Valley View Elementary 2017-2018 Theory of Action

If we…

1. Create a results-oriented **organizational culture** that supports all staff and continuously improves.
2. Implement high quality, **rigorous tier I instruction** in literacy and math.
3. Develop a **positive school experience** for all of our students and their families.

Then…

We will be on track to meet our strategic plan goals and improve outcomes for the students we serve.

Academic Goals:

- ❑ 10% increase in the percent of students meeting or exceeding the national norm (Fall to Spring) on the NWEA-MAP Reading & Math - **stretch goal 15%**
- ❑ 10% increase in the percent of (Burmese American, African American, Special Education and ELL) students meeting or exceeding the national norm (Fall to Spring) on the NWEA-MAP Reading & Math - **stretch goal 15%**
- ❑ 80% of students will meet or exceed their projected growth target on the NWEA-MAP Reading & Math (fall to spring) - **stretch goal 90%**

Culture & Climate Goals:

The staff will create a welcoming environment for students and families, which will lead to:

- ❑ 10% reduction in the **number of students** identified as chronically absent - **stretch goal 15%**
- ❑ 20% reduction in the **number of students** receiving an Office Discipline Referral - **stretch goal 30%**

Strategies Include:

- ❑ Utilizing the Early Detection System to assign our Bearcat Coach, Interventionist and Family Advocate to students and families that are at risk of chronic absenteeism or behavior difficulties.

Core Instructional Program:

Curriculum and Assessment:
Implement the core curriculum in ELA and Math, and seek to understand the essential learnings for students in each grade level.

Engage in unpacking standards, grade level mapping and effective lesson planning.

- ❑ Use a comprehensive set of assessments, including progress monitoring and common assessments to drive instruction and tiers of support needed.

Reflect on core teaching materials and adjust materials to be culturally responsive, including the implementation of language objectives.

Implement the True Success program to provide Tier 1 character development school-wide.

Instruction:
Implement a strong Tier 1 core instructional program for ELA and Math, utilizing Journeys and Expressions, with a focus on small group instruction.

Implement a strong Tier 2/3 approach in ELA and Math to meet the needs of our struggling students. Clearly defined intervention blocks.

Implement core instructional strategies aligned to the Danielson Framework, Culturally Responsive Teaching, best practices for English Learners & the Battle Creek Way.

Student agency:
Create an environment where students feel welcome, have a sense of belonging, and take ownership of their learning.

Professional Learning Systems

Organizational Learning
Staff will engage in professional learning opportunities outlined in the Theory of Action, specifically focused around Tier 1 instruction, Culturally Responsive teaching, and developing Student Agency.

Leadership team will work to create a coherent system designed to support teachers, meet individual needs, and create a collaborative culture where all are engaged in learning and personal growth.

Teacher Collaboration
PLCs will take place bi-weekly for 60 minutes, during which teachers will collaborate on plans, align instruction to CCSS, and utilize common assessment data to inform instruction and interventions.

Teachers will collaborate with the tutors/specialist to utilize data to create a multi-tiered system of support for struggling students.

Instructional Coaching & Support based on improvement goals and need:

School Improvement Initiatives

- ❑ All staff: informs implementation plans and monitoring transparently

Individual Needs

- ❑ All staff: as needed, flexible, intensive, goal-driven

Coaching support is designed to improve instruction based on our Theory of Action.

Monitoring Instructional Program

Support and Monitoring Instruction and Student Learning: Leadership Teams Involvement: (PBIS, ILT, MLT)
School Improvement Initiatives: *Monitoring from building leaders, coaches, and leadership teams bi-weekly*

- Setting and developing expectations
- Implementation plans and monitoring transparently
- Leading from within, adjusting and meeting needs

Inform Individual Needs: *Monitoring from building leaders, coaches bi-weekly*

- Monitoring implementation quality, problem solving, individual needs and coaching support