

**Minnieville Elementary School
22-23 Continuous Improvement Summary Map**

MISSION	VISION	BELIEFS
<p>The three key tenets of our mission statement COMMITMENT, COLLABORATION and COMMUNITY. As a collaborative team we will give 100% effort every day to create opportunities that provide student engagement and inspire a love for learning. We will strive to help students surpass academic expectations while celebrating individual student growth. We will build relationships with all students and families in our diverse community in an effort to help students SOAR FOR EXCELLENCE!</p>	<p>Minnieville’s vision for all stakeholders is to “SOAR FOR EXCELLENCE”. This vision statement reflects the mindset of our entire staff and communicates to everyone the type of school we envision. It represents the high expectations and dreams of each student and family and the dedication of each staff member.</p>	<p>Each school year our staff signs COLLECTIVE COMMITMENTS. Collective commitments are the values and habits that the staff of Minnieville Elementary put into action on behalf of our students, parents and as staff members at Minnieville Elementary,</p> <ol style="list-style-type: none"> 1. We will be active, positive and contributing members of our school and team Professional Learning Communities. 2. We will utilize our strengths and talents to focus on student learning, collaboration, and student results. 3. We will collaboratively construct and adhere to our team’s norms and goals. 4. We will continue to grow as professional learners in an effort to improve our professional practice and the expertise of our teams. 5. We will ensure that our actions will promote the academic, social and emotional growth of each student in the Minnieville Elementary school community so that we all will SOAR for EXCELLENCE.

Commitment 1: Learning and Achievement for All

PWCS Strategic Plan Objective	<p>Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.2 PWCS will prepare all students for post-secondary education and the workforce. Objective 1.3 PWCS will prepare all staff members to support and challenge all students.</p>
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School-Level Strategic Priority #1	Increase percentage of students reading on grade level in grades K-2	
Theory of Action	If all grade level teachers implement explicit phonics instruction with fidelity during the Language Arts block, and teachers receive coaching, co-teaching and opportunities for teachers to model and learn from each other	
Impact Goal(s)	Implementation Goal(s)	
which will lead to a 6% increase in our PALS scores in grades K-2 and 74% of K-5 students reading on grade level.	100% of teachers will be able to develop and deliver targeted and differentiated instruction to students so that they are able to decode, encode and monitor for meaning when engaged in text as evidenced by walkthrough data.	

School-Level Strategic Priority #2	Increase student achievement in Math, according to SOL results.	
Theory of Action	If we utilize the Concrete- Representational- Abstract model during math collaborative team meetings, and provide coaching, co-teaching, and opportunities for teachers to model and learn from each other. Then teachers will develop and implement standard based hands-on activities through differentiated approaches, which will lead to K-2 students demonstrating 3 or higher and 3-5 students demonstrating a 2.3 or higher on end of unit math assessments.	
	Impact Goal(s)	Implementation Goal(s)
	which will lead to students achieving 78% on the Math SOL.	100% teachers will develop and implement standard based hands-on activities through differentiated approaches as evidenced by PLC unit plans and walkthrough data.

School-Level Strategic Priority #3	Increase student achievement in Science, according to SOL results.	
Theory of Action	If we build foundational knowledge of inquiry-focused methods of teaching science then students will be engaged in inquiry focused instruction that will provide students a way to connect scientific ideas to their experiences and apply their learning	
	Impact Goal(s)	Implementation Goal(s)
	which will lead to students achieving 66% on the Science SOLs.	100% teachers will incorporate the 5E model for inquiry base science lessons as evidenced by their PLC science documents.
		100% of teachers will plan and deliver a science experiment for each unit as evidenced by PLC unit plans.

Commitment 2: Positive Climate & Culture

PWCS Strategic Plan Objective	<p>Objective 2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.</p> <p>Objective 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.</p> <p>Objective 2.3 PWCS facilities will be welcoming, safe, and sustainable.</p>
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School-Level Strategic Priority #1	Increase student satisfaction with the behaviors of others during instruction	
Theory of Action	If teachers build a sense of community by implementing zones of regulations, and No Place for Hate, where students are responsive and response-able for themselves and others	
	Impact Goal(s)	Implementation Goal(s)
	Which will lead to 65% of students reporting a sense of community by being responsive and response-able for themselves and others	100% of teachers will build positive relationships with students to establish a safe and positive classroom environment, where students are able to self-regulate behaviors and apply learned strategies of Zones of Regulation as evidenced by daily check in charts.

School-Level Strategic Priority #2	Increase student satisfaction with school climate and belonging at school	
Theory of Action	If teachers intentionally plan for student engagement, voice, and collaboration, through class meetings and our house system (Eagles Nest System)	
	Impact Goal(s)	Implementation Goal(s)
	Which will lead to 74% of students reporting satisfaction of school climate and belonging at school.	100% of teachers will provide multiple opportunities for students to voice concerns, feelings, and opinions, as well as work collaboratively in making decisions that strengthens students' sense of belonging in their classroom and within their Nest System as evidenced by the school counselor's minute meeting data

School-Level Strategic Priority #3	Increase student attendance of chronically absent students	
Theory of Action	If the school establishes an attendance team that focuses on educating and communicating with parents about attendance policies	
	Impact Goal(s)	Implementation Goal(s)
	Which will lead to a decrease of students who are chronically absent, by 10%	100% of the attendance team will follow the PWCS attendance regulations, monitor and track attendance, and communicate with parents frequently as outlined in the regulations as evidenced by attendance team agenda and minutes.

Commitment 3: Family & Community Engagement

PWCS Strategic Plan Objective	<p>Objective 3.1 PWCS will engage families as authentic partners in education to support academic progress.</p> <p>Objective 3.2 PWCS will work collaboratively with community agencies and business partners to support strategic initiatives.</p> <p>Objective 3.3 PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.</p>
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School-Level Strategic Priority #1	Increased opportunities for parents to have two way communication with administration and staff.	
Theory of Action	If we combine Advisory Council with our monthly PTO Meetings then administration and staff will have multiple opportunities to seek input from parents and community members and be inclusive of all stakeholders a minimum of 8 opportunities for parents to have two-way communication with administration and staff and have a voice and engage in their child's academic progress.	
Impact Goal(s)		Implementation Goal(s)
which will lead to 60% of parents attending events that increase their capacity to support their student's learning. MNES families will have a minimum of eight opportunities to engage in two-way communication with administration and staff and have a voice and engage with their child's academic progress.		100% of staff will create multiple opportunities to seek input from parents and community members and be inclusive of all stakeholders as evidenced by attendance sheets, agendas and parent surveys.