

2023.24 Hebron Elementary School Improvement Plan

Goals	<ul style="list-style-type: none"> ● Increase student achievement. ● Close the internal achievement gap. 	
Areas of Focus	Collaborative Professional Culture	Responsive Instruction
Strategies	<p>To foster a collaborative professional culture by:</p> <ul style="list-style-type: none"> ● Conducting bi-weekly, Student Achievement Meetings with both regular and special education teachers to analyze data and plan instruction ● Collaborating with UA teachers to recognize and integrate cross curricular academic connections ● Continuing professional studies and building capacity on critical topics: <ul style="list-style-type: none"> ○ Equity ○ STEAM ○ Word Work ○ Instruction ○ Family and Student Engagement ● Facilitating colleague to colleague professional learning through peer visits and modeling ● Providing ongoing, job-embedded coaching by Curriculum/Math/Reading/SEL/Enrichment Specialists ● Differentiating professional learning time to address various needs ● Using collaboration time to coordinate instruction between regular education teachers and special education teachers 	<p>To provide responsive instruction by:</p> <ul style="list-style-type: none"> ● Building relationships with all students through a variety of methods including the implementation of Choose Love and the use of the Responsive Classroom (CARES) approach ● Systematically reviewing student performance data to inform our instruction and programming including intervention/supplemental instruction ● Conducting Progress Monitoring Conferences between Principal/Director of Educational Services and Special Education teachers three times a year for our High Needs learners ● Using time efficiently by maximizing instructional time within existing daily schedule ● Maximizing opportunities to provide targeted instruction, supplemental to Tier 1, for our High Needs Students ● Using FIABs to provide ongoing, embedded practice. ● Administering IABs to provide students authentic digital practice and formative assessment data for teachers ● Providing enrichment experiences to all students and acceleration to students based

	<ul style="list-style-type: none"> ● Providing literacy professional development to all instructional staff (Mossflower RWP, Spelling Connections, <u>Shifting the Balance</u>) ● Providing Math Professional Development to all instructional staff (Illustrative Math-Grade 6, Building Thinking Classrooms) ● Providing professional development in academic vocabulary to UA teachers 	<p>on readiness</p> <ul style="list-style-type: none"> ● Using professional learning time to focus on: <ul style="list-style-type: none"> ○ Consistent opportunities for grade appropriate assignments ○ Research Based Instructional Strategies ○ Student Engagement ○ High Expectations ● Implementing Scientifically Research-based Intervention Process <ul style="list-style-type: none"> ○ Articulating individualized, measurable goals for students ○ Scheduling interventions of increasing intensity, as needed ○ Evaluating progress toward goal(s) ○ Reflecting on intervention
<p>Results Indicators</p>	<ul style="list-style-type: none"> ● To increase the percentage of students scoring at a Level 3 or 4 on the ELA SBAC from 72.6% to 75% ● To increase the percentage of students scoring at a Level 3 or 4 on the Math SBAC from 61.2% to 65% ● To increase the percentage of students achieving their ELA and Math Growth Targets. 	