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:
### Central Elementary 17-18 School Improvement Plan

<table>
<thead>
<tr>
<th>ACTION STEPS:</th>
<th>TIMELINE:</th>
<th>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitor and review NEE 3.1 curriculum implementation data and provide specific feedback to teachers.</td>
<td>By the end of each quarter</td>
<td>Administrators</td>
</tr>
<tr>
<td>2. ALL PLC teams will set quarterly SMART goal on priority standards based on what is being assessed.</td>
<td>By the end of 2nd week of each quarter</td>
<td>EDC</td>
</tr>
<tr>
<td>3. PLC teams will track, monitor and review priority standards on a quarterly basis.</td>
<td>By end of each quarter</td>
<td>EDC</td>
</tr>
<tr>
<td>4. CITW trainers and admin will conduct calibration walkthroughs to ensure fidelity of implementation.</td>
<td>1st and 3rd Quarter</td>
<td>Principal</td>
</tr>
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</table>

**SMART STRATEGY # 2 AND MEASUREMENT: Reading Cohort**

- 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:

Person Responsible for Reporting Progress:
- Principal

Progress Metric:

SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:
Qtr. 1: Gates Reading Assessment will be taken Q2 with results available mid November.
Qtr. 2:
Qtr. 3:
Qtr. 4:

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<tr>
<td>1. 100% of students who are hitting two or more trigger on benchmark assessments in reading will receive research-based interventions.</td>
<td>Gr. 1-5= Beginning 9/5/17</td>
<td>PLCs, EDCs, LC</td>
</tr>
</tbody>
</table>
## Central Elementary 17-18 School Improvement Plan

<table>
<thead>
<tr>
<th>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.</th>
<th>Sept 2017-Parent Reading Night Oct 11-12, 2017-Conferences March 21-22, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. (Key #1 &amp; 4: Learning at Home &amp; Communication)</td>
<td>LC, Reading Teachers, Classroom Teachers</td>
</tr>
</tbody>
</table>

### SMART STRATEGY #3 AND MEASUREMENT: Balanced Literacy

- 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’.

**Person Responsible for Reporting Progress:**
- Principal

**Progress Metric:**

### SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:

**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.

**Qtr. 2:**
**Qtr. 3:**
**Qtr. 4:**
## Central Elementary 17-18 School Improvement Plan

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<tr>
<td>1. Literacy Coach and literacy partner to conduct Balanced Literacy Walkthroughs.</td>
<td>Quarterly</td>
<td>Lit Coach</td>
</tr>
<tr>
<td>2. Literacy Coach will provide supports and resources during PLC time and collaboration days. (intervention organization and Lucy Pilot support)</td>
<td>½ Day per quarter</td>
<td>Lit Coach and PLCs</td>
</tr>
<tr>
<td>3. Literacy Coaches and teachers will utilize “Continuum of Literacy Learning” to support instruction in the area of small group reading during PD.</td>
<td>End of each quarter</td>
<td>PLCs and Lit Coach</td>
</tr>
<tr>
<td>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)</td>
<td>Fall &amp; Spring</td>
<td>Reading Teachers, Principal, Parents</td>
</tr>
<tr>
<td>5. Great By 8 volunteers focusing on intervention of kindergarten literacy skills (Key 3= Volunteering)</td>
<td>Ongoing</td>
<td>BIS, K-2 AP, Lit Coach, Volunteers</td>
</tr>
</tbody>
</table>

## 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:
### 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:

<table>
<thead>
<tr>
<th>TIME LINE:</th>
<th>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>CE Counseling Team, BIS, Nurse, and Administrators</td>
</tr>
</tbody>
</table>

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.
## Central Elementary 17-18 School Improvement Plan

1. Absence #13-14 = counselor/administrator to contact parent to discuss continued attendance concern, interventions attempted, and develop next steps. (w/o medical documentation)

2.) Implement Tier 3 Interventions: All Students Missing 15+ Days (w/o ongoing health condition)
   - 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)

3.) Track and review daily, monthly and yearly attendance.

### 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.
Central Elementary 17-18 School Improvement Plan

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:
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1. Communicate behavior expectations to students and parents twice annually. (Key #4= Communication) | August & April | Administrators
## Central Elementary 17-18 School Improvement Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Duration</th>
<th>Responsible Parties</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>Recognize students for following expectations and displaying good behavior/citizenship.</td>
<td>Ongoing</td>
<td>CE Staff</td>
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<tr>
<td></td>
<td>✓ Star Sammy’s</td>
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<td>✓ Monthly Character Awards</td>
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<td></td>
<td>✓ High Fives &amp; Rocking Red Apples (playground &amp; cafeteria)</td>
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<td></td>
<td>✓ Sweat Trophy (PE)</td>
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<td></td>
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<tr>
<td></td>
<td>✓ Bus Sammy’s</td>
<td></td>
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<td>3.</td>
<td>Track and monitor behavior data monthly.</td>
<td>End of the month</td>
<td>BIS &amp; PBIS Leadership Team</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Tier 2 Interventions</strong>: Students with 2-4 number ODR/ISS or OSS incidents.</td>
<td>Ongoing</td>
<td>Counselors, Administrators &amp; Resource Room Staff</td>
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<tr>
<td></td>
<td>✓ Counselor/Administrator contact parents to discuss behavioral concern and develop plan for interventions.</td>
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<td></td>
<td>✓ Counselor provide small group social skills interventions based on data to support student needs</td>
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<tr>
<td></td>
<td>✓ Provide mentor/buddy based on data to support student needs.</td>
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<td></td>
<td>✓ Provide Check-in and Check-Out for students meeting triggers</td>
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<td></td>
<td>✓ Implement student goal setting/self-monitoring chart for students meeting certain triggers</td>
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<td></td>
<td>✓ Counselor may offer parenting or community resources to assist with behavior management. (Key #1: Parenting)</td>
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</tr>
<tr>
<td>5.</td>
<td><strong>Tier 3 Interventions</strong>: Students with 5+ number of ODR/ISS or OSS</td>
<td>Ongoing</td>
<td>Counselors, Administrators, &amp; Resource Room Staff</td>
</tr>
<tr>
<td></td>
<td>● Counselor/administrator to contact parent to discuss continued behavioral concern, interventions attempted, and develop next steps.</td>
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<td></td>
<td>● Coordinate outside services to support student</td>
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<td>6.</td>
<td>Implement lessons on bullying to educate students on what and when to report.</td>
<td>Quarterly</td>
<td>Counselors</td>
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