SCHOOL IMPROVEMENT PLAN DRAFT

Goal 1: ELA - By June 2028, Promontory School for Expeditionary Learning will increase in ELA proficiency by 12% as measured by the scores on the RISE assessment.

(year 1, 2% from 34% to 36%; year 2, 4% 36% to 40%; year 3, 6% from 40% to 46%)

- **Goal 1 Strategy 1 - Planning Effective Lessons**
  - 1.1 Action step 1 - Curriculum Maps
  - 1.1 Action step 2 - Learning Targets
  - 1.1 Action Step 3 - Fidelity
  - 1.1 Action Step 4 - Expedition Planning
  - 1.1 Action Step 5 - Increasing Students with Disabilities Participation in Tier 1

- **Goal 1 Strategy 2 - Data-Based Interventions**
  - 1.2 Action Step 1 - Workshop 1.0
  - 1.2 Action Step 2 - PLCs as Data-Inquiry Teams
  - 1.2 Action Step 3 - Implementing Targeted Interventions
  - 1.2 Action Step 4 - RTI & Student Support Crew

- **Goal 1 Strategy 3 - Common Writing Rubrics**
  - 1.3 Action Step 1 - Common Rubrics Aligned to Curriculum Map
  - 1.3 Action Step 2 - Explicit teaching
  - 1.3 Action Step 3 - Expedition Planning
  - 1.3 Action Step 4 - Data Inquiry Teams
  - 1.3 Action Step 5 - Adventure & Vocabulary

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Goal 2: Math - By June 2028, our school math proficiency scores will increase by 17% as measured by the RISE assessment.

(year 1, 3% from 23.8% to 26.8%; year 2, 6% from 26.8% to 32.8%; year 3, 8% from 32.8% to 40.8%)

- **Goal 2 Strategy 1 - High-Quality Math Instruction**
  - 2.1 Action Step 1 - Learning Targets
  - 2.1 Action Step 2 - Foundational Math Fact Fluency
  - 2.1 Action Step 3 - Explicit Instruction - Workshop 1.0
  - 2.1 Action Step 4 - Increasing Students with Disabilities Participation in Tier 1

- **Goal 2 Strategy 2 - Formative Assessment to Guide Instruction**
  - 2.2 Action Step 1 - Targeted PD towards Formative Assessments
  - 2.2 Action Step 2 - Aligned Formative Assessments with Learning Targets
  - 2.2 Action Step 3 - Data-Informed Teaching
  - 2.2 Action Step 4 - Data Inquiry Teams
  - 2.2 Action Step 5 - Familiarity with RISE

- **Goal 2 Strategy 3 - School-Wide Accountability**
  - 2.3 Action Step 1 - Curriculum Maps
  - 2.3 Action Step 2 - Schedule
  - 2.3 Action Step 3 - Standards-Aligned, Common Curriculum
  - 2.3 Action Step 4 - Accountability

Expeditionary Learning Core Practices to help us meet our goals:

Year 1: Strengthen foundational teaching and tier 1 instruction, regularly use formative assessments, and improve communication and collaboration (including data analysis).

- ❖ CP 1 - Mapping Skills and Content
- ❖ CP 10 - Planning Effective Lessons
- ❖ CP 21 - Using Assessment for Learning Strategies on a Daily Basis
- ❖ CP 33 - Aligning Curriculum, Instruction, and Assessment of Student Achievement
- ❖ CP 11 - Delivering Effective Lessons
- ❖ CP 12 - Differentiating Instruction
- ❖ CP 15 - Teaching Mathematics
- ❖ CP 34 - Using Data to Drive Instruction

Year 2: Refine instructional practices, focusing on differentiation and PLC effectiveness and formative assessments.

All of the above plus:

- ❖ CP 2 - Designing Learning Expeditions
- ❖ CP 13 - Teaching Reading Across the Disciplines
- ❖ CP 14 - Teaching Writing Across the Disciplines
- ❖ CP 20 - Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement

Year 3: Expand instructional practices and integrate Expeditionary Learning to empower students to lead their own learning.

All of the above plus:

- ❖ CP 22 - Creating Quality Assessments
- ❖ CP 23 - Raising Achievement on Assessments of Learning

WIN Time Proposal 2025-2026

"WIN" (which stands for "What I Need") is a time when teachers will be personalizing instruction to further meet the unique needs of each learner in every classroom. It is a period of reinforcement, support, and/or enrichment. In understanding the purpose of the WIN period, it is important to know what WIN time is not. WIN time is not "free time" or "study hall"; WIN time is not time for the completion of that night's homework; and WIN time is not a time for extra "busy" work.

WIN time is essential support time for students with Tier 1 intervention plans. These daily periods of time will be utilized to further support the individual child's academic growth in identified skill(s). For students who do not need interventions, this time can be devoted to providing additional time for students to master/reinforce or enhance/enrich their skills through personalized, targeted learning goals using one of our web-based programs focused on grade-level or above grade-level standards. Additionally, the inclusion of this period allows students to be pulled for supplemental services (RTI reading, RTI mathematics, SpEd, ELL, etc.) with minimal interruption to core class time.

When students are mastering concepts, WIN time then becomes a time for extension, enrichment, and application and synthesis to real life learning. How can students use the skills they have learned to solve than be implemented to support creativity, ingenuity, and motivation? The premise behind extension activities can be applied to all learners to pique their interest and to make learning meaningful. You may learn as the year proceeds that your child, during the WIN period, works in a small group with the teacher to reinforce concepts or to be enriched on skills from a previous or future lesson, utilize technology to support individualized growth plans in a targeted skill, complete a "genius hour" project, etc.

Example Roles during WIN time:

Classroom teachers or aides: tier 2 intervention/reteaching concepts

Classroom teachers or aides: extension projects or supervising web-based learning

RTI specialist 1: targeted skill building

RTI specialist 2: targeted skill building

Sped teacher: specially designed instruction

Sped aide: specially designed instruction

Goal:

Specific blocks for Math and ELA pull-out times so students don't miss grade-level instruction.