

Continuous School Improvement Plan

"All students college, career and citizenship ready."

School Name: Draper Elementary School	School Year: 2014-15
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LITERACY

Performance Goal(s)

- ☑ By May of 2015, 85% of students will meet or exceed benchmark on Tests of Early Literacy (K-1) or Oral Reading Fluency (1st-5th)
- ☑ By May of 2015, 91% of 3rd-5th graders will be proficient on ELA SAGE
- ☑ **By May of 2015, 91% of K-5th graders will be proficient (80% or higher) on ELA Unit tests with standardized administration.**

**Check goals that will be used for LANDTrust Plan*

	Student Scaffolded Supports <i>What scaffolding will be provided to support students?</i>	Learning Goal(s) <i>What do the adults in the building need to do to accomplish performance goal(s)?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	<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) 	<ul style="list-style-type: none"> Implementation integrity of the Literacy Block, Reading Street, core standards, and instructional priorities. Allocate appropriate pacing and time for ELA instruction. Weekly iPLC student-centered, instructionally relevant, data-driven problem solving meetings. Regular progress monitoring of all students in R-CBM. 	<ul style="list-style-type: none"> PD and coaching based on Literacy Block, Reading Street, core standards, and instructional priorities; BLT implementation. Master schedule; observation, coaching, & feedback on pacing of routines School-wide learning walk-throughs. Specialists to allow for iPLCs PD and time allotted for setting up PM schedules in Aimsweb 	<ul style="list-style-type: none"> iPop measures and ELA fidelity checks via admin, AC, and peer walkthroughs Reading Street Weekly Tests, Unit Tests, and/or SAGE formative assessments Weekly iPLC notes and student data boards Progress Monitoring data reviews
What will be implemented to promote continued growth for proficient students?	<ul style="list-style-type: none"> Opportunities for greater depth of knowledge by applying skills through critical thinking and writing. 	<ul style="list-style-type: none"> Implement high quality Writing instruction and critical thinking literacy strategies within classroom. 	<ul style="list-style-type: none"> HYPE sessions, GT conference this summer, district and school-based Writing PD Schoolwide published writing project Friday Dragon Trainings. 	<ul style="list-style-type: none"> Classroom observations, student writing samples, SAGE formative assessments
What will be implemented to accelerate learning of students who are not proficient?	<ul style="list-style-type: none"> Small group, skill-based instruction specific to student needs based on quadrant sort Reteaching of ELA skills based on weekly/unit test data 	<ul style="list-style-type: none"> Implement Reading Street RTI kit at the small group table Implement PALS routines/structures. Support and supplement SpEd instruction. 	<ul style="list-style-type: none"> RTI Kit training, PALS training Implement Master Schedule to coordinate GenEd and SpEd interventions. Reading interventionists for students not at benchmark. 	<ul style="list-style-type: none"> Student data reviews (CBM, CFAs) with attention to Rate of Improvement RS Weekly Test data

BUDGET

Expenditure	Cost	Source
Curriculum aides <ul style="list-style-type: none"> • Computer aide for Keyboarding & Reflex Math • Reading intervention • Chinese-language 	\$30,000	LANDTrust
Mini-iPad lab for Kindergarten centers	\$3,400	LANDTrust

STEM

Performance Goal(s)

- By May of 2015, 85% of students will meet or exceed benchmark on Tests of Early Numeracy (K-1) or Math Computation Fluency (M-COMP)
- By May of 2015, 91% of 3rd-5th graders will be proficient on Math SAGE
- By May of 2015, 91% of K-5th graders will be proficient (80% or higher) on Math CFA and/or Topic tests with standardized administration.**

**Check goals that will be used for LANDTRUST*

	Student Scaffolded Supports <i>What scaffolding will be provided to support students?</i>	Learning Goal(s) <i>What do the adults in the building need to do to accomplish performance goal(s)?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	<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) • Instructional Continuum (Acquisition, Automaticity, Application) 	<ul style="list-style-type: none"> • Implementation integrity of the Math Block, enVisionMATH, core standards, and instructional priorities. • Allocate appropriate pacing and time for Math instruction. • Weekly iPLC student-centered, instructionally relevant, data-driven problem solving meetings. • Regular progress monitoring of all students in M-COMP. 	<ul style="list-style-type: none"> • PD and coaching based on Literacy Block, Reading Street, core standards, and instructional priorities; BLT implementation. • School-wide learning walk-throughs. • 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 	<ul style="list-style-type: none"> • 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
What will be implemented to promote continued growth for proficient	Opportunities for greater depth of knowledge by applying skills through critical thinking and problem solving in math and science.	<ul style="list-style-type: none"> • Implement high quality math and science instruction, including critical thinking & problem solving strategies within classroom. 	<ul style="list-style-type: none"> • HYPE sessions, GT conference this summer, district and school-based Writing PD • Math Olympiads, Chess, and Science Gizmos 	<ul style="list-style-type: none"> • Classroom observations, SAGE formative assessments

students?			• Friday Dragon Trainings.	
What will be implemented to accelerate learning of students who are not proficient?	<ul style="list-style-type: none"> • Small group, skill-based instruction specific to student needs based on quadrant sort and/or current concepts taught in class • Reteaching of Math skills based on daily/weekly/topic test data 	<ul style="list-style-type: none"> • Implement enVision intervention lessons at the small group table • Provide 5 minutes daily math skill practice for automaticity • Support and supplement SpEd instruction 	<ul style="list-style-type: none"> • enVisionMATH training, math intervention training • Implement Master Schedule to coordinate GenEd and SpEd interventions. • Friday Dragon Trainings. 	<ul style="list-style-type: none"> • Student data reviews (CBM, CFAs) with attention to Rate of Improvement • enVisionMATH test data

BUDGET

Expenditure	Cost	Source
Reflex Math & Science Gizmos	\$3,500	LANDTrust
Professional Development subs	\$1,200	LANDTrust
General Supplies to support Math, Technology & ELA	\$1,900	LANDTrust

PBIS

Performance Goal(s)

- By May 2015, increase schoolwide classroom affirmative feedback -- affirmative:corrective ratio goal of 4:1
- Meet 95% attendance goal each term in each class.

LANDTrust cannot be used for PBIS

	Student Scaffolded Supports <i>What scaffolding will be provided to support students?</i>	Learning Goal(s) <i>What do the adults in the building need to do to accomplish performance goal(s)?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented for schoolwide PBIS?	<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. 	<ul style="list-style-type: none"> • Implementation of Classroom PBIS strategies, routines, and structures • Weekly iPLC student-centered, instructionally relevant, data-driven problem solving meetings. • Monitor playground and support appropriate social activities at recess. 	<ul style="list-style-type: none"> • PD and coaching based on classroom PBIS <ul style="list-style-type: none"> ○ What-If charts ○ Mystery Motivator ○ Power Teaching ○ Morning Meetings • Specialists to allow for iPLC meeting time • Increase adult supervision at recess (aides). 	<ul style="list-style-type: none"> • Office Discipline Referrals • Think Times • Dragon Scales • SETs • PBIS Implementation Inventory

How will classroom PBIS be aligned to schoolwide PBIS?	<ul style="list-style-type: none"> Classroom rules and expectation aligned. Frequent and immediate Feedback (both affirmative and corrective) 	<ul style="list-style-type: none"> Implementation of strategies and routines learned in Tough Kids book study. Reinforce expectation and appropriate behaviors; correct misbehaviors (all adults in the building) 	<ul style="list-style-type: none"> BLT and iPLC problem solving and support. Friday Dragon Trainings. 	<ul style="list-style-type: none"> Office Discipline Referrals Think Times Dragon Scales SETs PBIS Implementation Inventory
How will the school support students who routinely fail to meet school and classroom expectations?	<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. 	<ul style="list-style-type: none"> Implementation of strategies and routines learned in Tough Kids book study. 	<ul style="list-style-type: none"> School psychologist in role of school Behavior Coach. 	<ul style="list-style-type: none"> Office Discipline Referrals Think Times Dragon Scales SETs

BUDGET

Expenditure	Cost	Source

Summary of Performance Goals:

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- By May 2015, increase schoolwide classroom affirmative feedback -- affirmative:corrective ratio goal of 4:1
- Meet 95% attendance goal each term in each class.

Summary of Learning Goals:

- 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
- Establish instructional problem solving teams (Grade Leadership Teams or **iPLCs**)
 - Provide *Specials* to free up teachers for **iPLC** meetings and/or professional development on a weekly basis
- Increase PBIS and unity across grade level (teachers and students)

- 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)
- Increase adult supervision at recess (aides)
- Seek opportunities for grade-level collaboration and *mixing up* of students
 - Specials
 - Art Through the Ages
 - Dragon Training on Fridays

Public Practice Application (PPA) that will be utilized to meet Learning Goals.

• **Learning Walkthroughs**

- Twice a year (October and January)
- All teachers will be observed and all teachers will participate as observers
- Data collected will be used to identify supports (schoolwide and grade level professional development) needed for improving instruction

• **Instructional Problem Solving Teams**

- Team will meet weekly.
- Principal and/or achievement coach will attend at least 60% of meetings.
- Team members will come prepared with appropriate tools.
- Team will review CBM, enVisionMATH, and Reading Street data to determine student learning.
- Team will identify and analyze gaps between what is expected and what was learned.
- Team dialogue will focus on what is educationally relevant and alterable related to instruction, curriculum, or the environment.
- Team will set a primary goal and progress monitor weekly.
- Team will adjust primary goal as indicated by progress monitoring data.
- Team will create a plan for introducing new content, reteaching, and extending core instruction.
- Team will share minutes and action plan with principal and achievement coach on a biweekly basis.

Expected Outcomes.

- Increase in student achievement as a result of increased focus on core instruction and student learning
- Increase in positive behaviors, collaboration, and collegiality among students, staff, and community