Cedar School Improvement Plan 2015/2016 – Status Report
Michael Oates and Joel Barrett
June 2016

Goal	Actions Taken	Pending Actions/Recommendations
1. To support the district efforts to increase school safety by integrating a School Resource Officer into the culture and community of the Cedar School.	1. Introduced Officer John to all students and faculty and provided opportunities for outreach. 2. Officer John assisted with ALICE training. 3. Administration maintained a record of the school's use of Officer John as it related to Home Visits, Consultations, and Active Involvement in school related matters. 4. Officer John became a regular participant in school events, student meetings, intervention team meetings, and safety meetings.	1. Continue efforts to further integrate Officer John's presence into the daily culture and climate of the school. 2. Identify means for Officer John to bring specific messages of safety to our students as it relates to: Stranger Danger, Bicycle Safety, Saying "No", Citizenship, etc. 3. Utilize Officer John as a co-instructor for PBIS safety lessons.
2. To enhance instruction and student learning outcomes in math by successfully implementing the enVisionMATH 2.0 program inclusive of its technological instructional components, digital homework, and formative/summative assessments.	1. Faculty attended all professional development sessions to fully implement enVisionMATH 2.0 with fidelity. 2. Administration assisted faculty with technology integration by quickly responding to technological needs, obtaining coverage for teachers to assist colleagues with technology (Technology Ambassadors), and collaborating with district technology personnel to resolve open tickets.	1. Consistently incorporate the daily Math Challenge and Math Anytime components of enVisionMATH 2.0 as part of daily pre-lesson seatwork. 2. Reserve time for teachers to conduct peer observations of colleagues to observe various components of enVisionMATH 2.0 in action. 3. Identify interventions using the Math Diagnostic Intervention System (MDIS) resource materials and Reteach

	3. Teachers utilized PLC time to analyze benchmark assessments, discuss and analyze data, share ideas to incorporate the technological components of enVisionMATH 2.0, and identify interventions using the Math Diagnostic Intervention System (MDIS) resource materials and Reteach components. 4. Teachers utilized the various enVisionMATH 2.0 assessments for progress monitoring and intervention opportunities. 5. Administration conducted frequent visits to math classes and completed written observations, specifically focused on math lessons, which provided targeted feedback. 6. In collaboration with the district Math Coach, the school conducted a Math Night as a means for family engagement and to educate parents on the technological components available to them to support math learning at home.	components. 4. A Walk-to-Compute intervention program will be developed in grade 4 to enhance math learning. 5. Math Night will focus on math games and will be expanded to include students.
3. To continue to improve student learning through the use of professional learning communities (PLCs), teacher collaboration time, peer visitation, and professional development.	1. All teachers established SMART goals, completed Self-Reflections, and Educator Plans. Written observations were conducted for all staff. 2. Teachers designated and shared topics for each PLC session. 3. Teachers maintained formal PLC agendas. 4. Teachers identified topics for teacher-led professional development workshops. 5. Teachers were invited and encouraged to	1. Teachers will continue to maintain formal PLC agendas that will include identified tasks and measurable objectives. 2. PLCs will be utilized to introduce, plan, and implement the Instructional Rounds process as being developed by the district leadership team. 3. Collect feedback on PLCs, teacher collaboration time, peer visits, and

	participate as teacher leaders through facilitation of PD workshops.	professional development to ensure a quality product and guide future collaborative efforts aimed at improving teaching and learning. 4. Continue to designate topics and when applicable, protocols for each PLC session. 5. Teachers will visit colleagues to share strategies and reflect upon practice.
4. To improve student learning through increased teacher training in technology integration and digital literacy in the classroom.	1. Teachers attended all professional development workshops focused on enVisionMATH 2.0 technology integration via Pearson Realize, Doceri, and the Bounce App. 2. Teachers in grades 3 and 4 incorporated the use of Chromebooks in regular math and literacy lessons. 3. A teacher from every level volunteered to serve on the District Technology Committee.	1. Technology embedded in PLCs and staff meetings. 2. Offer professional development for implementation of International Society for Technology in Education (ISTE) Standards through the use of Google platforms. 3. Review results of the "Software Need" survey to support teaching and learning. 4. The District Technology Committee will continue to be utilized to improve technology integration in both instructional and non-instructional areas and to make recommendations for technology purchases. 5. Chromebook inventory will be increased by 50%.