

**Draper Elementary School**  
**Comprehensive School Improvement Plan (CSIP)**  
**With Revisions for 2013-14**

**School Plan 2013 – 2014 \*revisions in BLUE**

**Step 3a – Parent/Community Identified Priorities and Needs**

Looking over the academic data, the SCC & PTA have identified that we need to continue to offer Reading interventions. We would love to be able to offer supports in math & science as well as Chinese, but the data shows we need to prioritize reading in our lower grades. The PTA has offered up funding for any teacher who would like to provide before tutoring for our students. We will survey the staff this fall to see who would be interested in providing additional reading and math support before school.

One thing we have worked on this year is student behaviors and bullying in our school. Bullying concerns had been brought up by parents on several occasions, so in conjunction with the ISQ data and a school-wide bully survey that EBL helped to design, we were able to see where we can support and try to improve on these issues. The data shows that most bullying happens out on the playground. We will increase adult supervision on our playground at lunch recess using Draper staff (aides) in an effort to decrease bullying and misbehaviors on the playground.

**Step 3b – BLT Goals for 2013-14**

Goal 1: Increase the percentage of students in each grade showing Reading proficiency (based on literacy CBM benchmark data).

Goal 2: Increase the percentage of students in each grade showing Math proficiency (based on math CBM benchmark data).

Goal 3: Decrease the number of Think Time referrals in every grade (K-5).

**Step 3c – Translation of BLT Goals into SMART Goals (Develop three in the following areas)**

**Reading Goal:** Improve the number of students making Reading CBM benchmark levels of proficiency by 5% in every grade (K-5).

**Measured by:** Aimsweb CBM data – Grade K: PSF, Grades 1-5: R-CBM (compare Fall to Winter to Spring benchmark data)

**Actions/Timeline Required to Meet Goal:**

- Increase focus on quality core instruction with fewer interruptions/transitions/regroupings
  - Master schedule

- Fidelity of core implementation with enVisionMATH and Reading Street
- SpEd and intervention groups to be pulled during Skill-Based Small Group time
- Conduct monthly data analysis during grade level team meetings supported by principal and coach.
- General core instruction observed, coached, and supported through school-wide walk-throughs, instructional coaching, and Grade Level Team PD on a regular basis.
- Implementation of a school-wide schedule (including Specials to free up teachers) for data-analysis, problem-solving, and/or professional development weekly.
- Progress monitoring of reading CBM data by classroom teachers.

**PD to Be Provided to Staff for This Goal:**

- Reading Street and English Language Arts training by principal, AC, faculty, and EBL
- Aimsweb training for new teachers
- Engagement strategies, Feedback, and OTR trainings

**Math Goal:** Improve the percent of students making CBM benchmark levels of proficiency by 5% in every grade (K-5).

**Measured by:** Aimsweb CBM data – Grade K: MN & QD, Grades 1-5: M-Comp (compare Fall to Winter to Spring benchmark data)

**Actions/Timeline Required to Meet Goal:**

- Increase focus on quality core instruction with fewer interruptions/transitions/regroupings
  - Master schedule
  - Fidelity of core implementation with enVisionMATH and Reading Street
  - SpEd and intervention groups to be pulled during Skill-Based Small Group time
- Conduct monthly data analysis during grade level team meetings supported by principal and coach.
- General core instruction observed, coached, and supported through school-wide walk-throughs, instructional coaching, and Grade Level Team PD on a regular basis.
- Implementation of a school-wide schedule (including Specials to free up teachers) for data-analysis, problem-solving, and/or professional development weekly.
- Progress monitoring of reading CBM data by classroom teachers.
- Continue to create, use and analyze common formative assessments, per topic
- Identify individual needs and reteach, review, or enrich accordingly

**PD to Be Provided to Staff for This Goal:**

- EnVision and Math training by principal, AC, faculty, and EBL
- Aimsweb training for new teachers

**PBIS (Behavior) Goal:** Decrease the number of students receiving Think Time referrals each month (comparing 2012-13 data to 2013-14 data).

**Measured by:** School-wide Think Time data reports (reported to AC through Google docs).

**Actions/Timeline Required to Meet Goal:**

- Increase adult supervision at lunch recess (aides)
- Implementation of PBIS
  - Dragon Scales
  - Dragon Expectation posters
  - Dragon training of behavior matrix three times a year (August, January, April)
  - Reinforce expectation and appropriate behaviors; correct misbehaviors (all adults in the building)

**PD to Be Provided to Staff for This Goal:**

- PBIS training
- Think-Time training
- Recess training for aides

10/15/13

**List your school's 3-5 behavior expectations:**

- Be Safe
- Be Kind
- Be Responsible

**Describe your school's plan for teaching the behavior expectations:**

During the first week of school all students will participate in Dragon Training days. Students will participate in trainings with various staff members that will review the rules and expectations in every area of the building. They will hear the rules, see the rules done correctly and incorrectly and learn the expectations. These rules will be reviewed with the school again in January and April.

**Describe your school's reinforcement system.**

Dragon Scales for students: Every teacher and most staff members have scales with their name on it. They are encouraged to hand out as many as they would like when they see a student following the rules. Students can then place their scales in their teacher's bucket where the principal will draw two out each week for rewards. 28 classes x 2 winners each week = 56 weekly rewards.

10/15/13

Dragon Scales for Staff: Staff and community members can place a staff scale in a bucket either in the office or faculty room when they see a teacher doing something good. Scales are drawn out during faculty meeting for recognition and rewards.

**Describe your school's correction procedures.**

School-wide Think Time procedures. Major and Minor infractions. All major visits with the principal will have appropriate action taken [as defined in the Office Discipline Referral form](#).

CSIP Plan with revisions approved by Building Leadership Team on July 17, 2013