

Continuous School Improvement Plan

“All students college and career ready.”

School Name: Draper Elementary	School Year: 2015-2016
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LITERACY

Performance Goal(s)

- **By May of 2016, 88% of students will meet or exceed benchmark on Tests of Early Literacy (K-1) or Oral Reading Fluency (1st-5th)**
- **By May of 2016, 91% of K-5th graders will be proficient (80% or higher) on ELA formative assessments with standardized administration.**
- *= Goals that will be used for TRUSTLand*

Learning Goal(s)

What do the adults in the building need to do to accomplish performance goal(s)?

- **Implementation integrity of the Literacy Block, Reading Street, core standards, and instructional priorities.**
- **Allocate appropriate pacing and time for ELA instruction.**
- **Increased intention and planning in skill-based small group instruction**
- **Weekly iPLC student-centered, instructionally relevant, data-driven problem solving meetings.**
- **Regular progress monitoring of all students in R-CBM**
- **Increase Backwards Design and purposeful planning (in iPLCs & Fridays afternoons for 1 hour)**
- **Vertical alignment discussions**
- **Daily fluency routines with student goal-setting/tracking (whole class routine)**

Action Plan(s)

How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?

- **PD and coaching based on Literacy Block, Small group intervention/instruction, Reading Street, core standards, and instructional priorities; BLT implementation.**
- **Master schedule; observation, coaching, & feedback on pacing of routines**
- **Implementation of Moby Max & Utah Compose**
- **School-wide learning walk-throughs, peer observations, lesson study**
- **Specialists to allow for iPLC time**
- **PD and time allotted for setting up PM schedules in Aimsweb (ALL students = Red: weekly, Yellow: every 2 weeks, Green: every 6 weeks)**

Evaluation(s)

How will progress towards goals be measured?

- **PM data and Benchmark data reviews**
- **iPop and ELA Block fidelity checks (admin, coach, and peers)**
- **Reading Street CFAs and SAGE formative tests**
- **Weekly iPLC notes and student data boards**

Student Scaffolded Supports

What scaffolding will be provided to support students?

<p>What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students?</p>	<p>What will be implemented to promote continued growth for proficient students?</p>	<p>What will be implemented to accelerate learning of students who are not proficient?</p>
<ul style="list-style-type: none"> ● Explicit instruction/learning cycle (I do-We do-You do) ● Increased Opportunities to Respond with Everyone doing Everything (students reading, writing, speaking, doing; chorally, in partners, small groups, etc.) ● Frequent and immediate Feedback (both affirmative and corrective - 4:1) 	<ul style="list-style-type: none"> ● Opportunities for greater depth of knowledge by applying skills through critical thinking and writing. ● Implementation of Precision Partnering and Reciprocal Teaching with use of assigned roles, tasks, etc. ● Close reading strategy implementation ● Implement high quality Writing instruction and critical thinking literacy strategies within classroom ● HYPE sessions & district and school-based Writing PD ● Grade level Dragon Trainings. ● Classroom observations, student writing samples, SAGE formative assessments 	<ul style="list-style-type: none"> ● Small group, skill-based instruction delivered by a highly-qualified teacher specific to student needs based on quadrant sort ● Reteaching of ELA skills based on weekly/unit test data ● Tier 2 supports: Reading Intervention aides ● Implement Reading Street RTI kit at the small group table ● Implement PALS routines/structures. ● Support and supplement SpEd instruction. ● RTI Kit training, PALS training ● Implement Master Schedule to coordinate GenEd and SpEd interventions. ● Reading interventionists for students not at benchmark ● Grade level Dragon Trainings ● Student data reviews (CBM, CFAs) with attention to Rate of Improvement ● RS and SAGE Formative Test data

BUDGET

Expenditure	Cost	Source
Intervention Aides (Literacy, Math, & Language)	\$30,000	LandTrust
ChromeBook Lab (30) with cart	\$12,000	LandTrust
Moby Max schoolwide license (ELA, Math)	\$550	School Budget
SMARTBoards (10)	\$15,000	School Budget
Utah Compose	\$0	
SAGE Formative	\$0	

STEM

Performance Goal(s)

- By May of 2016, 95% of students will meet or exceed benchmark on Tests of Early Numeracy (K-1) or Math Computation Fluency (M-COMP)
- By May of 2016, 91% of K-5th graders will be proficient (80% or higher) on Math formative assessments with standardized administration.
- = Goals that will be used for TRUSTLand

Learning Goal(s)

What do the adults in the building need to do to accomplish performance goal(s)?

- Implementation integrity of the Math Block, CRA model, small group math instruction, enVisionMATH, core standards, and instructional priorities.
- Allocate appropriate pacing and time for Math instruction.
- Implementation of Reflex Math, Moby Max, and Math PALS
- Weekly iPLC student-centered, instructionally relevant, data-driven problem solving meetings.
- Regular progress monitoring of all students in M-COMP (Red/Yellow = every 2 weeks, Green = every 4-6 weeks).

Action Plan(s)

How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?

- PD and coaching based on Math Block, EnVision, core standards, and instructional priorities (AAA); BLT implementation.
- School-wide learning walk-throughs (peer, lesson study).
- Master schedule; observation, coaching, & feedback on pacing of routines
- Specialists to allow for iPLC meeting time
- PD and time allotted for setting up PM schedules in Aimsweb

Evaluation(s)

How will progress towards goals be measured?

- iPop measures and Math fidelity checks via admin, AC, and peer walkthroughs
- enVisionMATH Topic Tests and/or SAGE formative assessments
- Weekly iPLC notes and student data boards
- Progress Monitoring data reviews

Student Scaffolded Supports
What scaffolding will be provided to support students?

What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students?	What will be implemented to promote continued growth for proficient students?	What will be implemented to accelerate learning of students who are not proficient?
<ul style="list-style-type: none"> ● Explicit instruction/learning cycle (I do-We do-You do) ● Increased Opportunities to Respond with Everyone doing Everything (students reading, writing, speaking, doing; chorally, in partners, small groups, etc.) ● Frequent and immediate Feedback (both affirmative and corrective) ● CRA instruction cycle (Concrete-Representational-Abstract) 	<ul style="list-style-type: none"> ● Opportunities for greater depth of knowledge by applying skills through critical thinking and problem solving in math and science. ● Implement high quality math and science instruction, including critical thinking & problem solving strategies within classroom. ● HYPE sessions, district and school-based Writing PD ● Math Olympiads, Monster Math, Chess, and Science Gizmos ● Grade level Dragon Trainings 	<ul style="list-style-type: none"> ● Small group, skill-based instruction specific to student needs; Implement enVision intervention lessons at small group table ● Provide 5 minutes daily math skill practice for automaticity ● Implement Master Schedule to coordinate GenEd and SpEd interventions. ● Grade level Dragon Trainings ● Student data reviews (CBM, CFAs) with attention to Rate of Improvement ● enVisionMATH & SAGE Formative test data

● Instructional Continuum (Acquisition, Automaticity, Application)

BUDGET

Expenditure	Cost	Source
Intervention Aides (Literacy, Math, & Language)	\$30,000	LandTrust
ChromeBook Lab (30) with cart	\$12,000	LandTrust
Moby Max schoolwide license (ELA, Math)	\$550	School Budget
Reflex Math	\$3,500	District Budget
SMARTBoards (10)	\$15,000	School Budget
SAGE Formative	\$0	

PBIS

Performance Goal(s)

- By May 2016, increase schoolwide classroom affirmative feedback -- school average of affirmative:corrective ratio goal of 4:1
- Meet schoolwide 95% attendance goal each term.

Learning Goal(s)

What do the adults in the building need to do to accomplish performance goal(s)?

- Implementation of Classroom PBIS strategies, routines, and structures.
- Weekly iPLC student-centered, instructionally relevant, data-driven problem solving meetings for behavior.
- Monitor playground and support appropriate social activities at recess.
- Implementation of Morning Meeting.
- Frequent attendance updates to parents, and urgent communication when student is missing more than 10% of school days.

Action Plan(s)

How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?

Disruptive behavior is increasing in classroom settings. This is most likely to occur right before lunch. We believe the problem is a result of students wanting peer attention and wanting to avoid tasks. A strategy for improvement includes:

- PD and coaching based on classroom PBIS
 - What-If charts
 - Class Dojo
 - Power Teaching
 - Morning Meetings
 - Dragon Scales and Friday Drawings; 200 Club
 - FEEDBACK
- Specialists to allow for iPLC meeting time
- Continue increased adult supervision at recess (aides).
- Alter Think Time to keep students in class to reflect on behaviors
- Teaching schoolwide PBIS expectations in August, January, and April
- Routine and plan for checking on student attendance (include both concerns for 10% or more and celebrations per term for 95% or more)

Evaluation(s)

How will progress towards goals be measured?

- iPop data, Office Discipline Referral data
- Attendance data per term
- Dragon Scale data
- PBIS Implementation Inventory
- T-POT observation data

Student Scaffolded Supports

What scaffolding will be provided to support students?

What strategies and structures will be implemented for schoolwide PBIS?	How will classroom PBIS be aligned to schoolwide PBIS?	How will the school support students who routinely fail to meet school and classroom expectations?
<ul style="list-style-type: none"> ● Schoolwide lessons on behavior matrix in the Fall and Winter ● Weekly reviews of social skills and school expectations within classrooms and library classes ● Specialists to allow for iPLC meeting time ● Increase adult supervision at recess ● Playworks training in PE and Recess 	<ul style="list-style-type: none"> ● Classroom rules and expectation aligned. ● Frequent and immediate Feedback (both affirmative and corrective) ● Implementation of strategies and routines learned in Tough Kids book ● Reinforce expectation and appropriate behaviors; correct misbehaviors (all adults in the building) ● BLT and iPLC problem solving and support ● Grade level Dragon Trainings 	<ul style="list-style-type: none"> ● Behavior plan established in GenEd setting, with input and support of iPLC and Behavior Coach (school psychologist) ● Conference with parents and Problem Solving Team. ● Implementation of strategies and routines learned in Tough Kids book ● School psychologist in role of school Behavior Coach

BUDGET

Expenditure	Cost	Source
Student & Adult PBIS Reinforcers	\$1,000	School Budget