



Continuous Improvement Work Plan

June 3, 2020



Academics



Arts



Athletics



International Baccalaureate
World School



Our Mission

Our promise is to provide a **nurturing** and **rigorous** learning environment. We will instill within our students a love of learning by **identifying their positive distinctions** through academics, the arts and athletics. We empower students to be responsible, contributing members of an international community.

Our Vision

As a result, Agassiz students strive to be **life-long learners** who are persistent problem solvers, are inquisitive about the world, have a strong sense of self, and articulate their thoughts, feelings, and ideas through ongoing reflection.

Agassiz students strive to be **empathetic** by understanding different perspectives while being mindful of their unique viewpoint.

Agassiz students strive to be **caring** and **principled**, and to possess a foundation of knowledge that enables them to build a more peaceful world.



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Data Utilized:

- 5 Essentials UIC Consortium
- NWEA Data
- Attendance
- SQRP
- Parent Survey
- Staff Survey
- School Excellence Framework



ELEMENTARY SCHOOL

Continuous Improving Work Plan 2020-2022

Four Theories of Action

1. Restorative Approaches to Discipline

- If we provide our school community with a strong and all-inclusive SEL education, then we will evolve students who feel empowered to be compassionate, make responsible choices, resolve conflict, take ownership, and make positive contributions to our global society.

2. Multi Teared Systems and Supports

- If we implement consistent progress monitoring cycles, then we will be able to adjust interventions and instruction, which leads to efficacy of all student's academic and social emotional development.

3. Student Voice, Engagement and Civic Life

- If we enhance student voice, choice, and ownership, then we will see more meaningful and personalized student engagement and community involvement, which leads to increased student performance and understanding of student learning.

4. Curriculum

- If we continue to develop and implement inquiry based units designed to meet the specific academic and social emotional needs of our diverse student body, then we will see greater alignment across programs, which leads to a progression of learning.



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Strategy 1: Restorative Approaches to Discipline

If we provide our school community with a strong and all-inclusive SEL education, then we will evolve students who feel empowered to be compassionate, make responsible choices, resolve conflict, take ownership, and make positive contributions to our global society.

- PD on Educator and Personal Bias and how they can impact practice and effectiveness.
- Participate in the Lurie's Trauma Sensitive Pilot (Train the Trainer after initial data gathering) in order to further understand the impact trauma induced events have on students academic and social emotional learning Conduct parent meetings to review and model both school-wide and classroom restorative practices
- Continuum of SEL supports (responsive classroom, modeling, reflection, restoration)
- Make SEL systems visible and transparent in the building in order to enhance student understanding of these approaches
- The school routinely collects data on students' social and emotional skills, mindsets, and/or perceptions of the school. The data will be analyzed and shared with teachers and other stakeholders and used to guide decision making related to students and families
- Restorative Practice Handbook for Staff and Parents



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Strategy 2: Multi Teared Systems and Supports

If we implement consistent progress monitoring cycles, then we will be able to adjust interventions and instruction, which leads to efficacy of all student's academic and social emotional development.

- Implement 6 week progress monitoring cycles for academic and behavioral interventions to ensure their fidelity and efficacy
 - Utilize co-teaching models to ensure small group, tiered, differentiated instruction
- Utilize intervention coordinator to explore intervention blocks and ensure intervention cycles are working and equitable
 - Align Math Blocks to allow for Standards Based practices and use a workshop model to allow for differentiation and incorporate mini-lesson, paired practice, small group instruction
 - Attendance Tiered Intervention, counselor (individual goals, parent contact, incentives)
- Advisory with Staff to look at ASPEN Weekly in 6-8th grade, create student based goals, contracts, reach out to counselor to achieve goal/on track or incentive
 - Expand counseling program for K-5



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Strategy 3: Student Voice, Engagement and Civic Life

If we enhance student voice, choice, and ownership, then we will see more meaningful and personalized student engagement and community involvement, which leads to increased student performance and understanding of student learning.

- Explore and increase equitable opportunities for student voice, choice, and ownership at the school level through student surveys and focus groups.
- Maintain a variety of extracurricular opportunities to build on student talents and interests such as debate, battle of the books, yearbook
- Utilize Student Council and IB Ambassadors to create diversity awareness activities and school-wide initiatives celebrating and educating peers on issues relating to diversity, social awareness, and becoming community activists
- Expand opportunities for students to apply their learning to the real-world, beyond classroom based assignments and to take action as a result of their learning.
- Maintain student voice in arts integrated projects and performances to demonstrate increased ownership in their learning



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Strategy 4: Curriculum

If we continue to develop and implement inquiry based units designed to meet the specific academic and social emotional needs of our diverse student body, then we will see greater alignment across programs, which leads to a progression of learning.

- Explore, write, and teach IB Math units of inquiry with a focus on problem solving, investigation, and critical thinking.
- Design the cycle for **instructional rounds** or learning walks to gather peer feedback on best practice across content and grade levels
- Using the problem of practice protocol, incorporate video lessons into teacher discussions on classroom practice and instruction.
- **Professional development on Inquiry Based approaches to learning**
- **Math Talk PD for implementation**
- Create process for implementation of language tracks
- **Expand Design program in connection with FUSE**



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ELEMENTARY SCHOOL

2020 – 2021 Budget Highlights

SBB and SA Funds

- Maintain all General Education classroom teachers
- Half Time Bilingual Teacher and Intervention Coordinator
- Part Time Restorative Practice Coordinator
- Lunch and Recess Support
- Substitutes

FOA Funds

- Technology
- FUSE Lab/Design
- Math Materials and Text
- Culturally Relevant Text
- Staff PD
- Substitutes
- Extended Day Teacher Planning