2022-2023
School Success Plan Template

Please make a copy for your school leadership team's use.

School: **Fort Howard**   **Principal: DeAnn Lehman**

BLT Members and Position: Whole staff involved. June 15th, 2022 (19 staff members supported this work)

Section I: Reflection & Analysis

District Mission: *We ensure that all students graduate college, career and community ready; inspired to succeed in our diverse world.*

School Mission/Vision Statement:

Every Student, Everyday, Everyone, Every Way
                          Students at Fort Howard have ready bodies and growing minds.
Literacy:
    Students at Fort Howard are thinkers, listeners, speakers and writers of all genres.
Math:
     Students at Fort Howard are flexible, strategic, efficient and can persevere through a variety of problem types while explaining their
        thinking
Engagement/Behavior:
   Students at Fort Howard are growing, engaged and committed with our words, actions, emotions and intentions.

   Families at Fort Howard are learning, growing and involved in their child's education.

District Priorities: *Academic Excellence, Personalized Pathways, Engagement, Thriving Workforce*
                  Refer to the **District Strategic Plan** *for more information.*

Needs Assessment: *(Please describe and link the information determined to highlight the needs of your school, including gaps in achievement, gaps in professional knowledge, skill, practice and other important needs of your school.)*

<mark>*Based on your needs assessment, what student groups have you identified in need of focused and intentional gap closing strategies that will be monitored throughout the year?*</mark>

Literacy: We are using district curriculum assessments to determine what our students have mastered or not mastered.

IC reports- *Ran spreadsheets to look at student growth and changes over time.*
Fort Howard's school website for data collection electronic assessment wall *- Used to monitor all of our sub groups, years at Fort Howard, students with interventions, EL services and special education.*
Anchor charts from staff discussions *- These charts helped us to track our thinking across the school year, feed focused on what we are doing for our next steps and the professional learning that we need. The information helped us to better understand all of the pieces and the role the staff plays in the Picture.*
Referral data *- This student behavior data was looked at to find patterns and trends. These patterns and trends allowed us to make some hypotheses and then to make adjustments.*
Gap Analysis   - Numbers based off our overall achievement who are below or approaching and the ethnicity
Follow up student survey questions after SAS - Follow up questions we asked of students to gain deeper info. Into their responses on the SAS
Tri. 2 and Tri. 3 Curriculum Assessment Data - Curriculum Assessment data tracking

Section II: Planning

Student Outcome Goals: (*Goals should be* **S***pecific,* **M***easurable,* **A***ssignable/Achievable,* **R***ealistic/Rigorous/Relevant, and* **T***ime-bound.*)

Literacy:
 By the end of the 2022-23 school year, 100% K-5 students will make progress toward end of the year reading levels, with at least;
    65% of kindergarten students will be reading instructionally at level D, at grade level.
    65% of first grade students will be reading instructionally at grade level
    60% of second grade students will be reading independently at grade level

    55% of fourth grade students will be reading independent at a level S, at grade level
    50% of fifth grade students will be reading independent at a level T, at grade level

on the benchmark assessment.

Math:
By the end of the 2022-23 school year, 100% K-5 students will progress toward meeting the end of the year common math assessment (number corner)

      60% of the kindergarten students will reach proficiency on the new district End of the Year Common Assessment.
      60% of the first grade students will reach proficiency on the end of the year New Common Assessment
      60% of the second grade students will reach proficiency on the end of the year New Common Assessment
      50% of the third grade students will reach proficiency on the end of the year New Common Assessment
      50% of the fourth grade students will reach proficiency on the end of the year New Common Assessmet
      50% of the fifth grade students will reach proficiency on the end of the year New Common Assessment

Engagement:
By the end of the 2022-2023 academic school year, 100% of our families will be contacted a minimum of three times a year through logged contacts (Zoom meeting, phone calls, emails, home visits), These contacts will be related to academic growth and focus including building a partnership with families.

By the end of the 2022 - 2023 School year, 100% of our students will have at least one adult at Fort Howard that they can go to and feel connected to.

Baseline Data: *Please describe the baseline data that you collected to set your achievement goals.*

Literacy:
  TSAR - Independent reading levels, Instructional reading levels, 3-5 performance tasks, Words Their Way, Data from school's electronic assessment wall.

Math:
Number Corner, End of unit assessments, AVMR,

Engagement: Family connection back to school, last year's conference numbers, classroom walk throughs

Indicators of Success:

What will we use to progress monitor the goals throughout the school year?	When/How Often?	How will results be shared?	Who is responsible?	Status
Independent Reading Levels (K-5)	Sept./Oct., Jan./Feb. BAS in May	Staff meeting and review of the school website	K-5 teachers	
Phonics Assessments (K-2)	Oc. 2021, Jan. 2022, May 2022	On the school website, within grade level teams	K-2 teachers	
Performance Tasks (3-5)	Oct. 2021, Nov./Dec. 2021,	School electronic assessment wall	3-5 teachers	
Number Corner Assessments	Oct. 2022 #1, Jan. 2023 #2, May 2023 EOY	School electronic assessment wall	K-5 teachers	
Words Their Way (3 -5)	Sept., Jan., May	School electronic assessment wall	3-5 teachers	
Family contact logs	Ongoing	Teachers/staff keep log and check each trimester on progress - Share with Title One at the end of the year	All staff	
Staff, Student, Family Survey/Feedback	Nov./Dec. and April/May	Newsletter and staff meeting	DeAnn and Student Services	
Letter Name/Sound (K- 2)	Sept., Feb., May	Teachers records - School electronic assessment wall	K-2	
High Frequency (1 -2) Blending/Segmenting	Sept./Oct. Jan./Feb. May	School electronic assessment wall	1 -2 teachers	

High Frequency (K) Blending/Segmenting	Jan./Feb. May	School electronic assessment wall	Kindergarten	
Writing (Narrative,Informational, Opinion)	Oct. Jan. May	Electronic assessment wall	K-5	

High Leverage Action Steps:
- *What specific actions will adults learn and do to accomplish the goal?*
- *When will these actions be completed?*
- *What resources are needed to complete these actions?*

	Action Steps	How will the action step be monitored or measured for impact on continuous school improvement?	Timeline	Who is Responsible	Federal Identification ESSA/IDEA CSI, TSI, ATSI, Spec. Ed			
					CSI	TSI	ATSI	SE
1	Implementation of Calkins Units of Phonics (K-2)			K-2 teachers, Lit. Coach, Principal				
2.	Using Strategy groups from our guided reading groups and the use of reading behavior checklists							
3.	Implementation of grade level colleague visits/instructional rounds	Documentation form						
4.	Training and implementation of our new SEL Morning Meeting curriculum - Based of Dr. Hollie's work		Fall- training Fall-ongoing implementation					
5.	Math CRIS supporting PD for Number Corner and analysis of math data							
7.	Effective CLT procedures, routines, agendas	Added to walk through forms	Sept. - June	Staff. Record actions on classroom walk through form.				
8.	Focus on data and students work sample analysis							

9.	Provide differentiated support to build teacher skills and capacity for instruction and assessment								
10.	Monthly whole staff meetings that provide professions learning and input and decision making (BLT)								
11.	Learning and using the standards and benchmarks when planning our instruction.								
12	Walk-throughs/Look fors (Environment) - 3 per teacher								
12.	Family Engagement activities - APTT		1 per trimester						
13.	Student engagement and connection (Club Hour, Assemblies, Field trips)								
14. `	Professional learning focus that is based off the baseline data (Literacy, writing, math and social emotional)								

Section III: Formative Feedback from Supervisor

School Success Plan Process Rubric

Beg. of Year Review:
Beginning of year Reflection (To be filled out by admin.)

Questions and Comments (To be fill out by Executive Director)

Review Date _____

Executive Director's Signature: _____**Date Reviewed w/Principal**_____

Mid-Year Review and Revisions:
Revisions and Rationale (To be completed by the admin):

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Questions and Comments (To be fill out by Executive Director)

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Review Date _____

Executive Director's Signature: _____**Date Reviewed w/Principal_____**

End-of-Year Review:
End of Year Reflection (to be filled out by admin.):

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Review Date _____

Executive Director's Signature: _____**Date Reviewed w/Principal**_____