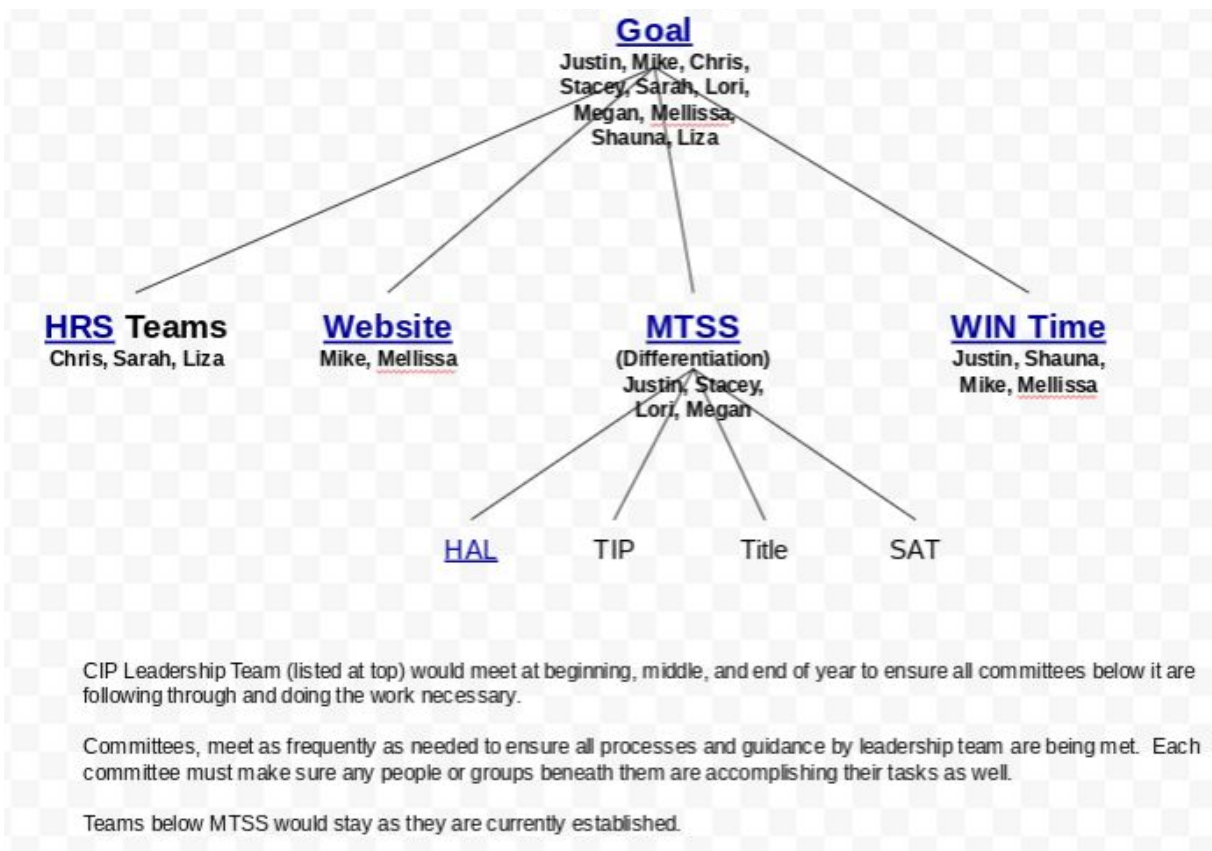


Mullen Continuous Improvement Process

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CIP Process Map



WHY

The State of Nebraska Department of Education requires that every 5 years a school district must be reviewed by a team of peers to determine if the school is continuing to improve. Every district must have a process in place to show improvement and must also have an academic goal that can be used to show improvement.

WHAT

Mullen Public Schools (MPS) is using the Marzano model as the framework for our Continuous Improvement Process (CIP). We have established 5 levels of work that must be completed in

order to be where we want to end up. Within each of these 5 levels we have developed teams to work through each level. These teams are evaluating different aspects of the school district and looking for areas of improvement and also identifying areas that are successful.

In addition to the process described above, MPS has also identified *Individual Student Growth* as the academic goal. MPS is using standardized test scores to show that student growth is taking place. Fastbridge aReading and aMath and NWEA MAP Reading and Math tests are being used as the monitors for this goal.

HOW

Goal Selection

Individualized Student Growth

Goal: All students will show measurable individual improvement in math and reading. Students will take an Adaptive test (NWEA MAP or Fastbridge aReading and aMath).

1. In grades that take the NWEA MAP test: the teacher will sit down with the student and go into the Student Profile in MAP and set their target goal for the next test.
2. The teacher and student will look at their strengths and weaknesses and develop a plan to reach their target for the next test.

The student will write out the “Student Goal Setting Worksheet” with the details of what is put online. This information will then be signed by the student, parent, and teacher as a contract. The purpose of this is to provide buy-in by all parties.

Teachers will give new goal sheets and data to the parents at the Fall Parent Teacher Conferences.

Results from the Fall adaptive test will be put into a program for individualized lessons that the students will work on at an assigned time according to the building schedules.

Elementary School-teachers would work with each student in their classroom

High School-students would be randomly assigned to teachers (distributed evenly) and then that teacher would become their academic coach to help them continue to grow in their learning.

Reports will be used to determine which students are achieving their goals and which ones are not reaching their goals.

WIN Time

WIN (What I Need) time is used to provide interventions for students in areas of Math and Reading. Currently we are using Edgenuity in grades 3-10 to work on improving these areas of study for students. K-2 is using Fastbridge as a screening tool to put students into groups to provide interventions based on their abilities. Grade 11 is using ACT study practice to help in this area and to also improve in the ACT.

Links

[Teacher Expectations](#)
[Goal Setting Guidance Sheet](#)
[3-10 Goal Setting Sheet](#)
[Student WIN Rubric](#)
[Teacher & Student Incentive](#)

Process

Based on Marzano HRS Process

1. Safe and Collaborative Environment
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards Referenced Reporting
5. Competency Based Education

Level 1 Focus-Safe & Collaborative Culture

Goal: Increase *Individual Student Growth* by creating a safe and collaborative culture.

Divide teachers into 5 teams:

- a. Mission Statement/Vision
- b. Communication System (Relationships)
- c. Behavioral Team (Expectations)
- d. School Climate/Culture
- e. Safety Team

Level 2 Focus-Effective Teaching in Every Classroom

Goal: Increase *Individual Student Growth* by ensuring effective teaching in every classroom (ALP & Marzano Instructional Strategies).

Keep a small team continued to focus on Level 1-Safe & Collaborative Culture

Divide Level 2 into 3 teams:

- a. Professional Growth Plans
- b. Professional Development Plans
- c. Effective Teaching Plans/Models

Level 3 Focus-Guaranteed and Viable Curriculum

Goal: Increase *Individual Student Growth* by ensuring a guaranteed and viable curriculum.

Keep small teams focused on Level 1 and Level 2

Divide Level 3 into 3 teams:

- a. Curriculum Aligned to District/State Standards
- b. Critical Content focus in every classroom
- c. Achievement goal implementation for each student
- d. Achievement goals are being reached by students or a plan is implemented to ensure we are reaching those students (MTSS)

Level 4 Focus-Assessments that use High Level Questioning

Goal: Increase *Individual Student Growth* by using assessments that use high level Bloom's Taxonomy questioning.

Keep small teams focused on Level 1, Level 2 and Level 3

Divide Level 4 into 2 teams:

- a. Assessments align to District/State Standards
- b. Report Card evaluation

Level 5 Focus-Social Emotional Focus

Goal: Increase *Individual Student Growth* by examining and evaluating students social/emotional.

Keep small teams focused on Level 1, Level 2, Level 3, and Level 4

Divide Level 5 into 2 teams:

- a. Wellness Committee Evaluation
- b. Social/Emotional Evaluation

Each of these teams would meet and evaluate data yearly. They are required to meet a minimum of twice/semester and evaluate their topics. Each team is to develop and gather Quick Data. Each team will develop 1-2 goals which they need to work to accomplish.

Level 1 Docs

Safe & Collaborative Culture

Level 1 is working to create an environment where students, staff, patrons all feel safe in the school while being in the building. A positive school climate is felt by all people when walking through the doors and people are free to express their opinions, while challenging others are done in a manner that grows all of them personally.

Mission Statement/Vision Review Team (Leading Indicator 1.5)-Identify and review the current mission statement and vision of Mullen Public Schools. Does it still fit the mindset of the school? Does it need to be revised or redone? How does it no longer fit? Suggestions for improvement? Draft possible new mission statements if needed.

Communication System (Relationships) Team (Leading Indicator 1.3, 1.6, 1.7)-Identify how communication is taking place throughout the school system. Is it working to build upon relationships within the district? Does something need to be eliminated? If so, what? Could the system be improved? If so, how? Are there enough relationship building activities being done within the school? Ideas for improvement?

Behavioral (Expectations) Team (Leading Indicator 1.4, 1.5)-Identify how behavior is being managed within the school. Is it being done effectively? Ideas/suggestions for improvement? Does anything need to be taken away or added?

School Climate/Culture Team (Leading Indicator 1.3, 1.7)-Identify the current climate of the school by taking quick data surveys with the students, staff, and patrons. Using this data, is there an area we need to identify as a possible area to address. Ideas/suggestions on improvement.

Safety Team (Leading Indicator 1.1, 1.2)-Identify how safe are the people that walk into the building and being in the building. This will include lockdown procedures, evacuation plans, emergency kits, etc. Ideas/suggestions for improvement.

Teams	Members	Goals
<i>Mission Statement/Vision Review Team</i>	Diana Brost, Sarah Hardin, Heather Walls, JoElle Williams, Ron Taylor, Shauna Donohoe	1) Evaluate and create both a Mission Statement and a Vision Statement and submit it to staff for consideration.

<i>Communication System (Relationships) Team</i>	Tawn Jewell, Trisha Vest, Amber Zimmerman, Liza Simonson, Justin Moore	<ol style="list-style-type: none"> 1) Develop a smoother system for information to be dispensed publically. 2) Develop a system for student scheduled absences to be available for staff earlier.
<i>Behavioral Team (Expectations)</i>	Emily Brown, Bobbie Licking, Megan Andersen, Leanne DeKay, Jennifer Moore, Mike Kvanvig	<ol style="list-style-type: none"> 1) Our goal is to integrate Educlimber K-12. 2) Our goal is to get training and begin the implementation process of MTSS K-12.
<i>School Climate/Culture Team</i>	Russ Monette, Stacey Vinton, Kyle Hoyt, Lori Vinton, Beth Rice	<ol style="list-style-type: none"> 1) Dig more deeply into bullying at the 6-12 grade level <ol style="list-style-type: none"> a) Narrow in on exactly which type of bullying at the 6-12 level b) Explore the 3-5 reasons why 40% do not feel safe at school. 2) Survey parents/stakeholders to get their perceptions of the school climate/culture.
<i>Safety Team</i>	Mel McDowell, Mellissa Donohoe, Donalee Barner, Trevor Ginkens, Chris Kuncel	<ol style="list-style-type: none"> 1) Have a plan in place to upgrade the elementary intercom system and install cameras in the connection area between the Hilltop Gym and the High School. 2) Have a plan in place to install fencing and upgrade the surface of the elementary playground.

Links

[Behavioral](#)

[Communication](#)

[Mission Statement/Vision](#)

[Safety](#)

[School Climate/Culture](#)

[HRS Surveys](#)

Level 2 Docs

Effective Teaching in Every Classroom

Level 2 is creating an environment where all students are receiving a quality education that pushes them past their own belief in ability. Using a common language that allows for all students to grow and transition from grade to grade more effectively.

Professional Growth/Development Team (Leading Indicator 2.2, 2.5)-Identifying staff opportunities for continued growth and looking at the strengths of teachers within the district and using that to grow other teachers within the district. Are our teachers putting their strengths to best use? How could we use their skill set better?

ALP/PLC Team (Leading Indicator 2.3, 2.6)-Evaluate the ALP process and its effectiveness in the classroom. Use data from the learning walks to help expand on engagement processes within the school. Are teachers engaging students to their maximum? Ideas to demonstrate more engagement opportunities for teachers?

Lesson Plan Model Team (Leading Indicator 2.3)-Evaluate the district wide process on creating and using lesson plans. Do we need a common plan for lesson plans? What should it look like? What are the essentials that should be published to the public?

Observation Team (Learning Indicator 2.5)-Look at the processes for teacher evaluation. Is it helping to improve teaching in the classroom? If not, what would help to change it?

Teams	Members	Goals
<i>Level 1 Review Team</i>		Evaluate data to ensure Level 1 is still being met
<i>Professional Growth/Development Team</i>		
<i>ALP/PLC Team</i>		
<i>Lesson Plan Model Team</i>		

Links

[Level 1 Review Team](#)

[Professional Growth/Development](#)

[ALP/PLC](#)

[Lesson Plan Model](#)

Level 3 Docs

Ensuring a Safe & Viable Curriculum

Level 3 is ensuring that our students are achieving at a high level and at the expectations the State of Nebraska has put on us. We are ensuring that our students are having a progression in learning from Kindergarten to Graduation without gaps or overlap.

Curriculum Alignment Team-Ensure that we have a curriculum alignment map for each subject area within the school. Is the map easy to follow? Do we have a format for the district? Do we need a format for the district?

Classroom Critical Content Team-Ensure that each classroom has a way to display the critical content of the lesson.

MTSS Team-Evaluate the current MTSS Process. Is it effective? Ideas/Suggestions for improvement?

Teams	Members	Goals
<i>Level 1 Review Team</i>		Evaluate data to ensure Level 1 is still being met
<i>Level 2 Review Team</i>		Evaluate data to ensure Level 2 is still being met
<i>Curriculum Alignment Team</i>		
<i>Classroom Critical Content Team</i>		
<i>MTSS (SAT/HAL/TITLE/ TIP) Team</i>		

Links

[Level 1](#)

[Level 2](#)

[Curriculum Alignment](#)

[Classroom Critical Content](#)

[MTSS](#)

Level 4 Docs

Assessments Ensuring Curriculum Standards

Level 4 is ensuring that our students are not only being taught what they need to learn, but are also understanding that material and putting it into practical application. Moving beyond having an “A” on a report card to ensuring that students are actually learning the material.

State Standard Alignment Team-Is our curriculum aligned with state standards? Do we have curriculum guides for each subject? Are our assessments testing the students based on state standards?

Report Card Team-Are report cards giving parents/legal guardians information regarding where students are currently performing? Does everyone understand what the scoring processes are and being used the same across the district?

Teams	Members	Goals
Level 1 Review Team		Evaluate data to ensure Level 1 is still being met
Level 2 Review Team		Evaluate data to ensure Level 2 is still being met
Level 3 Review Team		Evaluate data to ensure Level 3 is still being met
State Standard Alignment Team		
Report Card Team		

Links

[Level 1](#)

[Level 2](#)

[Level 3](#)

[State Standard Alignment](#)

[Report Card](#)