

2017-2018 EES School Improvement Plan

Needs assessment:

Reading scores are always a concern from the multiple assessments that are on a school and a state level. Students that are successful readers have so much more of an opportunity to be successful in life. We feel similarly about math. So, Eureka Elementary is focusing many resources and efforts to improve the reading and math instruction and student learning ability in both of these efforts for our students.

Teachers are highly qualified.

Goals:

80% of students will either make one year's progress or be on or above grade level in reading and math by the end of the 2016-2017 school year. This will be measured by using Dibels assessment data as well as Fountass and Pinnell assessment data for reading and for Math we will use the Moby Max assessment data and we expect to have 82% of students on or above grade level or make one year's progress.

Through professional development opportunities to learn about how to use supplemental materials, technology and tier 1 instructional materials teachers will be better prepared and have the correct tools to help ensure our progress.

Every adult in the school is a stakeholder in helping students meet these goals.

Classroom teachers assigned are:

K	Stephanie Grimstead
1	Amy Sorensen
2	MaryAnn Allinson
3	Nancy Underwood
4	Bariann Haynes
5	Cynthia Kirgan
6	Brian Ward/Stephanie Grimstead

Our Professional Development Plan consists of:

1. Lexia Learning webinars and data coaching live days
2. Moby Max webinars and teacher discussions/ trainings
3. UCET Conference for most teachers
4. Smart board training through peer partnerships and online resources
5. Teacher work days to assess our assessment practices for Fountass and Pinnell
6. Reading Intervention aide trained in Star, guided reading, and record keeping for the students they work with.
7. Aides trained in monitoring and helping students use the Fluency Tutor online program

How do we keep and recruit teachers

1. Small class sizes help
2. Teacher autonomy and leadership in decision making opportunities

3. Competitive Compensation offered through the district office

Our parent involvement strategy is in place and we have parents help with all things related to PTO, Community Council, Book Club party, and we strongly encourage parents to attend meetings, run for offices and communicate with the school repeatedly throughout the school year.

Our Improvement plan, parent policy and student compact for success are available in the office and online.

We do have a preschool in our building so the transition from preschool to Kindergarten is effectively instituted.

When students are not meeting goals, we go through a process as a teaching staff to change directions, or plans for each student to succeed.

We look at our intervention plans, schedule and make changes as the data informs us to. Communication for these changes happens at teacher work days or during staff meetings.

Title 1 funds and School Land Trust funds both play an integral part in funding our efforts to meet the goals that we have set.