

Standards-Based Literacy Instruction

Goal

All students will increase proficiency on the Reading MCA from 24.9% to 29.9%. African American students will increase proficiency on the Reading MCA from 16.3% to 24.3%. American Indian students will increase proficiency on the Reading MCA from 23.1% to 31.1%. Asian/Pacific Islander students will increase proficiency on the Reading MCA from 23.8% to 31.8%. Hispanic students will increase proficiency on the Reading MCA from 19% to 27%.

Stage	Exploration	Installation	Initial Implementation	Full Implementation
Plan	<p>Adult Actions to Implement: "Teachers and AE support staff are increasing the writing activities in everyday content instruction. The writing activities will be to reflect on the learning, demonstrate what the child has learned, and increase the academic rigor of the learning target."</p> <p>Adult Evidence to Collect: "Literacy specialists, Instructional Leader, and admin will conduct learning walks to look for students engaged in relevant writing assignments. Teachers will look at student writing samples to determine growth in writing."</p> <p>Targeted Students: African American, American Indian, Hispanic, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education</p> <p>Student Evidence of Success: "Students will show lincrease in content literacy in the area of writing by using content specific language in daily writing activities. These activities will include quick writes based on writing prompts, writing that represents understanding of the content during the practice portion of the lesson, and reflection at the end of the lesson through exit slips."</p>			

Progress

Critical Reading Strategies (6-12)

Stage	Exploration	Installation	Initial Implementation	Full Implementation
Plan	Adult Actions to Implement:	Science and Social Studies teachers will implement reading strategies in daily lessons for struggling readers. 2 days a week teachers will lead small group reading groups in the content area.		
	Adult Evidence to Collect:	Teachers directly teaching comprehension strategies. Reading comprehension strategies posted in classrooms. Small groups of students reading leveled content texts and receiving reading instruction.		
	Targeted Students:	African American, American Indian, Hispanic, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education		
	Student Evidence of Success:	Students will read leveled texts to access content. Students will also be able to better access grade level text and use comprehension and reading strategies to better engage in content specific learning.		

Standards-Based Math Instruction

Goal

All students will increase proficiency on the Mathematics MCA from 24.1% to 29.1%. African American students will increase proficiency on the Mathematics MCA from 12% to 20%. American Indian students will increase proficiency on the Mathematics MCA from 31% to 39%. Asian/Pacific Islander students will increase proficiency on the Mathematics MCA from 33% to 41%. Hispanic students will increase proficiency on the Mathematics MCA from 26% to 34%.

Action Plans

Academic Conversations through Effective Math Discourse (PK-12)

Stage	Exploration	Installation	Initial Implementation	Full Implementation
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Plan	Adult Actions to Implement:	Teachers will use academic specific language during all phases of the lesson. Teachers will post academic language so students can see and use during the lesson. Teachers will explicitly teach academic vocabulary in the launch of the lesson and encourage students to use content language during the practice and application phase of the lesson. Teachers will assign writing and speaking tasks that require students to use academic language.
	Adult Evidence to Collect:	Academic language will be identified in lesson plans. Academic language will be visible in the classroom. Teachers will be using academic language in all phases of the lesson. Teachers
	Targeted Students:	African, African American, American Indian, Hispanic, Advanced Learner, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education
	Student Evidence of Success:	Students will engage in academic conversations using academic language in daily practice of the learning targets. Students will be able to reflect on their learning using academic language in conversations with students and in reflection with the whole class.

Progress

Cognitively Demanding Tasks (PK-12)

Stage	Exploration	Installation	Initial Implementation	Full Implementation
Plan	<p>Adult Actions to Implement:</p>	<p>"Teacher has clearly outlined expectations for individual, partner, and group work. Teacher has systematically paired or grouped students to engage in developmentally demanding tasks. Teacher has addressed what students should do if they are struggling with the task (i.e. Asking a partner, asking a specific question) Teacher has a system in place to give immediate, specific feedback to an individual student or group of students about both the task and their collaboration with other group members (if applicable) as they work on task and finish task. Teacher has a systematic way of passing out materials to students and students have a clear understanding of how to appropriately use materials and return them when finished. Teacher develops a culture where students help get started through encouraging each other, rereading questions and asking each other questions. "What is the question asking us?" "How could we rephrase this question?" "What are the key parts of the problem?""</p>		
	<p>Adult Evidence to Collect:</p>	<p>"Expectations for mathematic routines are stated, modeled and practiced daily. Expectations for routines are posted as reminders to students. Students are intentionally paired or grouped students to engage in developmentally demanding tasks. These groups are fluid. Teacher models and provides opportunity for students to practice what students when they struggle with the task (i.e. Asking a partner, asking a specific question). Some of these strategies are posted for students. Teacher provides specific feedback to students as they work on task and finish task. Teachers encourage students to provide feedback to their peers. Teacher has a systematic way of passing out materials to students and students have a clear understanding of how to appropriately use materials and return them when finished. Teacher develops a culture where students help get started through encouraging each other, rereading questions and asking each other questions. "What is the question asking us?" "How could we rephrase this question?" "What are the key parts of the problem?""</p>		
	<p>Targeted Students:</p>	<p>African, African American, American Indian, Hispanic, Advanced Learner, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education</p>		
	<p>Student Evidence of Success:</p>	<p>Students will be observed engaging in grade level tasks that are cognitively demanding. Students will be seen using supports (other students, tools, manipulative) to persevere through challenging tasks. Students will use encouraging and helpful language with each other. Students will ask for help when needed.</p>		
Progress				

Engagement

Goal

Increase the amount of time students are engaged in classroom learning. Decrease the number of suspensions and referrals by 50%.

Action Plans

Intentional Relationship Development

Stage	Exploration	Installation	Initial Implementation	Full Implementation
Plan	<p>Adult Actions to Implement: Adults will develop and nurture positive relationships between students and staff and students and students. Adults will set appropriate boundaries with students clearly showing their belief in student success both academically and behaviorally. Teachers will facilitate daily activities that intentionally develop personal and working relationships with students. Teachers will spend time developing lessons that engage students culturally, allowing students to safely explore their identity and develop a strong sense of self efficacy. School-wide practices that celebrate and honor student's culture and identity will be identified and implemented.</p> <p>Adult Evidence to Collect: Adults lead advisory everyday. At least 3 days a week Advisory will focus on identity development and relationship building. Adults will adjust lessons to meet the cultural and identity needs of students. Lesson plans will indicate intentional integration of relationship building and cultural relevancy. School-wide practices that support cultural identity development will be evident through displays and planned activities.</p> <p>Targeted Students: African American, American Indian</p> <p>Student Evidence of Success: Students will be able to demonstrat problem solving with teachers and other students. Student attendance will increase. Student misbehavior will decrease and engagement in the learning will increase.</p>			

Progress

Anwatin Middle Community and Spanish Dual Immersion: School Improvement Plan

2016-
2017

Stage	Exploration	Installation	Initial Implementation	Full Implementation
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Plan	Adult Actions to Implement:	Adults will explicitly teach social emotional learning strategies and reinforce students' growth.		
	Adult Evidence to Collect:			
	Targeted Students:	African American, American Indian		
	Student Evidence of Success:			

Progress

Restorative Practices

Stage	Exploration	Installation	Initial Implementation	Full Implementation
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Plan	Adult Actions to Implement:	"Adults (teachers, deans, social workers, counselor, and admin) will implement social conferencing, conflict resolution, mediation, problem-solving meetings, and parent communication with students are do not follow classroom and school-wide expectations."		
	Adult Evidence to Collect:	Protocols for restorative practices are visible in classrooms and around the school. Lesson plans for Restorative practices are created or identified and implemented for all students and then used when necessary.		
	Targeted Students:	African American, American Indian		
	Student Evidence of Success:	Students will problem solve with adults and other students when a challenge arises. Students will request problem solving meetings when a problem with a peer or adult occurs. Students will eventually mediate problems among other students.		

Progress

Classroom Engagement*

Stage	Exploration	Installation	Initial Implementation	Full Implementation
Plan	<p>Adult Actions to Implement: "Classroom teachers in collaboration with support staff will develop classroom engagement plans that are specific to content areas and grade levels. These plans will include both proactive and reactive strategies that are explicitly taught to all students. In addition the plan will include how students will be reinforced, reminded and redirected when following or not following the classroom expectations."</p> <p>Adult Evidence to Collect: Classroom engagement plans are written. Classroom/grade level/school expectations are posted. Modeling and reinforcing classroom routines are observed daily. The specifics of essential classroom routines are posted and referred to daily. Teachers are observed providing feedback to individual students regarding their progress in following the classroom expectations. Protocols for redirecting students are observed being used in daily interactions. Student interventions are being implemented.</p> <p>Targeted Students: African American, American Indian</p> <p>Student Evidence of Success: Students will know and follow the expectations. Students will be able to self regulate and get back on track when they are redirected to follow the classroom expectations. Students will be observed taking ownership in the social and academic routines of the classroom.</p>			

Progress

School-wide Engagement*

Stage	Exploration	Installation	Initial Implementation	Full Implementation
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Plan	Adult Actions to Implement:	" PSWE will develop a school-wide engagement plan that include protocols for relationship development, teaching and school-wide routines and expectations, developing and reinforcing school-wide expectations and celebrating successes. This plans will include both proactive and reactive strategies that are explicitly taught to all students at the school and classroom level. In addition the plan will include how students will be reinforced, reminded and redirected when following or not following the classroom expectations."		
	Adult Evidence to Collect:	"PSWE plan written and distributed to stakeholders. School-wide rules posted. Essential School-wide routine steps posted (hallway, lunchroom, bathrooms, passes). Celebrations planned and implemented. System for redirection including consequences implemented, analyzed and adjusted as needed. "		
	Targeted Students:	African American, American Indian		
	Student Evidence of Success:	Students follow the school expectations. Students are easily redirected when not following the expectations. Students know the school rules. Students problem solve when school rules are not being followed.		

Progress

Anwatin Middle Community and Spanish Dual Immersion: School Improvement Plan

2016-
2017

Mentoring

Stage	Exploration	Installation	Initial Implementation	Full Implementation
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Plan	Adult Actions to Implement:	Adult mentors meet with their mentee at least 1 period a week. Mentors and mentees participate in monthly activities. Mentors keep track of student attendance and grades and intervene when necessary.		
	Adult Evidence to Collect:	Planned monthly mentor activities. Attendance at those events.		
	Targeted Students:	African American, American Indian		
	Student Evidence of Success:	Student attendance will increase. Student engagement in school will increase.		

Progress