

Great Seneca Creek Elementary School Improvement Plan 2013-2014

STUDENT AND STAKEHOLDER FOCUS

As a result of the root cause analysis of disaggregated data, it was determined that all students need teachers to provide a comprehensive writing program that includes:

- Exposure and practice with 6+1 Traits
- Purposeful, effective, and differentiated guided writing group instruction

FACULTY AND STAFF FOCUS

As a result of the root cause analysis, professional learning will be implemented so that teachers provide increased, multiple, and varied opportunities for students:

- to demonstrate effective use of the 6 +1 traits through modeled writing across all content areas
- to receive specific feedback on their writing

LEADERSHIP

Mission: The students, staff, parents and community of Great Seneca Creek Elementary School will work collaboratively to provide a safe, respectful, energetic, and rigorous learning environment for all. We will develop successful life-long learners ready for the 21st century by strengthening our instructional core through the implementation of Professional Learning Communities, planning with fidelity, and the integration of culturally responsive instruction.

STRATEGIC PLANNING

1. Students will use textual evidence in their writing to support their own thinking and ideas.
2. Students will use 6+1 Traits to demonstrate writing proficiency.

PROCESS MANAGEMENT

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address student and staff needs:

1. Professional Learning Communities
2. Professional Development monthly staff meetings on:
 - Writer's workshop model
 - 6 +1 trait mini-lessons using authentic texts
 - Effective and specific feedback
 - Collecting and analyzing anchor texts across grades
3. Team Collaborative Planning Meetings
 - Determining proficiency
 - Examining student work
 - Common CFUs
 - Student Learning Portfolios
4. Leadership Team
 - Book Study- *The Leader In Me* and *Collaborative School Improvement*

ORGANIZATIONAL PERFORMANCE RESULTS

“What” questions:

1. What summative measures will be used to establish baseline data and to determine progress with SIP goals? (e.g., student achievement, student and stakeholder satisfaction, staff training and well-being, leadership systems, benchmarking, key processes and systems)

“How” questions:

1. How well are we doing in achieving our goals/objectives and action plans?
2. How will our results be used to improve our school and guide our school improvement planning process?

*See attached performance results

MEASUREMENT, ANALYSIS AND KNOWLEDGE MANAGEMENT

Monitoring tools and formative measures that measure the impact of the steps in the Baldrige Guided School Improvement Plan (BGSIP) Action Plan.

(see attached BGSIP Action Plan)

**Great Seneca Creek Elementary School
2013-2014 School Improvement Action Plan**

School: Great Seneca Creek Elementary School

Date: September 30, 2013

Action steps/objectives/processes/ Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. Professional Development staff meetings on BGSIP instructional focus. <ul style="list-style-type: none"> • Analyzing student work • Examining writing expectation in Common Core • Lucy Caulkins Writer's Workshop model • Effective and immediate feedback to students 	S. Hawkins, SDT L. Friedberg, 1 st grade teacher B. Redman, K teacher S. Tanzi, 4 th grade teacher S. Chung, Reading Specialist	<ul style="list-style-type: none"> • Mtg. schedule • Agendas • Lucy Caulkins teacher guide • PLC meeting dates/times 	<ul style="list-style-type: none"> • Mtg. evaluation • Staff feedback • Team planning agendas • Quarterly planning agendas • Informal observation feedback 	September October November December January February March April May By S. Curry and K. Alban	
2. Lucy Caulkins professional development conference	B. Redman L. Friedberg S. Tanzi	<ul style="list-style-type: none"> • PTA funding • Substitute • Planning time for staff PD • Lucy Caulkins teacher guide 	<ul style="list-style-type: none"> • Staff PD agenda • Conference agenda 	October November By S. Hawkins, SDT	
3. Development of writing rubrics and benchmark	S. Hawkins, SDT S. Chung, Reading Specialist Team Leaders	<ul style="list-style-type: none"> • Writing samples • Planning time 	<ul style="list-style-type: none"> • Rubrics • Grade level benchmark anchor papers 	Quarterly By S. Hawkins, SDT	

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	B. Redman A. Stone S. Kline E. Swift S. Tanzi M. Moore	<ul style="list-style-type: none"> • Lucy Caulkins teacher guide • 6+1 Traits of Writing teacher guide 			
4. Professional Learning Communities	SDT, Sharon Hawkins 4 th grade teacher, Germaine Cooley 3 rd grade teacher, Amy Williams Math Content Coach, Karlyn Kay Media Specialist, Lisa Norris	<ul style="list-style-type: none"> • Mtg. schedule • Mtg. times • Edmodo 	<ul style="list-style-type: none"> • Edmodo • Student work 		
5. System for peer observations to better understand effective teaching and learning through Curriculum 2.0 integrated lessons	Principal, S. Curry Asst. Principal, K. Alban Reading Specialist, S. Chung Math Focus, K. Kay SDT, S.Hawkins Media Specialist, L. Norris	<ul style="list-style-type: none"> • Protocol for Peer Observations • Time for reflective conversation 	<ul style="list-style-type: none"> • Observation schedule • Peer feedback • Exit Cards 	Reading Specialist, S. Chung SDT, S.Hawkins	

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<p>6. Develop and implement weekly math and reading instructional planning to include:</p> <ul style="list-style-type: none"> • Curriculum 2.0 integrated lessons (K-5) • Components of STEM (K-5) • Integration of Thinking and Academic Success Skills • Teacher discourse around math and reading content • Data analysis • Analysis of student work • Implementation of specific cooperative learning strategies to increase equity within lessons • Differentiation • Engaging Seatwork 	<p>Principal, S. Curry Asst. Principal, K. Alban Math Focus, K. Kay Staff Development Teacher, S. Hawkins Reading Specialist, S. Chung Media Specialist, L. Norris All Teachers</p>	<ul style="list-style-type: none"> • Common planning time • Planning Expectations • Student Math Data • Protocol for analyzing student work • Weekly planning template 	<ul style="list-style-type: none"> • Lesson Plans • Staff Feedback • Team scored student work • Staff Evaluations • Grading and Reporting Data • Weekly planning templates 	<p>September October November December January February March April May June</p> <p>By SDT, S. Hawkins Reading Specialist, S. Chung Math Focus, K. Kay Team Leaders B. Redman A. Stone S. Kline E. Swift S. Tanzi M. Moore</p>	
<p>7. Monitor all data points through the lens of race and equity</p>	<p>Principal, S. Curry Assistant Principal, K. Alban</p>	<ul style="list-style-type: none"> • myMCPS • DATA.master • Common 	<ul style="list-style-type: none"> • DATA.master • PINNACLE grade book 	<p>October November December</p>	

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	Reading Specialist, S. Chung Math Focus, K. Kay Staff Development Teacher, S. Hawkins Team Leaders: B. Redman A. Stone S. Kline E. Swift S. Tanzi M. Moore	planning time	<ul style="list-style-type: none"> • Grade level data monitoring tools 	January February March April May June By Principal, S. Curry Assistant Principal, K. Alban	
8. Student Learning Portfolios	SDT, Sharon Hawkins Team Leaders B. Redman A. Stone S. Kline E. Swift S. Tanzi M. Moore	<ul style="list-style-type: none"> • Binders • Sample student work • Common planning time 	<ul style="list-style-type: none"> • Student portfolios • Common check for understanding • Grade level developed rubrics based on C2.0 	September October November December January February March April May June By SDT, S. Hawkins	
9. Development of grade level data monitoring tools	IDA, Kathleen Schrantz Team Leaders	<ul style="list-style-type: none"> • Common CFUs (check for 	<ul style="list-style-type: none"> • Monitoring tool • Common CFU 	Quarterly By Principal, S.	

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	B. Redman A. Stone S. Kline E. Swift S. Tanzi M. Moore	understanding s) • Pinnacle • Writing rubrics • Excel spreadsheet • Planning time		Curry Assistant Principal, K. Alban	
10. Implement authentic Culturally Responsive Instruction (including Equitable Classroom Practices pervasive throughout the organization) to meet the instructional needs of all students	Principal, S. Curry Assistant Principal, K. Alban Reading Specialist, S. Chung Math Focus, K. Kay Staff Development Teacher, S. Hawkins All Teachers	• Team Planning Time • PLC meeting • Classroom Observation (Formal and Informal)	• Lesson Plans • Staff Feedback • Team scored student work • Staff Evaluations • Check for Understanding • Grading and Reporting Data • Critical Thinking – Inquiry Based instruction (UDL, STEM)	September October November December January February March April May June By Principal, S. Curry Assistant Principal, K. Alban	

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11. Book Study <ul style="list-style-type: none"> • The Leader in Me by Stephen Covey • Collaborative School Improvement by 	Principal, S. Curry Assistant Principal, K. Alban Reading Specialist, S. Chung Math Focus, K. Kay Staff Development Teacher, S. Hawkins Media Specialist, L. Norris Counselor, W. Morris Team Leaders: B. Redman A. Stone S. Kline E. Swift S. Tanzi M. Moore B. Russ J. Kendall K. Scrantz D. Voiner	<ul style="list-style-type: none"> • Copies of books • Protocols for response to reading 	<ul style="list-style-type: none"> • Action plan 	September October November December January February March April May June By Principal, S. Curry Assistant Principal, K. Alban	