

**IMPROVEMENT GOAL - Student Achievement**

Buckley students will achieve mastery in literacy and numeracy, as articulated in the Common Core State Standards.

**IDENTIFIED NEED**

**CMT % At or Above Goal**

	2012 % Goal	2013 % Goal									
Math			Reading			Science			Writing		
School	89.6	81.4	School	78.7	72.9	School	90.2	67.6	School	76.3	63.8
Male	91.3	78.8	Male	80.7	66.7	Male	83.3	50	Male	66.3	53.7
Female	87.8	84.5	Female	76.8	79.3	Female	95.7	83.3	Female	86.9	75
African Am	46.2	33.4	African Am	46.1	40	African Am	100	0	African Am	64.3	14.3
Hisp/Lat	84.2	50	Hisp/Lat	58.8	33.3	Hisp/Lat	87.5	40	Hisp/Lat	54.5	35
White	96.2	93.6	White	85.6	82.9	White	88	84.2	White	79.3	77.5
Asian	92.9	66.7	Asian	78.6	75	Asian	100	0	Asian	92.9	66.7
F/R Meals	73.1	53.3	F/R Meals	64.1	56	F/R Meals	88.9	50	F/R Meals	61.4	37.5
Sp Ed.	72.7	28.6	Sp Ed.	42.9	22.2	Sp Ed.	50	0	Sp Ed.	15	16.7
ELL	100	0	ELL	0	0	ELL	NA	0	ELL	0	0

**NWEA % At or Above Goal**

	Spring 2013 % Goal	Fall 2013 % Goal		Spring 2013 % Goal	Fall 2013 % Goal
Math			Reading		
School	62.6	53.8	School	61.9	54.8
Male	62.3	54.4	Male	53.9	51.3
Female	62.9	52.9	Female	71	58.7
African Am	41.2	24.1	African Am	23.5	31
Hisp/Lat	38.9	30.5	Hisp/Lat	43.2	41.3
White	72.1	64.4	White	70.3	62
Asian	67.9	60	Asian	71.4	63.3

**MEASURES/OUTCOMES/PERFORMANCE TARGETS**

Increase the number of students who meet mastery level including those students in underperforming subgroups as measured by district standardized and non-standardized assessments.

- 60% of all students in reading and math will perform at or above goal level as articulated in the NWEA testing.
- All students who are currently performing at/above goal level will remain at this level.
- 5% decrease in the achievement gap for all subgroups as articulated in the NWEA testing
- 75% of all students will move at least one band as articulated in a Common Formative Assessment (CFA) that is aligned with grade level SLOs.

**Theory of Action**

**If We...**

- Support, train, and collaborate with teachers as we implement the new K-5 writing program, move towards a Writer’s Workshop model and move towards a guided math model;
- Implement research based instructional practices and provide on-going, structured training for teachers specific to the Common Core;
- Implement Professional Learning Community philosophy that embraces collaboration with colleagues as well as critically analyzing student progress;
- Gather qualitative and quantitative student data and use the data to inform instruction;
- Build Culturally Responsive Classrooms and School community.

**Then...**

- All students will perform at mastery level, develop a love of reading, become effective oral and written communicators and become effective problem solvers and critical thinkers.

<b>Action Steps</b>	<b>Evidence of implementation</b>	<b>Support Needed for 2013-14</b>
<p>Continue to explore Professional Learning Community philosophy with the goal of improving Tier I instruction;</p> <p>Provide teachers with mini professional learning opportunities specific to literacy and numeracy as related to instructional shifts as seen in the common core;</p> <p>Conduct focused Learning Walks to provide teachers with a review of best practices in the classroom;</p> <p>Literacy and Numeracy Coach will meet with classroom teachers on a regular basis to provide professional learning, model lessons and provide assistance to classroom teachers that focus on differentiated instruction, rigor and best practice that are aligned with the Common Core;</p> <p>Incorporate Instructional Rounds as a viable way to collaborate with staff, look at effective teaching strategies and engage</p>	<p>Prioritized school initiatives to maximize time and effort;</p> <p>Teachers engaged in mini professional learning opportunities every month with Literacy and Numeracy Coaches;</p> <p>Analyze school wide data throughout the school year at Professional Learning Community meetings;</p> <p>Principal and Equity Facilitator will work with teachers in order to effectively implement culturally responsive practices;</p> <p>Conduct Instructional Rounds and Learning Walks in order to look at best practices and to engage in collaboration in order to improve Tier I instruction.</p>	<p>Provide teachers with professional learning specific to Literacy and Numeracy as it connects to the common core;</p> <p>Professional Learning opportunities, as needed;</p> <p>On-going training by the Director of Teaching and Learning.</p>

<p>in professional conversations around best teaching;</p> <p>Develop CFAs at PLC meetings as well as analyze student data on a regular basis.</p> <p>Work with the Equity Facilitator in order to build a Culturally Responsive Classroom community.</p>		
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**IMPROVEMENT GOAL – School Climate**

Buckley School staff and students will continue to create a positive school climate.

**IDENTIFIED NEED**

- Increase positive recognition for all students to include positive contact home;
- The culture and emotional climate of the school will be positive, safe and supportive;
- Increase parent participation with the school climate survey to a minimum 30%.

**MEASURES/OUTCOMES/PERFORMANCE TARGETS**

Buckley School will increase parent participation to a minimum of 30% by continuing to create a school culture that is positive, safe, and supportive and recognizes all students.

**Theory of Action**

**If we...**

- Engage in a collaborative culture built on trust and respect;
- Develop consistent language around safe school climate;
- Increase positive contact with parents/guardians;
- Continue to have on-going recognition and celebration of staff effort, collaboration and successes;
- Continue to identify and celebrate positive behavior at school wide assemblies;
- Build Culturally Responsive Classrooms and school community

**Then...**

- We will have a positive safe, supportive school climate that recognizes all students and increased parent participation with the school survey to a minimum of 30%.

<b>Action Steps</b>	<b>Evidence of implementation</b>	<b>Support Needed for 2013-14</b>
<p>Continue to teach safe school climate expectations;</p> <p>Hold a district-wide professional learning activity in August focused on School Climate;</p> <p>Review policy 5131.1 with staff;</p> <p>Conduct periodic school wide re-teaching of our <b>PBIS</b> expectations of being safe, responsible and respectful;</p> <p>Hold an activity for those students who are recognized at our <b>PBIS</b> assemblies to celebrate their</p>	<p>Prioritized school initiatives to maximize time and effort;</p> <p>Principal will ensure that all students are recognized during the course of the school year;</p> <p>Principal will identify staff members on a monthly basis with the “Above and Beyond Award”.</p> <p>Principal and School Climate Committee will meet monthly;</p> <p>Principal will insure ongoing <b>PBIS</b> activities;</p>	<p>On-going school climate training, as needed;</p> <p>District will provide training in Fall for all staff;</p> <p>Items for prize cart.</p>

<p>success;</p> <p>Hold Parent-Teacher meetings as needed to work collaboratively to meet the academic/ social/emotional needs of our students;</p> <p>Embrace our working agreement among all staff in order to maintain a positive school climate for all staff by reviewing it three times during the school year;</p> <p>Continuous recognition of our students through our Pillars of Character bulletin board</p> <p>Survey Staff, Students and parents during the 2013-2014 school year;</p> <p>Recognize staff on a regular basis.</p>	<p>Buckley Staff will develop a positive student recognition bulletin board;</p>	
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**IMPROVEMENT GOAL: TALENT DEVELOPMENT**

Buckley School will focus on the implementation of best practices to increase effectiveness and efficiency resulting in higher student success rates.

**IDENTIFIED NEED**

On June 27, 2012 the State Board of Education, amended sections 23 and 24 of Public Act 12-2 and in consultation with the Performance Evaluation Advisory Council (PEAC), adopted guidelines for a model teacher and administrator evaluation and support program.

**MEASURES/OUTCOMES/PERFORMANCE TARGETS**

Implement talent development strategies and improve teacher and administrator effectiveness and leadership by completing the new evaluation program for teachers and administrators.

**Theory of Action:**

- If we provide teachers and administrators with effective professional learning days that are focused on the new teacher and administrator evaluation instrument;
- If we identify research-based best practices and provide on-going job-embedded professional learning opportunities for teachers and administrators;
- If we gather and analyze student data through professional learning communities in order to review data and develop plans for instructional improvements;

**Then:**

All students will perform at mastery level as outlined by local and state standards and teachers and administrators will perform at a high level.

<b>Action Steps</b>	<b>Evidence of implementation</b>	<b>Support Needed for 2013-14</b>
<p>Organize roles to support educators as they share best practices and lessons learned.</p> <p>Align and make available model curricular units, resources, and exemplar student work.</p> <p>Assist in establishing forums for professional conversations regarding data reports and application to lesson and curriculum implementation.</p> <p>Engage in Professional Learning Communities (PLCs) and Instructional Rounds (IRs).</p> <p>Continue the delivery of professional learning using research-based approaches that promote high-quality curriculum and instruction that are aligned to standards and assessment.</p>	<p>Regular use of Professional Learning Communities and Instructional Rounds</p> <p>Implementation of new teacher and administrator evaluation system.</p> <p>Consistent roles of curriculum coaches including implementation of professional learning on a consistent basis.</p>	<p>Use of data sets, progress monitoring, PLCs and IRs;</p> <p>Use of electronic curricular platforms.</p> <p>Funds for professional resources including classroom libraries</p> <p>Director of Teaching and Learning to assist in the development of curriculum units</p>