

SY2017-18 Comprehensive School Plan-Murch ES - FINAL

DCPS/School Vision	Every student feels loved, challenged, and prepared to positively influence society and thrive in life./We are committed to the social/emotional and academic success of each student in order for each child to thrive and reach his/her full potential.		
Focus Area	Literacy	SEAD (SEL)	Writing Across the Curriculum
School-Specific Strategy	Implement guided reading /literature circles with fidelity to reduce the number of students reading below grade level.	Promote student engagement, rigor, and joy in learning in order to increase student satisfaction with their Murch experience.	Implement writing opportunities across content areas and styles in order to increase the writing score of students as measured by the PARCC rubric.
Aligned DCPS Strategic Priority & Rationale	<ul style="list-style-type: none"> Promote Equity Educate the Whole Child <p>Based on PARCC data, we want to decrease the number of students scoring L1&L2 was 65%. Students scored an average of 22 points on the CR writing portion of the PARCC.</p>	<ul style="list-style-type: none"> Promote Equity Educate the Whole Child Engage Families Empowering our People <p>Generally speaking, students are being sent to the office without knowing why. Students are not consistently acknowledged for their efforts and contributions to helping create a positive school climate. We have identified a number of students we would call "fall through the cracks" students because we don't know them.</p>	<ul style="list-style-type: none"> Promote Equity Educate the Whole Child <p>Average PARCC score in writing was 36 (for all students tested). Opportunities for substantive writing are limited or absent in content areas other than reading. We want every teacher to be held accountable for writing success at every grade level and in every content area.</p>
Goal(s)	<ul style="list-style-type: none"> Decrease level 1 PARCC scores by 8% Intensive level in PALS not to exceed 30% Sp. Ed. students who are below grade level will demonstrate one and a half years or more of growth on F&P. Decrease Sp. Ed. ELA PARCC scores in levels 1&2 by 15%. 	<ul style="list-style-type: none"> Improvement in student satisfaction in professional staff recognizing students throughout the year for their achievements. Improvement in student satisfaction in teachers knowing that students need help with their work. Implement CARES with fidelity throughout the entire school day. Students will be able to cite daily, multiple examples of authentic joy in the learning environment, being challenged and pushed to discover new concepts, and "doing" learning". 	<ul style="list-style-type: none"> Increase average writing score in ELA on PARCC for all students to 47 or higher. Using the PARCC rubric, all students in grades 3-5 will improve their BOY writing score, on average, by +2 points. Analysis of student writing in all content areas/grade levels to create targeted teaching plans for improved proficiency/performance. Increase the SpEd. average writing score on the PARCC to 32.
Owner	Assistant Principal	Dean of Students	Principal
Action Steps	<ol style="list-style-type: none"> Implement LEAP with fidelity. Develop co-teaching models to address tiered instruction and expect general education and SPED teachers to collaboratively utilize data analysis strategies to be the basis for targeted teaching/re-teach plans. The ALT and PD committee will promote differentiated training for teachers on guided reading, reading strategies, and a hyper-focus on research based strategies to increase the achievement levels of struggling readers/writers. ALT will progress monitor PALS data, running records, and below benchmark students using data from RTI, formative assessments, and ANET in order to provide recommendations to improve individual teacher practice. Teachers will provide data driven reteach lessons to our lowest performing students during the I/E block on a daily 	<ol style="list-style-type: none"> Have class discussions and focus groups to identify ways to increase student satisfaction and school climate. Create and deliver PD sessions to develop a deep understanding of how to implement C.A.R.E.S. in an authentic, practical, and measurable way. As a result of team planning, identify students who are considered "fall through the cracks" students both socially and emotionally and create learning opportunities to engage, challenge and acknowledge/celebrate their efforts. Implement S.H.I.N.E. with fidelity in all classrooms and celebrating students' efforts at multiple times throughout the day via our horseshoes program. Teachers who receive a score of 2 or 1 on EP1 at any point in the year will receive additional supports/coaching to improve which will include measurable outcomes. 	<ol style="list-style-type: none"> Provide weekly PD to departmentalized, content specific teachers (ELA, SCIENCE, MATH) in grades 3-5. (quarterly to grades K-2) Through the use of data meetings, analyze a random sample of student writing and create action plans for students below proficient at BOY. Teachers analyze I-ready and ANET student responses to identify and celebrate which strategies students are using successfully and which strategies need to be reinforced in future teaching plans. Students will create an authentic EOY writing project written for a content specific audience. Implement guided writing instruction in grades 3-5.

	basis, documenting performance and progress monitoring for effectiveness of the intervention..		
Leading Indicators	<ul style="list-style-type: none"> • F&P levels • PALS data • Guided reading formative assessments 	<ul style="list-style-type: none"> • results of discussions from multi-age student focus groups to assess implementation of SEL practices throughout our learning community. • Teacher self-reflection survey highlighting implementation of SEL initiatives as stated in action steps 	<ul style="list-style-type: none"> • Standardized benchmark assessment given once every 6 week cycle to assess writing in all content areas and across genres. • Inter-rated scores for EOY student writing projects, in each content area.
Central Office supports	<ul style="list-style-type: none"> • Support from sp. ed team on how to implement effective co-teaching and inclusion models 	<ul style="list-style-type: none"> • Support from SEL to develop the adult understanding of how their own SEL can drive their work with students. 	<ul style="list-style-type: none"> • Assistance with writing rubrics to address content specific writing feedback for students