

School Improvement Action Plan

Chambers Public Schools

Fall 2019

Target area for improvement: K-12 Science		
Improvement Goal: <ol style="list-style-type: none">1. Students will increase their Science NWEA MAP scores by 1%.2. Students will be exposed to scientific literature, charts, and graphs throughout the curriculum.	Expectations for student learning: <ul style="list-style-type: none">• All students read scientific literature on a regular basis• All students will be able to interpret scientific graphs and tables• All students will demonstrate knowledge of science skills through assessments	Targeted participants: <ul style="list-style-type: none">• K-12 – Science Teachers• K-12 - Students
Interventions: <p><u>Student Support:</u> Structure student support systems to ensure success for all students in the targeted improvement goals.</p> <p><u>Staff Support:</u> Enhance the capacity of the entire instructional staff in the targeted improvement goals. ESU 8 will work specifically with science department.</p> <p><u>Curriculum:</u> Align curriculum with current state science standards.</p> <p><u>Instruction:</u> Examine scheduling and instructional practices with an emphasis on the targeted improvement goals.</p> <p><u>Assessments:</u> Ensure classroom assessments incorporate the targeted improvement goals and monitor standardized assessment scores.</p>		Evaluation: <ul style="list-style-type: none">• MAP – once a year (winter)• NSCAS – once a year (spring)• ACT – once a year (spring)
Timeframe for Implementation: January 2018 – 2023 (Year 1: 17-18, Year 2: 18-19, Year 3: 19-20, Year 4: 20-21, Year 5: 21-22)		

Student Support

Action	Schedule	Responsibilities	Monitoring	Resources
1. Increase student exposure to scientific literature a. All teachers K-12 will incorporate cross-curricular readings at least once a month in their classes. i. Provide online articles, newspapers, primary sources for students to read ii. Provide time during class to read scientific literature that relates to subject area	<ul style="list-style-type: none"> Year 1-5 	<ul style="list-style-type: none"> All K-12 staff members and administration 	<ul style="list-style-type: none"> Scientific Literature examples will be kept on file and submitted quarterly for review 	<ul style="list-style-type: none"> Online articles, newspapers, primary sources School library
2. Students will have the opportunity to participate in science themed activities	<ul style="list-style-type: none"> Year 3 	<ul style="list-style-type: none"> All K-12 staff members and administration 	<ul style="list-style-type: none"> Observations, attendance at area events 	<ul style="list-style-type: none"> Science curriculum ESU #8 Northern Tier
3. Increase student practice in interpreting graphs and tables a. All teachers K-12 will incorporate an exercise of interpreting data from a graph, chart, table at least once per week in their classes. i. Provide online and library sources to students to access graphs, charts, and tables ii. Provide time during class to read scientific literature that relates to subject area	<ul style="list-style-type: none"> Year 1-5 	<ul style="list-style-type: none"> All K-12 staff members and administration 	<ul style="list-style-type: none"> Graphs, charts, and table examples will be kept on file and submitted quarterly for review 	<ul style="list-style-type: none"> Variety of graphs, charts, and tables from online sources School library (books, magazines, journals, newspapers)

Staff Support

Action	Schedule	Responsibilities	Monitoring	Resources
1. Research and provide professional development opportunities that will increase science comprehension <ol style="list-style-type: none"> Provide all staff members professional development in explicit instruction Provide all staff members professional development in small group instruction Provide science department time to review state science standards Provide science department times throughout school year to meet and discuss curriculum/ standards alignment Determine means and then complete fidelity checks after professional development opportunities 	<ul style="list-style-type: none"> Year 1-5 Year 1-5 Year 1 Year 1-2 Year 1-5 	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Attendance list of those receiving professional development Meetings throughout the year Fidelity checklists 	<ul style="list-style-type: none"> ESU 8 Nebraska State Science Standards Curriculum Maps
2. Research and provide professional development opportunities that will increase staff knowledge in content areas <ol style="list-style-type: none"> Provide professional development opportunities in house to encourage team building, student engagement, and technology in the classroom Provide support for staff to attend professional development out-of-district Provide all staff members with opportunities to interact with other grade level/ subject area staff in the area 	<ul style="list-style-type: none"> Year 1 – 5 Year 1 – 5 Year 1 – 5 	<ul style="list-style-type: none"> Administration Administration Administration 	<ul style="list-style-type: none"> School Improvement Agendas Attendance at PD out-of-district opportunities Attendance at meetings 	<ul style="list-style-type: none"> ESU 8 E-mail updates about PD opportunities Northern Tier/ ESU 8

Curriculum

Action	Schedule	Responsibilities	Monitoring	Resources
1. Provide necessary curricular support for science <ul style="list-style-type: none"> a. Align and review current science curriculum with newly adopted state standards b. Integrate 7-12 student technology use into teaching science 	<ul style="list-style-type: none"> • Year 1 • Year 1 – 5 	<ul style="list-style-type: none"> • Administration, ESU 8, Science Department • Administration, ESU 8, Science Department 	<ul style="list-style-type: none"> • Observations (discussions post-observation), Evaluations • Curriculum Guides, Observations 	<ul style="list-style-type: none"> • ESU 8 Curricular Department • ESU 8 Technology Department, MacBooks

Instruction

Action	Schedule	Responsibilities	Monitoring	Resources
1. Follow the 5D+ instructional model in science classrooms	<ul style="list-style-type: none"> • Year 2 – 5 	<ul style="list-style-type: none"> • Administration and Teachers 	<u>Grades K-12</u> <ul style="list-style-type: none"> • <u>Year 1 (18-19)</u> <ul style="list-style-type: none"> ○ ½ of Standards Implemented ○ Common Language ○ Emphasis on Critical Thinking Skills ○ Student Engagement • <u>Year 2 (19-20)</u> <ul style="list-style-type: none"> ○ Other ½ of Standards Implemented ○ Common Language ○ Emphasis on Research/ Collaboration ○ Student Engagement 	<ul style="list-style-type: none"> • 5D+ Training Days • ESU 8 Training Days for Science Standards and Curriculum

Assessments

Action	Schedule	Responsibilities	Monitoring	Resources
1. Develop and implement an Assessment Protocol for all grades and subjects	<ul style="list-style-type: none"> • Year 1 – 5 	<ul style="list-style-type: none"> • Administration, K-12 Staff 	<ul style="list-style-type: none"> • Assessment Protocol • Analyze Data from Standardized Assessments 	<ul style="list-style-type: none"> • ESU #8, Teacher Feedback