Shook Elementary School

School Improvement Plan

2015-17

Marshfield School District

Marshfield, MO

Marshfield School District Mission

The Marshfield faculty and staff are committed to producing highly-skilled students capable of being successful and productive citizens in a technologically-changing global society.

Shook Elementary Vision

We are committed to creating a school that inspires and empowers all learners through a commitment to curriculum, climate and community.

Shook Elementary Collective Commitments

We will collaborate weekly in grade level planning teams to align lesson plans according to the curriculum maps.

We will utilize scientifically researched based student assessments to diversify instruction and drive educational decisions.

We will implement research based instructional strategies in our classroom.

We will continue to update and incorporate leading-edge technologies.

Climate

We will consistently supervise and monitor student behavior in all areas of the school environment.

We will meet monthly to maintain effective communication and to recognize staff and faculty accomplishments.

We will cultivate a safe, warm, caring atmosphere by emphasizing positive character traits, celebrating birthdays, recognizing academic excellence and promoting good behavior.

Community

We will support all school activities that encourage community involvement.

We will share our successes and provide opportunities for community members to be involved in our school.

We will keep the community informed of upcoming school events and activities through various media.

Comprehensive Needs Assessment Committees

PLC Leadership Committee		Student Achievement Committee	
Angie Bennett	Special Education Teacher	Lacey Watson	4th Grade Teacher
Jennifer Bransfield	Library Media Specialist	Richie Shockley	Special Education Teacher
Lesa Chastain	5th Grade Teacher	Carmen Diehl	Interventionist
Bob Currier	Principal	Chelsea Wells	4th Grade Teacher
Jennifer Matthews	5th Grade Teacher		Parent
Sherri Price	Interventionist	**School Culture and Climate**	
Patricia Throne	4th Grade Teacher	Patricia Throne	4th Grade Teacher
Lacey Watson	4th Grade Teacher	Rob Wolff	5th Grade Teacher
Becky Weigand	Assistant Principal	June Keagy	Success Teacher
Tiffany Porter	Parent	James McAnarney	Physical Education
Staff Quality, Recruitment, and Retention			Parent
Jennifer Matthews	5th Grade Teacher	**Curriculum, Instruction, and Assessment**	
Ethan Blacksher	5th Grade Teacher	Lesa Chastain	5th Grade Teacher
Eddie Jacobs	4th Grade Teacher	Sherry Linville	5th Grade Teacher
Sarah Hardin	4th Grade Teacher	Angie Pollard	4th Grade Teacher
Shannon Mitchell	Special Education Teacher		Parent
	Parent	**Family and Community Involvement**	
School Context and Organization		Sherri Price	Reading/Math
Angie Bennett	Special Education Teacher	Kristina Fishel	4th Grade Teacher
Kristen Winkler	5th Grade Teacher	Cathy Laird	Interventionist
Michael Dove	Music Education	Celina Cron	Interventionist
Dara Chepan	Speech Therapy	Emily Elliott	Special Education Teacher
	Parent		Parent

Comprehensive Needs Assessment

1: Demographics

Demographics Summary

Shook is a rural school with eight classrooms in both 4th and 5th grade. The average class ratio is 28.5/1. Shook has 33 certified teachers, 1 counselor, 2 administrators, and 18 classified staff members. Shook Elementary has shown a decline in enrollment over the last 3 years. Currently Shook enrollment stands at 426 down almost 40 students from 2012.

In terms of ethnicity, Shook has a very low number of minority students at about 9 percent. The most significant subgroups in the student population are the Economically Disadvantaged Category (Free and Reduced lunch), which comprises 49.5 percent and the students with IEPs at 19.7 percent.

Our student demographics at the beginning of the 2014-15 school-year are as follows:

Year	Total Enrollment	Multi-Racial (Percent)	Black (Percent)	Hispanic (Percent)	Indian (Percent)	White (Percent)	Free/Reduced Lunch (FTE) (Percent)	IEP (Percent)
2014	426	5.3	0.02	2.0	1.4	91.5	49.5	19.7

The local Parent Teacher Support Group (PTSG) continues to provide parent and community support for our classroom teachers and students.

Demographics Strengths:

- PTSG
- Marshfield Schools has a low transition rate

Demographics Needs:

- If class sizes continue at the current level, it will be necessary to establish support systems for classroom teachers to ensure effective instruction is delivered to all students.

- With higher class sizes our building will continue to face challenges meeting the academic, social, and emotional needs of our at-risk population and the economically disadvantaged.

2: Student Achievement

Student Achievement Summary

The academic year of 2013-2014 was the last year the GLEs were assessed. During the 2014-2015 school year, we will have a new state assessment covering the Common Core Standards. We are currently working on developing local assessments that align to the new standards and adjusting our current curriculum to align with the rigor of the new standards.

Locally-developed assessments that align to the district curriculum and state standards provide one source of data for guiding instructional decisions and intervention support. The assessment data will direct and guide our instruction and help students with their learning. Early, intensive interventions are provided for students not progressing toward meeting grade level standards. Our local assessment program will undergo several changes in the 2014-2015 school year based on data, stakeholder input, and the redesign of the state accountability system.

Student Achievement Strengths:
- In ELA, students seem to be able to follow a writing process and can write with a clear controlling idea with use of relevant details and examples.
- In Math, students show a strong understanding of determining symmetry in the area of Geometry.
- Determining areas of polygons and non-polygonal regions has shown steady improvement
- Working with data (analyzing it, representing it on graphs, etc.) is strength.

Student Achievement Needs:

- In ELA, Use of punctuation seems to be an area of weakness
- Explaining how an author uses reasons and evidence to support particular points in a text
- Informational text, in general, seems to be a weakness -- being able to summarize, making inferences, determining main idea, etc.
- Being able to quote directly from the text is an area which needs work as well.
- For Math, estimation seems to be a weak area.
- Generating sequences based on a given rule or identifying the rule could use some help.
- Students seem to struggle in the area of converting from one unit of measurement to another as well.

3: School Culture and Climate

School Culture and Climate Summary

Shook Elementary has experienced a large change in staff for the 2014 – 2015 school year. Even though there has been a large change in staff retention, the climate among the staff is positive. Parents feel their students are receiving a quality education. The community feels the students are safe at school and the staff is encouraging their students to do their best. The community feels that the administration is approachable and eager to meet the needs of the students and community.

Due to the tax levy not being passed, and raises not being received, morale is lower than usual among staff. Class sizes are very large, especially in the 5th grade. The community believes the class sizes should be smaller; however, there has not been the support to make this action possible.

School Culture and Climate Strengths:

- The students are happy to go to school.
- The students feel safe at school.
- Students are receiving a quality education.
- Faculty and staff are highly qualified.

School Culture and Climate Needs:

- Class sizes are too large.
- Morale is lower than usual among staff because of the failure of the tax levy implies a lack of support from the community.

4: Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Developing and retaining a professional staff is a primary goal for Shook Elementary. It is a challenge to recruit and retain qualified staff due to our district's lower pay scale compared to surrounding school districts. The staff has had a high turnover rate the past few years; however, new hires are a huge asset to our building. Current staff at Shook is student driven. Shook staff desires high levels of student learning and student engagement. The district has implemented NEE teacher evaluation system to showcase the high quality of teaching at Shook. Based on Marshfield R-1 teacher surveys done at the end of the 2013-2014 school year, Shook has 100% highly qualified staff members.

Marshfield R-1 has lost professional development funds over the past few years. This limits the amount of quality professional development opportunities available for staff to attend. As the opportunities for PD are limited, the professional development offered to Shook staff needs to be in areas of high need that will increase the quality of teaching at Shook. As the staff at Shook has many new hires, there is an aspiration of these teachers to acquire higher education degrees. However, there is no incentive at this time for them to continue in seeking more schooling as we cannot move on the pay scale.

Staff Quality, Recruitment, and Retention Strengths:

- Staff is dedicated to students
- 100% Highly Qualified Staff
- Quality 1st and 2nd year teacher mentoring program
- Parents are highly satisfied with the quality of the faculty
- Highly qualified applicants for open positions
- Extensive range of teacher experience
- Strong desire of staff to obtain higher education

Staff Quality, Recruitment, and Retention Needs:

- The frozen pay scale prohibits staff from seeking higher education
- Large class sizes hinder teachers from meeting needs of all students
- Staff feels strongly that there are issues that affect staying at Shook
- Increase of professional development in areas of needs

5: Curriculum, Instruction, and Assessment

Curriculum, Instruction and Assessment Summary

Providing students with the tools to be equipped and empowered for lifelong learning is a central focus of our district mission. Caring parents, faculty and administration hold each other accountable for student learning. Shook provides challenging learning experiences for each of our students. We use Developmental Reading Assessment (DRA), the DRA2 Progress Monitoring tool, Acuity, common-formative and summative assessments along with adopted curriculum assessments. These assessments allow teachers to monitor and adjust the curriculum, instruction and assessment to target individual student needs.

Curriculum, Instruction and Assessment Strengths

- Teachers provide instructional strategies and activities to involve students in their learning.
- Assessing student learning to modify and adjust teaching strategies to best meet the learning needs of students.
- Collection of quantitative and qualitative data to support student academic and personal growth.

Curriculum, Instruction and Assessment Needs

- Professional development to learn how to read/use testing data from Acuity. To quote a survey response, "There does not seem to be time to pinpoint areas of need and address them, in addition to the excessive testing across the board."
- Benchmarking, common assessments and assessment rubrics are also recognized needs of the building.

6: Family and Community Involvement

Family and Community Involvement Summary

Family and Community involvement can have a powerful and positive impact on student outcomes. Shook Elementary is committed to the development and sustainability of family and community involvement. We strive to achieve family and community partnerships that positively impact the success of all Shook students.

Through self- assessment and surveys Shook Elementary has reviewed current practices and determined areas of strengths and areas needing improvement.

Shook Elementary welcomes all families and community members to a variety of school activities, some of which include: Sneak Peek Night, Title I Parent Night, Open House/ Grandparent Night, Fall and Spring parties, Science Fair, Art Show/Auction, Music Concerts, Talent Show, and PTSG functions.

We also have effective communication through both print and online announcements in which parents/caregivers receive information that will ensure that all information is available about school policies, procedures, and expectations. These include social media, school handbooks, weekly classroom newsletters, monthly building wide newsletter, and school calendars for advance notice of activities. While communication is a strength, we feel it is something that can also be improved upon by making patrons more aware of the variety of resources used for communication and by keeping news up to date.

Shook has a well-established framework in place in which parents/caregivers/community members are partners in decisions that affect their children's education. There are several opportunities for patrons to share information and concerns. Among these are, guidance advisory meetings, needs assessment committee, teacher conferences, open door policy for administrator communication, as well as parent/caregiver surveys that allow for additional responses.

Shook invests in its students by successfully collaborating with the local community and by supporting programs that assist parents with health, nutrition, and drug and alcohol abuse awareness *D.A.R.E. , Red Ribbon Week, Backpack Program, and the Dental Health Unit .

After analyzing the data we feel there is a need for parent community educational programs that provide additional resources to assist students based on the unique needs of caregivers.   These may include Grandparents as Parents workshop, Love and Logic training, and Transition to Jr. High assistance. We also feel there is a need for a stronger relationship with our local Parent Teacher Support Group which may include active recruitment of staff for participation in PTSG activities.

Family and Community Involvement Strengths:

- Welcoming family and community in all activities:

Sneak Peek	Grandparents Night
Title 1 Parent Nights	Muffins with Mom
PTSG	CHAMPS
Pioneer Days	Fall and Spring Parties
Christmas Concert	DARE Graduation
Write-On Festival	5th Grade Talent Show
Art Auction	Science Fair

- School Calendar for advance notice of activities
- Student Handbook
- Open door policy for administration
- Social Media (Facebook, Twitter, School/Teacher Websites)
- Weekly classroom newsletter
- Drug and alcohol abuse awareness (Don't Meth, DARE, and Red Ribbon Week)
- Title 1 Communications – Parent Night
- CHAMPS(Community Helpers Assisting Marshfield Public Schools)
- Community members involved in school decisions:
  - Guidance advisory meeting
  - Needs Assessment Committee
  - Monthly building wide newsletter
  - Parent and teacher conferences through phone calls home, weekly newsletters and individual conferences as requested

Family and Community Involvement Needs:

- Parent Community Education Programs (Transition to Junior High and Grandparents as Parents)

- Stronger relationship with PTSG – active recruitment of staff for participation in PTSG activities

7: School Context and Organization

School Context and Organization Summary

Shook Elementary has benefited from the organization of staff members into professional learning communities that consist of faculty members from varying content areas. The organization of staff into these learning communities has created a more strategic plan for the efficient delivery of information of the school community and throughout the district. It also has resulted in the ability for staff to have a stronger voice in the school organization. From those professional learning communities, Shook Elementary has also designated a professional learning committee leadership team that is encompassed of 9 members representing all areas of focus within the school community (4th grade, 5th grade, Interventionists, Special Education, administration, Encore teachers). This team's purpose is to play a vital role in bridging the communication gap between administration, staff, and the community.

The challenges and opportunities faced by Shook Elementary have recently been identified through parent and staff surveys. These surveys identified communication between staff and Administration as a high needs area in relationship to the decision making process. Another area of need identified was the time devoted to areas of study in which students perform poorly. Parent surveys indicated that their expectations are not being met and their view of the school community is somewhat positive. The data obtained from those surveys will be addressed by this needs assessment.

School Context and Organization Strengths:

- monthly staffing meetings
- daily bulletins on Google docs to help communicate with staff important announcements
- Intercom announcements
- intervention team to meet needs of students and their parents with various outreaches
- after school tutoring to aid in comprehension and retention of curriculum
- Facebook page updated regularly in order to communicate with parents
- Parent/teacher conferences held to aid parents in helping their students
- Class newsletters to support parent/teacher communication

School Context and Organization Needs:

- communication between staff and administration in relationship to the decision making process
- not enough time devoted to areas in which students perform poorly
- parent expectations are not being met fully

- community view of the school organization is less positive
- Not enough training for those chosen as leadership for the staff on the PLC leadership committee.

8: Technology

Technology Summary

Shook currently has seven classroom iPad carts to share among sixteen regular education rooms and two encore classrooms. Each teacher has their own iPad. Some classrooms have three stationary computers for student use.

Teachers are attempting to integrate more technology into their classroom lessons. A noticeable increase in the amount of assessments performed online has been observed. Students however, are consistently engaged with the usage of technology based equipment.

The wireless internet connection can become weak or unstable when a heavy load is placed upon the network. Sharing carts does not allow for fluent use of the technology for students or teachers. There has been a deficit in teacher training for technology use in the classroom.

Parents feel students are proficient and comfortable using iPads and computers. They also have expressed they understand technology is being utilized to support learning. However, parents feel they are unable to support learning at home due to lack of information about the apps and websites being used at school.

Technology Strengths:

- Parents feel students are proficient and comfortable using iPads and computers. They also feel that these devices are being utilized to support student learning.
- The staff feels that they are utilizing technology in the classroom and preparing students for online assessments and using technology to support student learning.

Technology Needs:

- Parents feel we need more communication about the websites and apps currently being used for student learning.
- The Shook staff feels they need more technology professional development. There is also a need for more devices and better connections on the Wi-Fi network

	Team Members: Lacey Watson, Carmen Diehl, Chelsea Wells, Richie Shockley

Area Descriptor: 2. Student Achievement

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. In order to prepare students for MAP testing, PD opportunities will be provided to help teachers understand the technology skills and formats that students will be responsible for on the MAP test.	Schedule PD days with a focus on technology specifically used for district and state assessments	Administration, Professional Development Committee And PLC Leadership Team	August 2015-March 2016	MAP results District testing results
2. Given an informational text, students will be able to summarize, make inferences, and determine main idea.	Training on new ELA curriculum Implement curriculum with fidelity Collaborate with peers	Teachers and building administrators	Quarterly	Building-wide assessments Classroom assessments
3. Students will solve problems involving measurement by converting from one unit to another.	Collaborate with peers. Adjust curriculum to focus on goal.	Teachers	Quarterly	Building-wide assessments Classroom assessments

Shook Elementary
January 31, 2015

Team Members: Lacey Watson, Carmen Diehl, Chelsea Wells, Richie Shockley

Area Descriptor: **Student Achievement**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
4. Given an informational text, students will use reasons and evidence, and/or quote directly from the text to support particular points	Training on new ELA curriculum Implement new curriculum Collaborate with peers	Teachers	Quarterly	Building-wide assessments Classroom assessments
5. Students will generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Collaborate with peers Adjust curriculum to focus on goal	Teachers	Quarterly	Building-wide assessments Classroom assessments

Team Members: James McAnarney, Shannon Mitchell, June Keagy, Patricia Throne, Rob Wolff

Area Descriptor: **School Culture and Climate**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Staff and administration will continue to make students feel safe and happy at school.	We will continue to perform drills to prepare the students for emergency situations. We will continue to monitor students throughout the school day. We will strive to keep Shook a positive environment for the educational and emotional welfare of the students.	All Staff and Administration	Entire School Year	Decrease in discipline referrals and maintaining good attendance
2. Teachers will strive to provide quality education.	Teachers will collaborate with their peers to develop best teaching practices. Teachers will continue to participate in professional development opportunities.	All Staff and Administration	Entire School Year	Increased assessment scores.

Team Members: Jennifer Matthews, Ethan Blacksher, Eddie Jacobs, Sarah Hardin

Area Descriptor: **Staff Quality, Recruitment, and Retention**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Reality: Currently, staff at Shook has a strong desire to remain in district and obtain high quality professional development opportunities. 1. Increase professional development opportunities that meet the needs of staff.	Allow staff to meet as small groups to discuss professional development needs.	Administration Professional Development Committee Teachers	Spring 2015 Teachers meet is small groups to discuss professional development needs for the 2015-2016 school year. 2015-2016 school year Implement professional development.	Decrease of teacher turnover rate. Increase of high quality teaching based on professional development.
Reality: Currently, the 5th grade classrooms are sitting at 30 students each. The 4th grade classrooms are a little smaller with 24/25 each. However, with a large 3rd grade class coming up the 4th grade classes will be large next year. 2. Decrease class sizes to no more than 22/23 students in a class for 4th and 5th grade to allow more teacher/student interactions.	Administrators need to petition board to allow classrooms to remain small.	Administration	Spring 2015 Look at the numbers coming up to 4th grade to determine the need of a 9th classroom for the grade. Administration petition board for the addition of a 4th and 5th grade class if needed to keep the student numbers down.	Classrooms with lower numbers of students to allow for more teacher/student interactions.

Team Members: Lesa Chastain, Sherry Linville, Angie Pollard

Area Descriptor: **Curriculum, Instruction, and Assessment (C-I-A)**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Identify and Implement, building wide, Power Standards based on Missouri Learning Standards in each grade.	Provide quality, consistent professional development to all staff on Power Standards (PS): the terminology; how PS are developed and used to write pacing guides; how they drive the construction of common assessments- pre-assessments, formative and summative assessments-and how their data is collected and reported in efforts to design and implement curriculum that is aligned to state standards. Use grade level Missouri Learning Standards to compare our current curriculum to those standards and identify the PS at each grade level for each core and supporting core subjects taught. (Math, ELA, Science, Social Studies, Supporting Core Subjects). Create agreed upon PS and needed to obtain mastery in each content area for each grade. A template, for the PS, will be determined and used school wide to promote clarity and consistency within the building.	PLC groups. Grade level and Encore teacher teams Building administration	Professional Development time needed. Accomplishment of task based on allotted amount of time given to task.	Power standards (PS) will be created for each subject and grade level. Information will also be stored on a shared drive. Once PS are established, Shook Pacing Guides are written and followed during the school year which includes Common Assessments and supporting lessons; constructed to master the PS as a grade level. Implementation of pre-assessments, formative, and summative assessments in a variety of formats that match the PS are to be constructed and followed per subject and grade level. Gaps and overlaps in the current curriculum will be identified and corrected so there will be less time on review and re-teaching with more instructional time available.

Shook Elementary
January 31, 2015

	Team Members: Lesa Chastain, Sherry Linville, Angie Pollard			
	Area Descriptor: Curriculum, Instruction, and Assessment (C-I-A)			
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
2. Identify and Implement, building wide, Common Assessments and Rubrics based on Power Standards, demonstrating their mastery of specific Missouri Learning standards in each grade.	Provide quality, consistent professional development to all staff on Common Assessments and Rubrics: the terminology; how they are developed (constructed, given, scored and used) to guide instruction with in the classroom and reported in efforts to design and implement quality common, formative, and summative assessments and rubrics that are aligned our Power Standards and state standards. Use grade level state standards and Power Standards (PS) to write grade level common assessments which identify both the state standard and PS they are assessing. Identify each question or task in your assessment as to the standard it is assessing; ensuring adequate coverage concerning quantity, quality, and depth of knowledge as evidenced when constructing the common assessment. Create agreed upon rubrics or scoring guides, which clearly identify the students work as advanced, proficient, nearing proficient, and below proficiency. Rubrics should also identify the standard(s) they are scoring. A format for assessments and rubrics will be determined and used school-wide to promote clarity and consistency within the building.	PLC groups. Grade level and Encore teacher teams Building administration	Professional Development time needed. Accomplishment of task based on allotted amount of time given to task.	Common Assessments and Rubrics will be created, based on state standards for each subject and grade level. Information will also be stored on a shared drive. Once PS are established, Shook Pacing Guides are written and followed during the school year which includes Common Assessments and supporting lessons; constructed to master the PS as a grade level. Implementation of pre-assessments, formative, and summative assessments in a variety of formats that build to measure mastery of state standards at each grade level. Resulting data will be used formatively by teachers and students to inform the learning process.

Team Members: Lesa Chastain, Sherry Linville, Angie Pollard
Area Descriptor: Curriculum, Instruction, and Assessment (C-I-A)

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
3. Identify and Implement, building wide, Benchmark Tests which identify their mastery of Missouri Learning Standards in each grade.	Provide quality, consistent professional development to all staff on Benchmark Testing: the terminology; how they are developed (constructed, given, scored and used) to guide instruction with in the classroom and reported in efforts to design and implement quality benchmark assessments that are aligned our Power Standards (PS) and state standards. Use grade level state standards, previously constructed PS and Common Assessments to construct Grade Level Benchmark Tests. Identify the PS covered for each Benchmark assessment and the state standards assessed for each question asked. Create agreed upon rubrics or scoring guides for consistency in grading across the grade level as needed. A format for Benchmark Testing will be determined and used school-wide to promote clarity and consistency within the building; if they are to be building constructed. A timeline is constructed to determine when the Benchmarks will be given throughout the school year.	PLC groups. Grade level and Encore teacher teams Building administration Outside companies	Professional Development time needed. Accomplishment of task based on allotted amount of time given to task.	Benchmark Tests are implemented building wide to model the content, format, and rigor of the high-stakes external assessments and used as predictors of student performance on grade level external assessments. Benchmark and common assessments have the potential to play a key role in school, team, or grade-level improvement because most can be scored and reported quickly making results available for real-time use. Benchmark and common assessments provide teachers regular and timely feedback, well before the high-stakes external assessment are given and reported. They will identify strengths and weaknesses for students in relation to the most important curriculum indicators, objectives, and assessment limits. They will provide additional opportunities for grade-level improvement; planning, monitoring progress, staff development, and re-teaching.

Team Members: Lesa Chastain, Sherry Linville, Angie Pollard

Area Descriptor: Curriculum, Instruction, and Assessment (C-I-A)

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
4. Identify and Implement, building wide, Pre- and Post-Assessment, based on Essential Learning Outcomes demonstrating their mastery of specific MO state standards in each grade..	Provide quality, consistent professional development to all staff on Pre- and Post-Assessments: the terminology; how they are developed (constructed, given, scored and used) to guide instruction with in the classroom and reported in efforts to design and implement quality Pre- and Post- Assessments that are aligned our Essential Learning Outcomes and MO State Standards. Use grade level MO State Standards, previously constructed Essential Learning Outcomes and Common Assessments to construct Pre-and Post-Assessments. Identify the Essential Learning Outcomes covered for each assessment and the MO State Standard assessed for each question asked on the assessment. Create agreed upon rubrics or scoring guides for consistency in grading across the grade level as needed. A format for assessments and rubrics will be determined and used schoolwide to promote clarity and consistency within the building.	PLC groups. Grade level and Encore teacher teams Building administration	Professional Development time needed. Accomplishment of task based on allotted amount of time given to task.	Pre- and Post-Assessments will be created for each section, of the subject taught within each grade level. Information will also be stored on a shared drive. Supporting lessons will be determined or constructed to master the topic taught and Pre- / Post- tested for each subject in each grade level. After Pre-Testing is completed students who are at Mastery or Advanced will be given enrichment activities to enhance their own personal learning instead of the assigned lessons. Focused instruction can now be given to those students who did not reach mastery or advanced to ensure mastery by the remaining students in each class. They will provide additional opportunities for grade-level improvement; planning, monitoring progress, staff development, and re-teaching. Resulting data will be used formatively by teachers and students to inform the learning process.

Team Members: Sherri Price, Celina Cron, Emily Elliott, Kristina Fishel, Cathy Laird

Area Descriptor: **Family and Community Involvement**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Reality Shook Elementary has built a positive school image and a strong family/community partnership. Goal We believe it's essential to further strengthen this partnership by offering more educationally-focused opportunities for our patrons.	1. Assist parents and students in making the transition from elementary to junior high School. a. Explore what support we already have in place. b. Develop 5th Grade parent and student surveys. c. Conduct surveys. d. Plan activities according to survey data collected. e. Execute plan (activity/event?)	a. committee members, Shook and JH counselors b. committee members, principals, counselors c. committee members, parents, students d. committee members, Shook and JH counselors and principals e. committee members, Shook and JH counselors and principals	Year 1 a. Fall semester, 2015 b. Spring semester, 2016 c. April, 2016 Year 2 d. 2016-17 school year e. Spring 2017	a. Record findings from discussions with counselors b. Copy of survey c. Data gathered from survey d. Agenda for activity/event e. September- survey 6th grade parents to gauge satisfaction with transition—repeat after implementation of event to provide evidence of effectiveness

	2. Provide learning opportunity for parents, caregivers, and specifically grandparents who partner in providing care and educational support for our students. a. Plan informational session for parents, caregivers and grandparents b. Conduct informational session	a. Committee members, teacher volunteers, counselor, principal b. Committee members, teacher volunteers, counselor	<u>Year 1</u> a. August/September 2015 b. Fall 2015 Grandparents Night	a. Written plan or agenda

Team Members: Angie Bennett, Dara Chepan, Kristen Winkler, Michael Dove

Area Descriptor: **School Context and Organization**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Develop a system in which student support is provided in areas of academic weakness.	Revisit scheduling for areas of weakness Utilize interventionists as well as available student supports.	Building staff and Administration	Spring 2015 2015/2016 School year	Faculty Survey Number of students involved in supports
2. Provide PLC training so that all staff members understand the PLC process	Beginning of Year PLC training Continuous PLC training	RPDC Trainers Building administration Leadership Team	2015-2016 School year Ongoing	Faculty Survey

Team Members: Jennifer Bransfield, Ray Fryman, Susan Jakob, Brian Jacobs, Lacey Replogle

Area Descriptor: Technology

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Provide more professional development for faculty and staff	Incorporate more PD time for workshops and hands on seminars.	Coordinate with administration and PD committee to establish dates and activities for technology professional development	Academic year 2015-2016	Data from survey
2. Continue the enhancement of student understanding of technology and use of technology	Administer a pre-test to 4th grade students of basic technology skills	Continue implementation of technology in the classroom setting with faculty and staff	Academic years 2015-2016 & 2016-2017	Comparison of pre-test and post-test of students through 4th-5th grade of basic technology skills Analysis of student digital portfolios at the end of 5th grade