School Improvement Plan

2020-2021

Goal Area 1: Improve Student Literacy Status: Refining

Specific

Students at Community Reach Center will make annual gains in literacy skills, as evidenced by an increase in grade level equivalency scores on the I-Ready Diagnostic Tests and Progress Monitoring Assessments throughout the school year.

Measurement/Assessment

Students will complete bi-annual Diagnostic Testing in I-Ready Curriculum.

Students will be progress monitored in I-ready on a quarterly basis to assess for growth.

Students will complete informal/formal assessments such as: CITE, WRAT5, spelling tests, vocabulary assessments, phonics assessments, fluency monitoring and checks for comprehension.

Within one month of entry into program, every student will have completed an I-Ready Diagnostic Test in reading.

Attainable/Achieve

Students will receive individualized instruction in a small group setting a minimum of 5 days a week for one hour per day

Students will receive instruction in a one on one setting with the tailored I-Ready lessons in language arts instruction for a minimum of 45 minutes per week.

Relevant

The Literacy Act and the Read Act both strive for students to be reading at grade level by the third grade. The Common Core Standards for literacy encourage students to engage in literacy with higher thinking skills.

Timed

To ensure annual data is collected, students will participate in formal assessments in the Fall of 2020 and again in the Spring of 2021, or upon entering and exiting the program.

School Improvement Plan

2019-2020

Goal Area 2: Instruction Status: Developing

Specific Goal

Instructional strategies will be evaluated and selected to promote student learning in terms of the Common Core Standards, Core Standards of Colorado, and the approved facility Curriculum Guides; the ability to respond to different learning styles, different learning strengths, and diverse learning needs is required to actively engage students, resulting in improved achievement.

Measurement/Assessment

Teachers will participate in professional development opportunities related to the Approved Facility Curriculum Guides, as well as the Approved Facility Curriculum, and communicate these resources to educational staff by end of school year 20-21.

Teachers will attend Kaleidoscope, CDE supported trainings on the Common Core Standards and facility curriculum guides in the fall and spring of the 2020-2021 academic years. All teachers will have a posted standard or learning objective visible to students. Students will be able to recount the learning standard when asked.

Teachers will use Common Core standards and the facilities curriculum to drive instructional content toward individual learners. Teachers will meet bi-monthly to discuss classroom strategies, share resources, and discuss ways to develop consistency among classroom instruction while respecting independent learning and teaching styles.

Attainable/Achieve

Teachers will use common core standards and the facilities curriculum to drive instructional strategies and create consistency in instructional delivery. Common instruction strategies will be implemented across literacy blocks and within content areas to enhance student learning. These strategies will be discussed during weekly teacher meetings as well as individual supervisions.

Relevant

Academic assessments are completed biannually in the form of the I-ready diagnostic, upon entry and exit, at yearly annual meetings, or as needed to demonstrate progress. Informal assessments, including the San Diego Quick Reading Assessment and Six Minute Fluency Solutions assist teachers in creating data driven lessons.

 The common core standards and the facilities curriculum provide a guide for teachers to follow to make sure that students are learning the necessary and relevant information pertaining to their grade or increasing their level of knowledge in order to reach grade level. This provides consistency among classrooms and increases the fidelity of instructional delivery.

Timed

For the 2020-2021 school year, teachers will meet bimonthly to discuss instructional strategies and their use of the facilities curriculum guides. All enrolled students will know where the learning objective is in the classroom and will be able to recount the standard when asked to demonstrate that students are taking an active role in their learning.

School Improvement Plan

2020-2021

Goal Area 3: Compliance with IEP Data, Indicator 13 and Student Assessment Data Status: Refining

Specific

Teachers will establish clear protocols by Spring of 2021 to ensure all IEPs and student data are compliant with Indicator 13 requirements and all files and educational paperwork is current and up to date in the Enrich IEP System.

Measurement/Assessment

By the end of the 20-21 academic year, all new and returning students will be enrolled in Enrich IEP tracking. Teachers will utilize SEL curriculum/resources for life skills instruction and career planning as well as formal and informal assessments. All students will have a portfolio of transition assessments. All students will participate in life skills class weekly.

Attainable/Achieve

All students will be entered in Enrich beginning in Fall of 2020 or upon entering the program.

All students will participate in life skills class, focused on the Secondary Transition Facility Curriculum Guides.

All new and returning students will have a transition portfolio and will complete informal and formal assessments for post-secondary planning and IEP planning.

Relevant

Student data will be streamlined into Enrich and will be utilized to track progress, retrieve past reports, and progress monitor. Student portfolios will be used to store transition assessment planning tools.

Transition curriculum and SEL curriculum will be on-going and each student will possess a record of life skills to assist teachers in writing relevant, transition focused IEP goals.

Timed

All students will be entered into Enrich upon entry into program or at the beginning of the school year.

By Spring of 2021 all secondary teachers will incorporate SEL curriculum, including but not limited to The 7 Mindsets curriculum, as well as informal and formal transition assessments.

By Spring of 2021 all enrolled students will have completed formal diagnostic testing in I-Ready to demonstrate annual growth in the Enrich IEP System.

By Spring of 2021, teachers will utilize the SEL curriculum and resources and will include most recent testing and information from assessments into the transition aged IEPs.

School Improvement Plan

2020-2021

Goal Area 4: Cultural Responsiveness Status: Developing

Specific

Staff will increase knowledge and tools to respond consistently with cultural responsiveness and respectful practices in the school environment

Measurement/Assessment

By the end of the 20-21 academic year, teachers will gain more tools to utilize in the classroom environment to respond in more culturally responsive ways. All staff will participate in monthly activities, professional development, and discussions related to cultural responsiveness in the classroom. Staff will complete two online trainings in RELIAS related to cultural responsiveness.

Attainable/Achieve

All staff will participate in the monthly activity to increase knowledge on culturally responsive practices in the classroom.

All teachers will complete assigned professional development to increase use of culturally responsive practices in the classroom.

Relevant

Culturally responsive practices across all classrooms and between coworkers in program help to provide a trauma-informed environment for everyone.

Increasing our ability to respond in a culturally responsive way helps to build the necessary rapport and relationships with the students that is needed to help them progress through the program. Increasing our ability to respond in a culturally responsive way helps to build team morale.

Timed

By Spring of 2021, staff will be participating in on-going, monthly activities/professional development to enhance cultural responsiveness skills in the classroom. This will be incorporated into teacher meetings, team meetings, professional development and staff supervisions.

School Improvement Plan

2020-2021

Goal Area 5: Positive Behavior Management Status: Developing

Specific

Staff will respond with and consistently utilize a positive behavior management level system

Measurement/Assessment

By the end of the 20-21 academic year, all staff will implement the behavior management level system with fidelity. A positive culture will be evident through an increase in the number of students at the reward and independent level, higher daily point sheet percentages, and fewer discipline issues.

Attainable/Achieve

All staff will participate in the weekly meeting to discuss strengths, growth areas, and case consult related to the behavior management level system.

All teachers will complete daily point sheets in a timely manner and input data into Excel spreadsheet.

All staff will participate in bi-monthly meetings to discuss any students who qualify for a change/move in level.

Relevant

Positive behavior management is a proven way to provide structure, consistency, build rapport with students and increase the success of the classroom environment.

Increasing our ability to respond in a positive and trauma-informed way helps to build the necessary rapport and relationships with the students that is needed to help them progress through the program.

When students know what is expected of them and how to grow in the program, they can understand and connect behaviors to actions and consequences.

Timed

By Spring of 2021, staff will be implementing the behavior management level system with fidelity across all classrooms. Students will know what is expected of them. The system will be utilized to validate the continued need for day treatment services or show that students are ready to transition back to their home school. Data review will be incorporated into teacher meetings, team meetings and staff supervisions.

Status Descriptors

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| NOT INITIATED | Strategies in this category are not yet initiated. |
| INITIATED | Goals and strategies in this category are in the beginning stages of implementation. The beginning stage of implementation may include: review of some completed professional development, parameters and steps for projects defined and clarified, subsequent later steps of plans/goals are anticipated |
| DEVELOPING | Goals and strategies in this category are in the developing stages. The developing stage implementation may include: basic professional development opportunity research, collection of initial data, initiation of projects within designated parameters.  |
| ESTABLISHED | Goals and strategies in this category have been established within the program. This may include initial data assessment (after data has been collected), the documentation of informal and formal growth towards academic goals, applying for professional development opportunities.  |
| REFINING  | Strategies and goals in this category are in the refining stage. This includes expansion of successful practices to other subjects, advanced professional development opportunities in related areas, or enhancing understanding and connections between practices and results so that instruction can continue to be appropriate and effective for students.  |