



2020-2021 Panorama Elementary School Improvement Plan

(TSSA, TSI, Title I)

Ensuring High Levels of Learning for Every Student

| Step 1: Determine your Current Level of Performance Look at your most recent, relevant assessment data: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|------|------------------------------------|----|---------------------------|----|------------------------------------|----|------------------------------|------|----------------------------------|----|-------------------------|------|-------------------------|----|-------------------------|--|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Focus Area 1: Student Learning Grade level proficiency will be at or above the district average AND MGP will increase by at least 5% from LY (2018-2019) | Focus Area 2: Safe Learning Environment Students and families will receive emotional support and learn the skills necessary to be successful at home and school. | Focus Area 3: Leadership Culture Coaching Collaboration Professional Learning Targeted individual, collaborative team and schoolwide coaching in ELA, Math, Science and ELL practices that increases MGP for all subgroups. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Possible Data Sources Acadience Benchmark testing (BOY,MOY,EOY) Title 1 WIN Time spreadsheet BAS (BOY,MOY,EOY) CFA's EOY RISE Datagateway School Report Card TSSA Summary School Improvement Development Guide | Possible Data Sources PowerSchool Attendance Data Office Referral Data Sharp Survey Data SEL/Wellness Room Data | Possible Data Sources CSIP-Targeted GVC's Coaching Survey (Teacher Perception of Helpfulness) Coaching Log (Frequency) PLC survey (culture) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">37</td><td>% MGP RISE 4th grade Math</td></tr> <tr><td style="text-align: center;">50.5</td><td>% MGP RISE 4th grade Language Arts</td></tr> <tr><td style="text-align: center;">46</td><td>% MGP RISE 5th grade Math</td></tr> <tr><td style="text-align: center;">41</td><td>% MGP RISE 5th grade Language Arts</td></tr> <tr><td style="text-align: center;">39</td><td>% MGP RISE 5th grade Science</td></tr> <tr><td style="text-align: center;">74.5</td><td>% EOY Acadience Kindergarten SGP</td></tr> <tr><td style="text-align: center;">46</td><td>% EOY Acadience 1st SGP</td></tr> <tr><td style="text-align: center;">63.3</td><td>% EOY Acadience 2nd SGP</td></tr> <tr><td style="text-align: center;">57</td><td>% EOY Acadience 3rd SGP</td></tr> <tr><td></td><td>% MOY Typical & Above Growth Acadience Kindergarten</td></tr> <tr><td></td><td>% MOY Typical & Above Growth Acadience 1st</td></tr> <tr><td></td><td>% MOY Typical & Above Growth Acadience 2nd</td></tr> <tr><td></td><td>% MOY Typical & Above Growth Acadience 3rd</td></tr> <tr><td></td><td>% MOY Typical & Above Growth Acadience 4th</td></tr> <tr><td></td><td>% MOY Typical & Above Growth Acadience 5th</td></tr> </table> | 37 | % MGP RISE 4th grade Math | 50.5 | % MGP RISE 4th grade Language Arts | 46 | % MGP RISE 5th grade Math | 41 | % MGP RISE 5th grade Language Arts | 39 | % MGP RISE 5th grade Science | 74.5 | % EOY Acadience Kindergarten SGP | 46 | % EOY Acadience 1st SGP | 63.3 | % EOY Acadience 2nd SGP | 57 | % EOY Acadience 3rd SGP | | % MOY Typical & Above Growth Acadience Kindergarten | | % MOY Typical & Above Growth Acadience 1st | | % MOY Typical & Above Growth Acadience 2nd | | % MOY Typical & Above Growth Acadience 3rd | | % MOY Typical & Above Growth Acadience 4th | | % MOY Typical & Above Growth Acadience 5th | *Implementing a Google form referral sheet August 2020 *Opening a Wellness Room August 2020 | |
| 37 | % MGP RISE 4th grade Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50.5 | % MGP RISE 4th grade Language Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 46 | % MGP RISE 5th grade Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | % MGP RISE 5th grade Language Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39 | % MGP RISE 5th grade Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 74.5 | % EOY Acadience Kindergarten SGP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 46 | % EOY Acadience 1st SGP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 63.3 | % EOY Acadience 2nd SGP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 57 | % EOY Acadience 3rd SGP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % MOY Typical & Above Growth Acadience Kindergarten | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % MOY Typical & Above Growth Acadience 1st | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % MOY Typical & Above Growth Acadience 2nd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % MOY Typical & Above Growth Acadience 3rd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % MOY Typical & Above Growth Acadience 4th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % MOY Typical & Above Growth Acadience 5th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Based on your data, how are you doing in these key subgroups? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| | |
|---|---|
| <i>Students who are identified as economically disadvantaged</i> | The school leadership team, along with the grade level teachers, communicate on how to best meet student needs. Students with disabilities are making similar growth to their general education peers. (62.19% free/reduced lunch) |
| <i>Students with disabilities</i> | Students with disabilities are making similar growth to their general education peers. (68 total students; 16 life skills; 52 mild/mod) |
| <i>Students who are identified as English learners</i> | EL students receive close to 30 minutes per day of small group instruction from a paraprofessional and the school opens up 30 minutes early so EL students can complete their Imagine Learning time. (97 total students; serving 59) |
| <i>Students in major racial and ethnic groups</i> | Hispanic students are performing at par with all other ethnic groups according to Data Gateway. |
| <i>What Tier 1 changes might help those subgroups and your school's current level of performance?</i> | Improve teacher knowledge regarding small group reading, the new SEED standards, and |
| <i>What additional interventions might help those subgroups?</i> | Continue to watch these groups and make sure all are moving; our subgroups are making it at the same rate or better; look more into providing extensions |
| <i>How will your plan address the area that qualifies you as a TSI school?</i> | TSI: ESL year 2 We are retaining a part-time teacher to help with our most at-risk students, including our ESL students. ESL students will receive morning and afternoon small group RTI with a reading/writing/speaking/listening focus, along with Imagine Learning support. |

Step 2: Outline your school's specific, measurable goals for the year
Step 3: Define specific actions your school must make and how you will measure their success
Step 4: Define the funding source and amount

| Focus Area 1: Student Learning | | | | | |
|---|---|--|--------------------|--------------------------|-----------|
| Student Centered PEERS Goal(s) | Success Measure(s) | Action(s) | Funding Source(s) | Amount | Completed |
| Grade level proficiency will be at or above the district average AND MGP will increase by at least 5% from LY (2018-2019) | RISE, Acadience, CFAs | Hire a SEE student to assist in 3rd grade Hire a SEE student to assist in 2nd grade | TSSA | \$11,500.00 | |
| | RISE, Acadience, CFAs | Chromebook grade level set | Title I, STL, TSSA | \$7,500 from each budget | |
| | RISE, Acadience, CFAs | Hire 3 reading paras to work with all grades; hire 2 OEK paras | Title I | \$47,000 | |
| | RISE, Acadience, CFAs | Hire an AmeriCorps volunteer (AM tutoring work) | STL | \$11,000 | |
| | Attendance charts, Opinion surveys, Observations, Participation | Hire a Music BTS Teacher | STL | \$16,500 | |
| | RISE, CFAs, Observations, | Hire a science para to run the science lab | STL | \$12,000 | |



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|--|---------------|--|--|--|--|
| | Participation | | | | |
|--|---------------|--|--|--|--|

Focus Area 2: Safe Learning Environment

| Student Centered PEERS Goal(s) | Success Measure(s) | Action(s) | Funding Source(s) | Amount | Completed |
|--|---|--|-------------------|------------------|-----------|
| Students and families will receive emotional support and learn the skills necessary to be successful at home and school. | Parent Opinion Survey | Add an additional work day for our school counselor | TSSA | \$17,790.02 | |
| | Wellness room weekly data | Hire a Wellness Room para | TSSA | \$12,489.33 | |
| | Parent Opinion survey | Home visits | Title I | \$4500 | |
| | Student and Parent Survey | Parent night & engagement activities throughout the year | Title I | \$5000 | |
| | Attendance charts, Opinion surveys, Participation in competitions | Student Clubs: Kindness, Book Club, STEM, Choir, Lego League, Art Club | Title I STL | \$6000 \$7500 | |

Focus Area 3: Leadership Culture Coaching Collaboration Professional Learning

| Student Centered PEERS Goal(s) | Success Measure(s) | Action(s) | Funding Source(s) | Amount | Completed |
|---|---|--|-------------------|-----------|-----------|
| Targeted individual, collaborative team and schoolwide coaching in ELA, Math, Science and ELL practices that increases MGP for all subgroups. | RISE Science Scores | Science SEEd standards professional development and supplies/resources | TSSA | \$2000.00 | |
| | RISE Reading & Science Scores | Math manipulatives and reading books for Tier 1 and Tier 2 classroom work | Title I | \$1500 | |
| | RISE, Acadience, Progress Monitoring | Math & Language Arts Tier 1 & Tier 2 professional development and supplies/resources | Title I | \$900 | |
| | Feedback and observations | language arts Tier I professional development | Title I | \$1600 | |
| | Faculty return and report, classroom observations | Training for teachers | Title I | \$5100 | |