



School Improvement Plan 2023-2024


Salem Early Childhood Center





Our goals this year

What do we hope to improve?	How will we measure it?	Start	Goal
Reduce chronic absenteeism	Reduce district-wide chronic absenteeism: <ul style="list-style-type: none"> ECC baseline chronic absenteeism in 2023 was 54.3% Our goal for 2023-24 is 38% 	ECC baseline chronic absenteeism in 2023 was 54.3%	Our goal for 2023-24 is 38%
CLASS Reviews	Improve CLASS Review ratings by 1 point each in the following categories: <ul style="list-style-type: none"> Concept Development Regard for Student Perspective 	Concept Development Baseline 1.70 Regard for Student Perspective (creating autonomy in the classroom) Baseline 5.10	Concept Development Goal 2.70 Regard for Student Perspective (creating autonomy in the classroom) Goal 6.10
Increase observation & feedback	Increase "Perceptions of the amount and quality of feedback faculty receive" according to Panorama data.	"Perceptions of the amount and quality of feedback faculty receive": Baseline 33%	"Perceptions of the amount and quality of feedback faculty receive": Goal 48%
Improve stakeholder perception data	Increase annual teacher well being and belonging composites to 68% for well-being and 75% for belonging. <i>(Panorama staff survey)</i>	Well-being Baseline 68% Belonging baseline 71%	Well-being Goal 75% Belonging Goal 75%

How will we reach our goals?

We have targeted "big rocks" – these are our focus areas for improvement for our school!

	What is our big rock?	What will our students experience as we grow in this area this year?	How will we know if it is working?
Big Rock 1.1 	<p>Create a learning environment where staff are prepared to implement high-level instruction with expectations that all students can succeed and achieve beyond expectations.</p> <p>100% of all classrooms will be implementing targeted high-level instructional priorities below.</p>	<ul style="list-style-type: none"> Small group instruction that is targeted to meet their individual needs geared toward increasing phonemic and phonological skills. Opportunities for purposeful play that lead to increased development in the area of developing concepts. Engaging and meaningful conversations with each other and staff. 	<ul style="list-style-type: none"> Data from district assessments, CLASS Reviews will increase.

	<p>Consistently utilize the following targeted high-level and evidence-based instructional practices:</p> <ol style="list-style-type: none"> 1. Form small groups to deliver differentiated instruction to develop phonemic and phonological awareness skills. 2. Increase student discourse through the use of interactive read-alouds, routines for turn and talk, and purposeful play. 3. Use why and how questions to encourage analysis and reasoning to develop concepts while making connections to students' lives. 		
<p>Big Rock 1.2</p> 	<p>Determine and utilize appropriate assessments for priority standards and hold 3 DII meetings per unit so teachers can identify and respond to gaps in learning.</p>	<ul style="list-style-type: none"> • Small group instruction that is targeted to meet their individual needs. • Small group instruction that is geared toward increasing phonemic and phonological skills. 	<ul style="list-style-type: none"> • Teachers will be “stamping” GAPs and next steps for instruction • Teachers will be facilitating small group instruction based on data and scores in district assessments will increase.
<p>Big Rock 2.1</p> 	<p>Create and utilize look-fors embedded in the Strong Start Playbook that are used to gather information and provide feedback to staff that is bite-sized, action-based and growth-oriented.</p>	<ul style="list-style-type: none"> • Instruction from teachers who are given quality, targeted feedback that is growth minded. 	<ul style="list-style-type: none"> • Teachers will fully implement indicators from the Playbook.
<p>Big Rock 3.1</p> 	<p>Create and utilize a playbook reflecting school expectations and routines that will be followed throughout the year in order to provide a safe and positive learning environment.</p>	<ul style="list-style-type: none"> • Being able to follow basic routines to become independent learners in a safe and positive learning environment. 	<ul style="list-style-type: none"> • 100% of indicators from the Playbook will be fully implemented.
<p>Big Rock 3.2</p> 	<p>Create opportunities for families to feel welcome as they enter the Early Childhood Center and remain connected throughout their time here. Leverage the connections built at the beginning to partner with parents to work to improve attendance, thereby reducing chronic absenteeism.</p>	<ul style="list-style-type: none"> • Being warmly welcomed each day of the school year from their first to their last. • Full classes of present classmates to learn alongside of. 	<ul style="list-style-type: none"> • Chronic absenteeism will go down.