

Supporting an Effective Learning Environment

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CIP Mission/Vision

At Jackson Elementary, our vision states “We are growing a community of learners.” Our mission is that we Lead Encourage, Achieve and Dream. The action plans developed for the school renewal plan is based on our school needs assessment data, obtained from a variety of sources, including testing data and surveys. The action plans do align to the school’s vision and mission, because all of our WIGs (Widely Important Goals) are focused on improvement in areas which have been identified, which in turn leads to fulfilling our vision and achieving our mission.

CIP Supports Effective Learning Environment

The CIP’s plans do support the needs of all students. Data collected from the needs assessment was further analyzed and broken by subgroups. The subgroups identified in the plan are: all students, economically disadvantaged students, children with disabilities, English learners, African-American, American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, Hispanic or Latino, and White. All action plans within the CIP include strategies for more support with identified areas of need growth (math/reading, school climate, and teacher/administrator quality).

Stakeholders/Best Positions

Stakeholders are responsible for implementing action plans, and these expectations are relayed through constant communication-emails, meetings, etc. Teachers are usually given their

expectations through professional learning communities or professional development, and are expected to implement those strategies/activities within their classrooms. Administrators are considered responsible stakeholders as well, and serve as a support for all strategies.

After this analysis, I would say that the people whom are assigned to the responsibilities outlined in the action plans were placed in those positions based on their relevancy and position. For example, one action plan calls for goal setting, by creating a math WIG for students, grade level, and school. The persons responsible for this include teachers, administrators, curriculum coach, and also our school's Leader in Me Coach (creating WIGs are a required practice for Leader in Me schools).

Action Plans Implemented

According to the indicators of implementation as outlined in the CIP, our school is right on target for meeting our goals. There are three action plans, related to the top three areas needed for improvement. Strategies and activities for showing growth are outlined in this document as well, according to the need. Just to mention a few, new math WIGs were implemented last year, as well as a more non-negotiable curriculum, and more professional development for teachers. There is physical evidence of activities being implemented school-wide, and data can be collected from each activity's specific indicator of implementation.

Strategies for Evaluating Effectiveness

As stated in the beginning of Jackson Elementary's CIP, the areas that will be addressed for improvement are: student achievement, teacher/administrator quality, and school climate. To

evaluate if the approaches for improvement are working, we are going to see if the actions put in place will have a positive effect on our weak areas. When created the CIP, we are to use baseline data, which is a great practice to view changes in data over time and measure exactly how much. For example, to determine if our methods of improving teacher administrator quality and school climate have worked, we will distribute a School Quality Survey at the end of next school year. This will provide us with the feedback needed to determine next steps of action. Also, we will continue to analyze our MAP testing data to view trends and evaluate the effectiveness of our planned improvement strategies.