



School Improvement Plan (17' – 18')

Goal: At least 80% of students in grades 3rd through 5th at PODER will meet or exceed proficiency in mathematics each school year based upon the WY-TOPP annual assessment.

Improvement Strategies:

Tasks/Action Steps <i>What will be done?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Responsibilities & Resources <i>Who will do it?</i> <i>Funding/Time/People/Materials</i>	Evidence of Completion
PODER Staff Attends Kagan Five Day Cooperative Learning Training	Summer 2018	PODER Staff; Title funds will be used	PODER Participation List
IXL Foundational Training	Fall 2018	PODER Staff; Title Finds will be used	PODER Staff Development Participation List
Monitoring of students below proficiency using WY-TOPP modules, MAPS, and IXL	Throughout school year	Principal and classroom staff	Assessment data is available and shared with parents
Interventions are initiated such as tutoring and/or behavior plans for students below proficiency	Initiated after Fall WY-TOPP and NWEA assessments	Principal and classroom staff	Student attendance logs for tutoring and intervention team assessment of student progress
Family engagement – parent or guardian will be asked to attend tutoring sessions and sit in on student’s class	Initiated after Fall WY-TOPP and NWEA assessments, if student academic progress is still unsatisfactory	Principal, classroom staff, and parents/guardians	Parent attendance logs for tutoring and intervention team assessment of student progress

Goal: At least 70% of students in grades 3rd through 5th at PODER will meet or exceed proficiency in reading each school year based upon the WY-TOPP annual assessment.

Improvement Strategies:

Tasks/Action Steps <i>What will be done?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Responsibilities & Resources <i>Who will do it?</i> <i>Funding/Time/People/Materials</i>	Benchmarks <i>How will we know we're making growth?</i>
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How school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

In addition to our school-wide tier 1 instruction, PODER has implemented strategic intervention time for all students. Collaborative intervention teams made up of a classroom teacher, Admin staff member, and PARA, monitor student achievement on a weekly basis and make changes to the programing each week.

Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

The staff at PODER participates in PLCs to monitor and adjust instruction to meet the demands of the curriculum and assessments. We use data from class work, observations, weekly assessments, NWEA MAP, and WY-TOPP assessments to monitor and adjust instruction and to provide appropriate interventions. Title I staff within the school work with classroom teachers and Admin to help monitor data and adjust intervention groups as necessary.

List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

Parents are invited to participate in a variety of activities to promote our school culture. PODER hosts academic events on two occasions through the school year, and has an active Parent Committee, where parents can come learn more about curriculum, materials, and ways to support the academic work at home.

What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

Before and after school tutoring is offered, along with winter and summer School. PODER also offers an Extended Day program to target students who require even more support.

Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

We work as an entire staff when completing our needs assessment and planning work. Information from the assessment is shared with parents as we identify our goal areas. The information is also shared with the student community so they are aware of the building's goals.

What strategies are used to attract highly qualified teachers to high need Title I schools?

PODER has a highly competitive salary schedule and variety of benefits, and teachers are offered a bonus for student academic progress.

How do you coordinate and integrate federal, state, and local services and programs?

PODER works to integrate federal, state, and local services and programs many ways. A large portion of services and programs are used in funding personnel. PODER has an organized and systematic approach to coordinate professional development and training opportunities for staff to ensure that programs are implemented with fidelity.

Instructional time, material resources, and fiscal resources are all focused on increasing student achievement and supporting the learning of all students. Funding has been utilized to hire Title staff to support students in reteach and enrichment groups.

A leadership team meets monthly to discuss student needs and prioritize where resources would be most beneficial. Student data is regularly examined and resources are purchased to meet the needs of all students.