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Date: 7/12/21

3-YEAR SCHOOL PROGRESS PLAN		
☐YEAR 1 **Note: Save the document as School NameSPP Year 1**	☒YEAR 2 **Note: Save the document as School NameSPP Year 2**	☐YEAR 3 **Note: Save the document as School NameSPP Year 3**
Goals & Targets-MCAP Proficiency		
Grade 8 students will move from 12.3% (18-19) to 24.9% (21-22) proficiency on the Math MCAP assessment.		
Grade 8 students will move from 38.5% (18-19) to 44.5% (21-22) proficiency on the ELA (literacy) MCAP assessment.		

MATHEMATICS **What steps will you take to improve student outcomes in math?** **Or** **What steps will you take to improve outcomes in math for students in identified underserved student groups?**	**Evidence**
Action Steps	Measure of impact on **mathematics achievement** (quantitative data point)
Utilization of the standardized test practice questions bi-weekly [Equitable access, High expectations]	Disaggregated Data (Unit assessments, course enrollment, referrals, services, grades)
Utilization of hands-on activities (concrete, representational, abstract) [Equitable access]	
Utilization of digital resources to further student learning [Equitable access]	
Implementation of Rough Draft Math [Equitable access]	Teacher Observation data (formal & informal)
CULTURE **How will the leadership team create the conditions that support this instruction?**	Review of assessment results within PLCs/content meeting
Action Steps	
Provide professional development on Rough Draft Math	
Allow time to practice and analyze implementation of Rough Draft Math during content meetings	

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LITERACY **What steps will you take to improve student outcomes in Literacy?** **Or** **What steps will you take to improve outcomes in literacy for students in identified underserved student groups?**	Evidence
Action Steps	Measure of impact on **ELA achievement** (quantitative data point).
Utilization of Notice and Note nonfiction strategies across content and special areas [Equitable access, High Expectations].	Teacher collected data Formal and informal observation feedback
Utilization of evidence based selected response (EBSR) items in ELA and social studies coursework [Equitable access, High Expectations].	
Utilization of Focused Note Taking across all content and special areas [High Expectations].	
CULTURE **How will the leadership team create the conditions that support this instruction?**	
Action Steps	
Provide a self-paced professional development on Notice and Note	
Provide professional development on Focused Note Taking	
Quarterly data review of teacher collected data	

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SAFE AND SUPPORTIVE ENVIRONMENT What steps will you take to provide a safe and supportive instructional environment for identified underserved student groups?	Evidence
Action Steps	Measure of impact on providing a safe and supportive environment (Quantitative data point)
Integration of the three SEL signature practices (welcoming rituals, engaging strategies & optimistic closure) into daily instruction [Equitable access, High expectations].	Attendance data Suspension data Student survey data Formal & informal observations
Examine bias that may impact the learning opportunities teachers create for students [Equitable access & High expectations].	
Examine student perception of the school environment and inclusivity [Equitable access].	
CULTURE **How will the leadership team create the conditions that support this environment?**	
Action Steps	
Continued implementation & accountability of the systems & structures (Cougar Paws of Strength, cell phones off & away, one-way hallways, common area closure throughout the day)	
Continued utilization of SEL language & practices integrated into daily schoolwide routines, classroom lessons, and ongoing faculty professional development.	
Continued utilization of restorative strategies integrated into daily schoolwide routines and classrooms with ongoing faculty professional development.	
Implementation of the Positive Behavior Plan	

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PROGRESS REPORT- YEAR 1 SEMESTER 2			
Action Step	**Based on quantitative and qualitative, what is your progress to date on your action steps?**	**What has transferred into practice based on your implementation/professional development plan?**	**As a result of the analysis, the following adjustments will be made to:** Action Steps Implementation Plan Professional Development

☐YEAR 1, SEMESTER 1		☐YEAR 2, SEMESTER 1	☐YEAR 3, SEMESTER 1	
IMPLEMENTATION/PROFESSIONAL DEVELOPMENT PLAN- *Conditions and practices needed for action steps to result in increased student outcomes.* **AUGUST-DECEMBER**				
Action Step		**Implementation Planning:** **What conditions and practices does the leadership team need to develop to:** • implement, monitor, and sustain the action steps (leadership engagement, culture of collaborative, opportunities and structures for planning, use of the informal observation process, progress monitoring practices, etc.)? • support acceleration for students (use of resource staff, small group instruction, formative assessments, etc.)? • include parents in the development and implementation of the action steps? **Professional Development Planning (include delivery model and person responsible):** • What do all teachers need to know/be able to do in order to effectively implement the action steps? What professional development will be developed to align? • What do some teachers need to know/be able to do in order to effectively implement the action steps? What professional development will be developed to align? • What bodies of knowledge (books/articles, research, professional study, focus groups) are needed to better understand each identified underserved student group?		**What qualitative evidence will ensure that the action step is transferring into classroom practices?**
Utilization of Notice & Note	Aug-Sept	Self-paced teacher PD of Notice & Note Non-fiction Strategies		Formal & Informal observation feedback
	Oct-Dec	Content-specific Notice & Note PD to occur during Monday PLCs		

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Strategies across all content & special areas			Teacher survey Notice & Note on team agendas Data collected through Schoology-based assessment results Gradebooks
Utilization of Evidence Based Selected Response (EBSR) Items in ELA coursework	Aug-Sept	Evidence Based Selected Response (EBSR) PD to occur during Monday PLCs. Use of Periodic Assessment Data to determine standards & evidence to be measured & PARCC Tables with item stems to create weekly questions.	Data collection through Schoology-based assessment results Gradebooks
	Oct-Dec	Evidence Based Selected Response (EBSR) PD to occur during Monday PLCs. Use of Periodic Assessment Data to determine standards & evidence to be measured & PARCC Tables with item stems to create weekly questions.	
Utilization of Focused Notetaking (FNT) across all contents & special areas	Sept-Dec	Initial Focused Notetaking (FNT) PD to occur on September 7th, 2021, with additional follow up PD to occur during Monday PLCs.	Survey Formal & Informal observation feedback
Integration of the three SEL signature practices (Welcoming rituals, engaging strategies & optimistic closure)	Aug	Self-paced teacher review PD of the Three Signature Practices through Schoology.	Teacher survey Formal & informal observation feedback SEL on meeting agendas
	Sept-Dec	SEL PD to occur at Monday faculty meetings.	
Continued utilization of restorative practice. strategies	Aug	Review of Hacking School Discipline principles (9).	Sign in sheet from PD
	Sept.	PD connecting Hacking School Discipline with review of Restorative Practices during a faculty meeting lead by ILT.	Sign in sheet from PD

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	Oct.-Dec.	Voluntary faculty book study <u>Hacking School Discipline</u> for CPD credit.	Web based; completed Schoology assignments
Examine bias that may impact the learning opportunities teachers create for students	Aug.-Sep.	Whole Faculty w/guest speaker (to model the beginning stages of the equity work from the Equity Office) Administer survey to staff to gather data for future groups (PLCs) Modeling to understand the Compass, Condition, & how to share out.	Survey results Utilization of the compass through various PDs
	Oct.	Presenting the data & what does this mean for PGMS? 　　　(purpose & guide deep dive groups (PLCs))	Sign in sheet from PD/faculty meeting
	Nov.-Dec.	Deep Dives-staff will be placed into appropriate groups based upon data collected from surveys. • 101-Understanding the WHY? • 201-Reflection & Practice through an equity lens • 301-Culturally responsive teaching • Break out groups lead by ILT members **ILT Book Study**-<u>Cultivating Genius</u>	Sign in sheet from specific PD Survey results
Examine student perception of the school environment and inclusivity. [Equitable access]	Aug.-Sep.	Analyze student data. (Do I feel like I belong?, etc.) Students create a cultural representation of themselves (hands, body activity)	Survey results
	Oct.-Dec.	Analyze student data. (Do I feel like I belong?, etc.) Implement responsive supports. (Counselor support, student check in, etc.)	Survey results Responsive intervention
	Dec.	Work with Parkville Precinct to identify student(s) for Shop with a Cop.	Survey results Responsive intervention

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Implementation of the Positive Behavior Plan	Sep.	Introduce Positive Behavior Plan to staff on September 7th, 2021.	PD sign in sheet Formal observation feedback
	Sep.- Dec.	Implement the character education lessons across contents.	Observation feedback (informal) Discipline referral data

PROGRESS REPORT- YEAR 2, SEMESTER 1			
Action Step	**Based on quantitative and qualitative, what is your progress to date on your action steps?**	**What has transferred into practice based on your implementation/professional development plan?**	**As a result of the analysis, the following adjustments will be made to:** • Action Steps • Implementation Plan • Professional Development
Utilization of Notice & Note Strategies across all content & special areas			
Utilization of Evidence Based Selected Response (EBSR) Items in ELA coursework			
Utilization of Focused Notetaking			

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(FNT) across all contents & special areas			
Integration of the three SEL signature practices (Welcoming rituals, engaging strategies & optimistic closure)			
Continued utilization of restorative practice. strategies			
Examine bias that may impact the learning opportunities teachers create for students.			
Examine student perception of the school environment and inclusivity. [Equitable access]			
Implementation of the Positive Behavior Plan			

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	PROGRESS REPORT- YEAR 3, SEMESTER 1		
Action Step	**Based on quantitative and qualitative, what is your progress to date on your action steps?**	**What has transferred into practice based on your implementation/professional development plan?**	**As a result of the analysis, the following adjustments will be made to:** • Action Steps • Implementation Plan • Professional Development

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YEAR 1, SEMESTER 2		YEAR 2, SEMESTER 2	YEAR 3, SEMESTER 2
IMPLEMENTATION/PROFESSIONAL DEVELOPMENT PLAN- _Conditions and practices needed for action steps to result in increased student outcomes._ **JANUARY-MAY**			
Action Step	**(Months can be merged)**	**Implementation Planning:** **What conditions and practices does the leadership team need to develop to:** • implement, monitor, and sustain the action steps (leadership engagement, culture of collaborative, opportunities and structures for planning, use of the informal observation process, progress monitoring practices, etc.)? • support acceleration for students (use of resource staff, small group instruction, formative assessments, etc.)? • include parents in the development and implementation of the action steps? **Professional Development Planning (include delivery model and person responsible):** • What do all teachers need to know/be able to do in order to effectively implement the action steps? What professional development will be developed to align? • What do some teachers need to know/be able to do in order to effectively implement the action steps? What professional development will be developed to align? • What bodies of knowledge (books/articles, research, professional study, focus groups) are needed to better understand each identified underserved student group?	**What qualitative evidence will ensure that the action step is transferring into classroom practices?**
	Feb		
	March		
	April		
	May		
	Feb		
	March		
	April		
	May		
	Feb		

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	March		
	April		
	May		
	Feb		
	March		
	April		
	May		

(add additional rows if needed)

PROGRESS REPORT- YEAR 1, SEMESTER 2			
Action Step	**Based on quantitative and qualitative data, what is your progress to date on your action steps?**	**What has transferred into practice based on your implementation/professional development plan?**	**As a result of the analysis, the following adjustments will be made to:** • Action Steps • Implementation Plan • Professional Development

PROGRESS REPORT- YEAR 2, SEMESTER 2			
Action Step	**Based on quantitative and qualitative, what is your progress to date on your action steps?**	**What has transferred into practice based on your implementation/professional development plan?**	**As a result of the analysis, the following adjustments will be made to:** • Action Steps • Implementation Plan • Professional Development
Utilization of Notice & Note Strategies across all content & special areas			

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Utilization of Evidence Based Selected Response (EBSR) Items in ELA coursework			
Utilization of Focused Notetaking (FNT) across all contents & special areas			
Integration of the three SEL signature practices (Welcoming rituals, engaging strategies & optimistic closure)			
Continued utilization of restorative practice. strategies			
Examine bias that may impact the learning opportunities teachers			

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create for students.			
Examine student perception of the school environment and inclusivity. [Equitable access]			
Implementation of the Positive Behavior Plan			

PROGRESS REPORT- YEAR 3, SEMESTER 2			
Action Step	**Based on quantitative and qualitative data, what is your progress to date on your action steps?**	**What has transferred into practice based on your implementation/professional development plan?**	**As a result of the analysis, the following adjustments will be made to:** • Action Steps • Implementation Plan • Professional Development