teachers will complete a Goal Setting Plan in the McRel online system to target two weak areas 	<ul style="list-style-type: none"> Teachers will improve weak areas Reflection and change will become common practice 	<ul style="list-style-type: none"> Forms completed in online McRel system for each teacher Conferences with administrator 	<ul style="list-style-type: none"> McRel online tool Training on using McRel tool 	<ul style="list-style-type: none"> Self assessments & goal setting forms completed by Sept 1 Conferences with admin during month of September
	Teachers will assist each other in attainment of individual goals	<ul style="list-style-type: none"> Create goal groups based on targeted areas Teachers will meet monthly with goal groups to discuss progress Teachers will complete mid-year review process 	<ul style="list-style-type: none"> Teachers will stay focused and motivated toward goals Teachers will share ideas for goal achievement Teachers will accomplish goals 	<ul style="list-style-type: none"> Goal group meeting notes Goal attainment McRel Evaluation summary rubrics 	<ul style="list-style-type: none"> McRel online tool Collaboration time 	<ul style="list-style-type: none"> Establish goal groups by end of 1st quarter Hold two goal group meetings first semester and four second semester Completed mid-year review by Dec 22 Review summary rubric by May 1
	Professional development will address common weaknesses	<ul style="list-style-type: none"> Identify weakest areas of staff as a whole through self assessments and walk through data Hold professional development sessions to address these areas 	<ul style="list-style-type: none"> Teachers will improve weak areas through additional knowledge gained through professional development opportunities 	<ul style="list-style-type: none"> Walk through data Goal attainment McRel Evaluation summary rubrics 	<ul style="list-style-type: none"> McRel online tool Walk through form tied to McRel Staff meetings Additional professional development opportunities 	<ul style="list-style-type: none"> Identify weakest areas by end of 1st quarter Address areas at monthly staff meetings

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Goal Area: Communication

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Communicate Effectively with all Stakeholders	Frequency of positive communication from SAC staff to parents and community will increase	<ul style="list-style-type: none"> Post classroom activities and pictures on district Facebook page weekly Each teacher submit Positive Office Referral at least once every week 	<ul style="list-style-type: none"> Increased support from parents and community on active classrooms Increased trust and support from parents 	<ul style="list-style-type: none"> Weekly Facebook posts "Likes" and other Facebook statistics Positive emails to parents 	<ul style="list-style-type: none"> iPads/cameras to take pictures Facebook Email addresses 	<ul style="list-style-type: none"> Beginning the first week of school and continuing throughout the year
	Students and parents will become knowledgeable and active participants in goal setting and progress monitoring	<ul style="list-style-type: none"> Hold goal setting and progress check conferences with students for all areas (core & tier) Involve students in P/T Conferences Send progress reports by unit in core subjects and by progress monitoring in tier 	<ul style="list-style-type: none"> Increased parent understanding and involvement in all aspects of student's education Students have increased motivation, responsibility and success in reaching goals 	<ul style="list-style-type: none"> Completed goal setting forms Completed Progress reports Student data 	<ul style="list-style-type: none"> Goal setting forms Progress report forms Data from both core and tier 	<ul style="list-style-type: none"> Goals should be set by mid-Sept Check progress throughout year P/T Conferences in October and April
	Staff and student successes will be celebrated both internally and publicly	<ul style="list-style-type: none"> Use staff memos to recognize staff achievements Use morning announcements to share student achievements Use Facebook and newsletters to share staff and student successes 	<ul style="list-style-type: none"> Increased sense of pride and accomplishment of both students and staff Increased motivation to reach goals for both students and staff Increased recognition from public 	<ul style="list-style-type: none"> Kudos in staff memo Morning announcement notes Facebook postings Newsletter entries 	<ul style="list-style-type: none"> Email Facebook Newsletter templates 	<ul style="list-style-type: none"> Beginning during pre-service days and continuing throughout the school year

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Goal Area: Professional Development

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Develop as Professionals	Collaboration, both grade level and throughout the district, will lead to development as a professional	<ul style="list-style-type: none"> Create collaboration agendas based on building improvement plan Hold monthly collaboration sessions between grade levels 	<ul style="list-style-type: none"> Collaboration will focus on building improvement Communication and collaboration will increase across grade levels Teachers will grow as professionals 	<ul style="list-style-type: none"> Collaboration agendas and minutes McRel evaluation rubrics 	<ul style="list-style-type: none"> Collaboration time Google Docs McRel online tool 	<ul style="list-style-type: none"> Grade level collaboration weekly throughout the year Across grade level sessions begin in Sept and run through May
	Staff will serve as examples of professionals in our community	<ul style="list-style-type: none"> Teachers will dress appropriately Teachers will conduct themselves as professionals in all contexts, including professional, personal and online 	<ul style="list-style-type: none"> Staff will maintain a high professional image within the community 	<ul style="list-style-type: none"> Number of reprimands 	<ul style="list-style-type: none"> Staff Handbook 	<ul style="list-style-type: none"> Throughout the school year
	Teachers will develop as professionals through a variety of opportunities	<ul style="list-style-type: none"> Teachers will visit other classrooms and schools with ideas related to their goals Teachers will utilize Greenbush and other presenters for information related to goals 	<ul style="list-style-type: none"> Teachers will gain knowledge and improve weak areas Teachers will gain additional perspectives and ideas to improve SAC Teachers will become active in the educational professional community 	<ul style="list-style-type: none"> Number of classroom visits Number of conferences/ sessions attended McRel evaluation rubrics 	<ul style="list-style-type: none"> Contacts with other classrooms and districts Greenbush Service Center Additional professional development opportunities 	<ul style="list-style-type: none"> Begin with inservice in August and continue throughout the school year