

Central Elementary 17-18 School Improvement Plan

ACHIEVEMENT

1 YEAR GOAL:

- Increase 2017 ELA MPI from 390 to 394 in 2018.
- Increase 2017 Math MPI from 379.1 to 384.1 in 2018.
- Increase 2017 IEP MPI in ELA from 286.0 to 288.9 in 2018.
- Increase 2017 IEP MPI in Math from 241.9 to 244.3

1 YEAR GOAL - UPDATE/ADJUSTMENTS:

SMART STRATEGY # 1 AND MEASUREMENT: QFIC + 1

- Increase percentage of walkthroughs containing QFIC objective and an additional Instructional Strategy by at least 2%. Objective- 60)% in 16/17 to (62)% by end of 17/18; Additional Instructional Strategy- (60)% in 16/17 to (62)% by end of 17/18.

Person Responsible for Reporting Progress:

- Principal

Progress Metric:

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: Objectives QFIC= 71.4%

Additional Strategy QFIC= 88.9%

Walk through data was focused mostly on primary grade levels this quarter (K-2)

Qtr. 2:

Qtr. 3:

Qtr. 4:

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ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1. Monitor and review NEE 3.1 curriculum implementation data and provide specific feedback to teachers.	By the end of each quarter	Administrators
2. ALL PLC teams will set quarterly SMART goal on priority standards based on what is being assessed.	By the end of 2 nd week of each quarter	EDC
3. PLC teams will track, monitor and review priority standards on a quarterly basis.	By end of each quarter	EDC
4. CITW trainers and admin will conduct calibration walkthroughs to ensure fidelity of implementation.	1 st and 3 rd Quarter	Principal
<p>SMART STRATEGY # 2 AND MEASUREMENT: Reading Cohort</p> <ul style="list-style-type: none"> Increase reading cohort performance at or above grade level in grade 3 from 64% in 16/17 to 69% of 4th graders in 17/18 , in grade 5 from 75% 16/17 (4th grade year) to 80 % in 17/18 (5th graders) as measured by GATES: <p>Person Responsible for Reporting Progress:</p> <ul style="list-style-type: none"> Principal <p>Progress Metric:</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1: Gates Reading Assessment will be taken Q2 with results available mid November.</p> <p>Qtr. 2:</p> <p>Qtr. 3:</p> <p>Qtr. 4:</p>		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1. 100% of students who are hitting two or more trigger on benchmark assessments in reading will receive research-based interventions.	Gr. 1-5= Beginning 9/5/17	PLCs, EDCs, LC

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	Kdg= Beginning 2 nd quarter	
<p style="color: red;">2. Communicate reading levels and strategies for supporting reading with parents so they can choose good fit books at home and support their student with reading.</p> <p style="color: red;">a. (Key #1 & 4: Learning at Home & Communication)</p>	Sept 2017- Parent Reading Night Oct 11-12, 2017- Conferences March 21- 22, 2018	LC, Reading Teachers, Classroom Teachers
<p>SMART STRATEGY #3 AND MEASUREMENT: Balanced Literacy</p> <ul style="list-style-type: none"> • The percentage of small group reading being implemented with fidelity will maintain 90% by the end of 4th quarter as measured through classroom visit Balanced Literacy 'look-fors'. <p>Person Responsible for Reporting Progress:</p> <ul style="list-style-type: none"> • Principal <p>Progress Metric:</p>		
<p>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</p> <p>Qtr. 1: BL walkthroughs for Q1 = 100% of visited classrooms conducting small groups were doing so with fidelity. However, only 1 of the 17 classrooms was observed during small group instruction.</p> <p>Qtr. 2:</p> <p>Qtr. 3:</p> <p>Qtr. 4:</p>		

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ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS
1. Literacy Coach and literacy partner to conduct Balanced Literacy Walkthroughs.	Quarterly	Lit Coach
2. Literacy Coach will provide supports and resources during PLC time and collaboration days. (intervention organization and Lucy Pilot support)	½ Day per quarter	Lit Coach and PLCs
3. Literacy Coaches and teachers will utilize “Continuum of Literacy Learning” to support instruction in the area of small group reading during PD.	End of each quarter	PLCs and Lit Coach
4. Seek parental input on school improvement initiatives/ Title 1 during Family Involvement/ PTO Meeting/Reading Parent Meeting (Key 5= Decision Making, Key 2= Communication)	Fall & Spring	Reading Teachers, Principal, Parents
5. Great By 8 volunteers focusing on intervention of kindergarten literacy skills (Key 3= Volunteering)	Ongoing	BIS, K-2 AP, Lit Coach, Volunteers

ATTENDANCE

1 YEAR GOAL:

- By the end of the 2017-2018 school year, Central Elementary will increase the 90/90 attendance rate from 93.2% to 93.7%.

1 YEAR GOAL - UPDATE/ADJUSTMENTS:

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SMART STRATEGY #1 AND MEASUREMENT:

Strategies:

- Increase daily attendance rate to from 95.9 % to 96.4%.
- Decrease the number of students missing more than 20 days from 15 students to 10 students (without doctor's notes)

Person Responsible for Reporting Progress:

- Principal

Progress Metric:

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1: 1st Quarter ADA is 96.07%

0 students have missed more than 20 days

0 students have missed more than 15 days

8 students have missed more than 10 days

Qtr. 2:

Qtr. 3:

Qtr. 4:

ACTION STEPS:

TIME LINE:

PERSON RESPONSIBLE FOR REPORTING PROGRESS:

1.) Implement Tier 2 Interventions: All Students Missing 10+ Days

- Counselor make parent contact regarding absences and /or tardies to offer support for attendance
- Counselor to schedule an attendance intervention meeting with students and create plan. Include follow up / check ins and recognize improved attendance in positive manner
- Counselor/Nurse/Administrator request for medical documentation if applicable.

Ongoing

**CE Counseling Team, BIS,
Nurse, and Administrators**

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<ul style="list-style-type: none"> Absence #13-14= counselor/administrator to contact parent to discuss continued attendance concern, interventions attempted, and develop next steps. (w/o medical documentation) 		
<p>2.)Implement Tier 3 Interventions: All Students Missing 15+ Days (w/o ongoing health condition)</p> <ul style="list-style-type: none"> Home Visits – more frequent Ensure student is connected to positive supports and programs 3rd Parent Contact/Meeting : counselor/administrator to contact parent to discuss continued attendance concern, interventions attempted, and develop next steps. (w/o medical documentation) Absence #20+(w/o medical concerns) = Work with the Courts to determine if there are additional services or interventions needed to support family. (Key # 6= Collaborate w/ Community) 	Ongoing	CE Counseling Team, BIS, Nurse, and Administrators
<p>3.) Track and review daily, monthly and yearly attendance.</p>	Daily, monthly, yearly	CE Counseling Team, BIS, Administrators

BEHAVIOR

1 YEAR GOAL:

- By the end of the 17-18 school year, Central Elementary will decrease the number of incidents of OSS from 9 in 16/17 to 7 in 17/18.
- Central Elementary will decrease the number of office referrals by 188 from 16/17 to 178 during 17/18.

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1 YEAR GOAL - UPDATE/ADJUSTMENTS:

SMART STRATEGY #1 AND MEASUREMENT:

- Decrease the # of incidents of physical aggression resulting in office referrals from 70 to 60.
- Decrease number of office referrals relating to endangerment of staff/peer from 9 in 16/17 to 7 in 17/18 resulting in OSS.

Person Responsible for Reporting Progress:

- Principal

Progress Metric:

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

Qtr. 1:

Improper Physical Contact/Scuffling= 21 incidents and 15 students

Endangerment of Peer/Staff= 4 incidents and 2 students

Qtr. 2:

Qtr. 3:

Qtr. 4:

ACTION STEPS:

TIMELINE:

PERSON RESPONSIBLE FOR REPORTING PROGRESS:

1. Communicate behavior expectations to students and parents twice annually.
(Key #4= Communication)

August &
April

Administrators

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<p>2. Recognize students for following expectations and displaying good behavior/citizenship.</p> <ul style="list-style-type: none"> ✓ Star Sammy's ✓ Monthly Character Awards ✓ High Fives & Rocking Red Apples (playground & cafeteria) ✓ Sweat Trophy (PE) ✓ Bus Sammy's 	Ongoing	CE Staff
<p>3. Track and monitor behavior data monthly.</p>	End of the month	BIS & PBIS Leadership Team
<p>4. Tier 2 Interventions: Students with 2-4 number ODR/ISS or OSS incidents.</p> <ul style="list-style-type: none"> ✓ Counselor/Administrator contact parents to discuss behavioral concern and develop plan for interventions. ✓ Counselor provide small group social skills interventions based on data to support student needs ✓ Provide mentor/buddy based on data to support student needs. ✓ Provide Check-in and Check-Out for students meeting triggers ✓ Implement student goal setting/self-monitoring chart for students meeting certain triggers ✓ Counselor may offer parenting or community resources to assist with behavior management. (Key #1: Parenting) 	Ongoing	Counselors, Administrators & Resource Room Staff
<p>5. Tier 3 Interventions: Students with 5+ number of ODR/ISS or OSS</p> <ul style="list-style-type: none"> ● Counselor/administrator to contact parent to discuss continued behavioral concern, interventions attempted, and develop next steps. ● Coordinate outside services to support student 	Ongoing	Counselors, Administrators, & Resource Room Staff
<p>6. Implement lessons on bullying to educate students on what and when to report.</p>	Quarterly	Counselors