

CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN

School: Dr. Martin Luther King, Jr. Elementary School

School Year: 2016-2017

Student Focused Goal 1 -- ACADEMIC:

Through the close reading of fiction and non-fiction texts, King students will gather and use text evidence to inform and strengthen informational and opinion writing. Additionally, King students will continue to master the craft of writing in all three genres: narrative, informational, and opinion utilizing Writer's Workshop

Describe the current status or level of development. What data do you have to demonstrate this?

Currently based on teacher observations, we are seeing a discrepancy in students' abilities to write with correct grammar and mechanics across grade levels. We've observed students having difficulties coming up with their own writing topics as well as writing about what they have read.

Describe the desired result(s) for THIS goal:

The school team will ...

- partner with Jill DeHart to increase knowledge on close reading, and writing
- gather pre and post data on student writing to assess growth
- will use student writing to determine instructional next steps
- utilize Lucy Calkins kits
- will provide students and families with resource to read and write at home

Families will ...

- engage in monthly writing challenges (can take time to edit writing)
- read with their children at least 20 minutes a night
- be aware of the developmentally appropriate writing goal for each grade level in order to be able to discuss and support students' reading and writing goals at home.
- participate in reading night, writing night, and curriculum night

Students will....

- engage in daily writing activities through Writer's Workshop
- engage in weekend writing challenges at home
- Students will publish at least one of each genre; narrative, informational, and opinion

How will you measure the result(s) & with what data?

- Student Portfolios (pre and post writing samples)
- Kid Friendly Writing/Reading Rubrics and Teacher Rubrics
- Progress Reports
- pre and post writing data (samples)
- Fountas & Pinnell Benchmark Data, running records,
- student conferences, teacher alouds, guided reading instruction to determine student growth in understanding appropriately complex texts.
- K-1 can use a teacher created assessment if they need an additional assessment tool

Professional Development Strand: Plan and implement a series of building level professional development activities to support THIS goal.

Partnerships Strand: Organize and schedule family and community engagement activities to support THIS goal.

ACTIVITIES	TYPE (1-6)	DATE OF ACTIVITY	FACILITATOR AND SUPPORTING TEAM	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?
Back to School Night	6	8/17/2016	School Improvement Team	All classroom teachers will provide parents with an academic overview of the school year

				Dionne will create a school improvement slideshow; teachers will make connections to the school improvement plan in their classroom presentations, separate the kids by grade level to read materials in groups to the students and then the kids act out what we read..explain the expectations before we read to the students, K-1 can make a make and take book...assign specialists to specific grade levels to create activities...all groups will do different things
Curriculum Night	1	9/15/2016	School Improvement Team	
Youth Literature Festival	6	10/21/2016	Hope Morrison	
				Dionne will order milk and cookies from Aramark, the King School Players will create a skit about reading and writing at home they will invite a parent to join them, staff will provide a book for each student,
Family Reading and Literacy Night	4	11/17/16	Hope Morrison	
NAAPID Read-In Day	6	2/6/2017	Sandra Carter	
Family Writing Night	4	1/10/2016	School Improvement Team	Journal station, letter station, etc.
Summer Reading Skit	6	May	Hope Morrison	

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Student Focused Goal 2 -- ACADEMIC:

King students will make sense of mathematical problems and applications, build their stamina, persevere in solving them, and use appropriate math tools strategically.

Describe the current status or level of development. What data do you have to demonstrate this?

Our current level of development shows a significant number of our students struggle to apply their baseline level of mathematical knowledge to real world mathematical problems. Some of our students demonstrate strengths at simple fact literacy (addition, subtraction, multiplication, division) but struggle with higher level skills such as fluency and applying the facts to word problems.

Describe the desired result(s) for THIS goal:

The school team will ...

- partner with families to educate them on strategies and skills in mathematical reasoning.
- provide families with Eureka math tips and homework help
- facilitate math/science night
- include information about math on our school website, through brochures, classroom newsletters and handouts

Families will ...

- understand mathematical terms and how to help their child in completing their math homework
- will have access to parent help via Eureka math website and worksheets
- participate in math/science night, curriculum night
- understand and interpret their child's data and be able to support their child in reaching benchmark targets at home.

Students will....

- be actively engaged in at least 60 minutes of math instruction a day
- use learned math vocabulary in daily academic conversations
- implement learned strategies to effectively solve real world math problems
- be actively engage in daily number talks
- Students will demonstrate their ability to understand complex texts across multiple disciplines

How will you measure the result(s) & with what data?

- MCOMP benchmark data
- Eureka Math tests
- Eureka math exit tickets

Partnerships Strand: Organize and schedule family and community engagement activities to support THIS goal.

ACTIVITIES	TYPE (1-6)	DATE OF ACTIVITY	FACILITATOR AND SUPPORTING TEAM	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?
Back to School Night	6	8/17/2016	School Improvement Team	See goal 1
Curriculum Night	1	9/15/2016	School Improvement Team	See goal 1

Student Innovation Fair	4	3/9/2017	Uofl (Shalonda), Joe, Bryan, ask teachers to have students/class presentations	contact Uofl (Shalonda), contact Joe about activities, Bryan to do engeneering activites, askteachers to have students present on varying topics related to math, science, engineering

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Student Focused Goal 3 -- BEHAVIORAL: Students will develop self-management skills that will help ensure academic progress and social/emotional growth.

Describe the current status or level of development. What data do you have to demonstrate this?

Over the past four years, SWIS data indicates physical aggression, disruption, and defiance have consistently been top areas of concern. We are noticing a pattern of behavior with the same group of students.

Describe the desired result(s) for THIS goal:

The school team will ...

- review SWIS and refocus data to create individual behavior plans
- create a document to send home to parents informing them of academic information their child is missing while out of class
- will consistently implement tier 1 interventions with fidelity including: Second Step Lessons at least once a week, Class Meetings at least once a week, and PBIS initiatives daily
- create "chill zones" in EACH classroom in effort to keep students in the classroom
- increase the amount of time in class for students who have frequent referrals.
- Will increase the number of SAIGs(Social Academic Instructional Groups) to meet individual student's needs
- decrease the overall number of students receiving discipline referrals, in-school suspensions, out of school suspensions, and time in refocus for all students
- use interest inventories to identify students learning styles (decrease boredom within the classroom during learning time)
- will teach students to self advocate (ask for help)
- begin year with "high flyers" and help students create personally challenging behavior goals

Families will ...

- understand the rationale for district and school behavior policies (e.g., PBIS, Restorative Justice) and be able to support, encourage, and help students at home with their social/emotional learning.
- attend school events related to social emotional learning (PBIS carnival, etc)
- will receive social emotional learning strategies in the quarterly newsletter
- help write and monitor progress toward their child's personally challenging goals

Students will....

- implement learned self regulation skills during high stress situations
- use self management strategies to decrease the amount of incidents of physical aggression and disruption
- will identify and self advocate (ask for help) for their wants and needs
- monitor progress toward their personally challenging goals

-All classrooms are safe, respectful, and challenging learning environments for all students.

How will you measure the result(s) & with what data?

- SWIS: Big Five
- Refocus Data
- Time Out of Class
- re-entry conference forms

Professional Development Strand: Plan and implement a series of building level professional development activities to support THIS goal.

Partnerships Strand: Organize and schedule family and community engagement activities to support THIS goal.

ACTIVITIES	TYPE (1-6)	DATE OF ACTIVITY	FACILITATOR AND SUPPORTING TEAM	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?
Back to School Night	6	8/17/2016	school improvement team	create SEL and PBIS information that is parent friendly
PTO meetings	1	ongoing	PTO, FASE, Parent advocate (Grace Mitchell)	organzie guest speakers to come monthly (FACC), PLL

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Student Focused Goal 4 -- PARTNERSHIP CLIMATE:

Students, staff, and families will acquire the knowledge and skills to support our reading/writing goals for the school year with guidance from the Center for Small Urban Communities.

Describe the current status or level of development. What data do you have to demonstrate this?

Our school worked directly with Jill DeHart from the Center for Small Urban Communities during the 2015-2016 school year. Classroom teachers met with Ms. DeHart monthly in grade level groups, and individually to receive support in implementing Writers Workshop in their classrooms. We focused on specific genres school wide throughout the school year. Teachers assessed their students' pre and post writing to determine growth and areas that needed additional support. We used staff discussions and teacher surveys to determine the effectiveness of the support we received from Ms. DeHart. Only one staff member out of all of the staff members surveyed, did not feel the support was helpful in implementing writing instruction in his/her classroom.

Describe the desired result(s) for THIS goal:

-Staff members will receive professional development training during grade level meetings throughout the school year
 -Students will receive strategies to improve the craft and structure of writing
 -Teachers will utilize and implement the strategies they receive to create a structured writing time during their instruction
 -Writing visibility will be increased through celebrations of writing, writing displays, increased participation in Young Authors
 Teachers will create grade level appropriate challenging writing goals

How will you measure the result(s) & with what data?

"-We will use the district's writing rubrics that are aligned with the Common Core - Students will use Student Friendly Rubrics and the Exemplars to compare their own work
 -Teachers and students will maintain writing portfolios throughout the year and share the material with families to show writing growth
 -We will provide parents with a survey at the beginning and end of the school year to determine if we have adequately meet their desire for resources and information about writing
 -Teachers will reflect on their grade level writing goals. "

-Staff members will receive professional development during grade level meetings throughout the school year.

POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES (See last tab for 16-17 PD Plan)

NOTES

Jill DeHart from The Center will provide grade level teachers with writing instruction each month. Teachers will practice the skills provided by the Center with their students each month. Teachers will have collaborative conversations about writing and student work to be responsive to their students' writing needs. The PD Cadre will also provide writing instruction throughout the school year.

Partnerships Strand: Organize and schedule family and community engagement activities to support THIS goal.

ACTIVITIES	TYPE (1-6)	DATE OF ACTIVITY	FACILITATOR AND SUPPORTING TEAM	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?
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Create a parent writing survey that will be distributed during parent-teacher conferences on the Chromebooks.	5-Decision Making	March 3rd and March 10	Sandra Carter, Laura Campbell, and Dionne Webster	The survey needs to be set up on the Chromebooks with Stephanie Alves' assistance. Chromebooks need to be ready for conferences by 3:45 on March 3rd and March 10th. Paper copies of the survey need to be available for parents who are not comfortable using the Chromebooks.
Writing celebrations during community meetings (families are personally invited by our parent liaison), during the school day, and over announcements. Students are encouraged to enter the Young Author's Contest.	2-Communicating	Sept.-May, 2016	Dionne Webster, Sandra Carter, Stephanie Czelder and Joe Karny	Dionne Webster issues weekend writing challenges and provides students with rewards for their participation. Sandra Carter assists with setting up the rewards. Sandra contacts parents when students will be receiving an award during a community meeting. Stephanie Czelder and Joe Karny are the Young Authors Coordinators. Stephanie will provide information about the contest for morning announcements.
Jill DeHart from the Center for Education in Small Urban Communities will provide teachers with writing instruction support during grade level meetings, and individually based on requests from teachers.	6-Collaborating with the Community	Sept.-May, 2016	Jill DeHart and PD Cadre Leaders	Jill DeHart, the PD Cadre leaders and Dionne Webster will coordinate meeting topics monthly based on students' and staff needs.
Utilize display areas throughout the school to showcase students' writing and writing strategies	2 Communicating	Sept.-May, 2016	Dionne Webster and Shalonda Carr	Create a Writing Wall with the writing school improvement goal by October. Place the school writing goal by the Writing Wall. Purchase writing posters for the hallways and display writing information around the school.
Students will write about their experiences at Family Reading Night with their parents.	4-Learning at Home	November 17th	Hope Morrison, Laura Campbell, and Sandra Carter	Create a writing prompt for parents to complete with their students during Family Reading Night. Provide parents reading strategies to support reading at home. Share our school's reading school improvement goal with families.
Family Writing Night	4-Learning at Home	February 23rd	Amanda Ludeman, Shalonda Carr, Jill DeHart, Dionne Webster, Laura Campbell, Sandra Carter	Provide parents with strategies to support writing at home. Discuss our writing school improvement goal.

Note if funds, supplies, and/or resources are needed for these activities: Money is needed to purchase books to send home with children- for practice reading/reinforcement.				

Date	PD Time Available	Plans	Goals Examined	Data Analyzed	Person(s) Responsible	Next Steps
8/16/2016	Opening Institute Day					
8/17/2016	Building Institute Day	Team Building, Review the School Improvement Plan, Eureka Math Overview, Writing Overview, District Updates, The First 20 Days, Ask people to sign up for a focus group, computer lab sign up sheet, gym sign up?.				
8/22/2016	General Faculty and PBIS Meeting	Update the PERA Binders, Evaluation Overview, New Evaluation System Site: OASYS			Jacinda Crawmer	
8/29/2016	Grade Level	Writing PD with Jill whole staff first half of the meeting and then the second half of the meeting one grade level-the other grade level group will meet to discuss grade level specific topics			Jill DeHart	
9/5/2016	Labor Day - No School					
9/12/2016	General Faculty and PBIS Meeting	Self-Management Skill Discussion, Calming Centers, Review PBIS Handbook-T-Chart, Classroom Management Strategies, Sandra-Volunteer Discussion,				
9/19/2016	PD Cadre	Deescalation Discussion, Behavior Management				
9/26/2016						
9/30/2016	Staff Development Day	Reading and Writing Goal			Jill DeHart	
10/3/2016	General Staff and PBIS Meeting					
10/10/2016	PD Cadre	Focus Group Planning				
10/12/2016	Fall Holiday - No School					
10/17/2016	Grade Level				Jill DeHart	
10/24/2016	Leadership Team Meeting					
10/27/2016	Parent Teacher Conferences 4:00pm - 8:00pm					
10/28/2016	Parent Teacher Conferences 8:00am - 12:00pm					
10/31/2016	Staff Development Day	Eureka Math Coverage				
11/7/2016	General Faculty and PBIS Meeting					
11/14/2016	PD Cadre Meeting					
11/21/2016	Grade Level Meeting				Jill DeHart	
11/23-25/16	Thanksgiving Holiday - No School					
11/28/2016						
12/5/2016	General Faculty and PBIS Meeting					
12/12/2016	PD Cadre					
12/16/2016	Last Day of 1st Semester					
12/19/2016	Institute Day					
12/20/2016 - 1/2/2017	Winter Break - No School					
1/3/2017	School Resumes					
1/9/2017	Grade Level				Jill DeHart	
1/10/2017	Leadership Team Meeting					
1/16/2017	MLK's Birthday - No School					
1/17/2017	Staff Development Day	Racial Equity?				
1/23/2017	General Faculty and PBIS Meeting					
1/30/2017	PD Cadre					
2/6/2017	Grade Level Meeting				Jill DeHart	
2/13/2017	General Faculty and PBIS Meeting					
2/17/2017	Winter Institute Day					
2/20/2017	President's Day - No School					
2/27/2017	PD Cadre					
3/6/2017	Grade Level Meeting				Jill DeHart	
3/13/2017	General Faculty and PBIS Meeting					
3/16/2017	Parent Teacher Conferences 4:00pm - 8:00pm					
3/17/2017	Parent Teacher Conferences 8:00am - 12:00pm					
3/20-24/2017	Spring Break - No School					

Possible PD OPTIONS for Inservice Days:

- **2 or More Session Choices**
(For example: 1 session focused on Academic Goal, 1 session focused on Behavior Goal; staff choose one session in September, and switch in October; facilitators lead same sessions both days)
- **Whole Staff Together, then Small Goal-Based Groups**
(Focused on data analysis and next steps for goals based on data results; share action plans, results, and next steps with whole staff at following Staff Development Day)
- **Goal Action Teams**
(Staff choose a goal to focus on for the semester or year; groups focus on data analysis and next steps for their goal based on data results; filter information such as action plans, results, and next steps through School Improvement Team)

3/27/2017	PD Cadre								
4/3/2017	Grade Level Meeting				Jill DeHart				
4/10/2017	General Faculty and PBIS Meeting								
4/13/2017	Staff Development Day	Racia Equity?							
4/14/2017	Spring Holiday - No School								
4/17/2017	PD Cadre								
4/24/2017	Leadership Team Meeting								
5/1/2017	Grade Level				Jill DeHart				
5/8/2017	General Faculty and PBIS Meeting								
5/12/2017	Half-Day Inservice	Plan for 2017-2018; Review SIP Goals for 2016-2017							
5/15/2017	PD Cadre								
5/22/2017	End of the Year Staff Meeting and Celebration								
5/25/2017	Last Day of School (if no snow days used)								

SIX TYPES OF ENGAGEMENT	BRIEF DESCRIPTION
1 - Parenting	Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.
2 - Communicating	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
3 - Volunteering	Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.
4 - Learning at Home	Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.
5 - Decision Making	Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.
6 - Collaborating With the Community	Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Goal	Met/Not Met	Comments	Next Steps
<p>Student Focused Goal 1 -- ACADEMIC:</p> <p>Students will increase their ability to communicate in writing across all disciplines as a direct result of their participation in daily uninterrupted writing blocks that are designed to meet grade-level core expectations.</p>	<p>4 groups met 1 group not met</p>	<p>Staff member completed this survey in groups during the half day inservice on May 13, 2016. Four out of five groups felt that we met this goal. -Some teachers felt they needed a bigger block of uninterrupted time (especially the ESL teachers) - Writers' workshop was well supported. Jill DeHart was very help. -We would like to see it move across disciplines -We made huge strides and growth. We need to keep the momentum. -</p>	<p>-Continue forward but address scheduling issues -Lucy Calkins Kits needs -Guide Writing Groups -Having students who are familiar with writing workshop will be helpful next year -Invite Jill back -Learn more about how to include writing in other subject especially math -Continue professional development for example how to provide continued instruction maybe through the Center for Small Urban Communities -Continue the concerted effort- there is always room for growth so we shouldn't drop this goal.</p>
<p>Student Focused Goal 2 -- ACADEMIC: Students will determine central ideas or themes of a text, analyze their development, summarize the key supporting details and ideas.</p>	<p>3 groups met 2 groups not met</p>	<p>-We did more focus in the fall with close reading; but, it is ongoing and a large focus in K/1 -We were more focused on other areas. -Happened in some classroom instruction -As specialists, we feel the goal was met with students we work with. -Not yet but growing -Kindergarten teacher (Mindy) felt great because of the focus on mindfulness</p>	<p>-Continue -Professional Development -Continue helping kids get to grade level -Continue making progress with professional development -More emphasis on close reading strategies and integration</p>
<p>Student Focused Goal 3 -- BEHAVIORAL: Students will develop self-management skills that will help ensure academic progress and social/emotional growth.</p>	<p>5 out of 5 groups not met</p>	<p>-Ongoing and some of the teachers felt the behaviors were challenging -Some but not the majority of the students have these skills -Need to work on self-management -Still struggling with core group-though overall referrals may be lower - Still a lot depending on teachers -Most students know the skills but not as much application</p>	<p>-We need to have solid support when challenges arise -More consistent expectations and consequences school wide -All teachers need to be consistent in behavior-make a plan for management skills for each grade level -Keep looking for new ways to help our "crocodiles" - Think about application of these skills they same way we push content knowledge application -more engaging instruction -More co-teaching with the social worker -more teacher follow-up from social work modeling</p>
<p>Student Focused Goal 4 -- PARTNERSHIP CLIMATE: Students, staff, and families will acquire the knowledge and skills to support our writing goals for the school year with guidance from the Center for Small Urban Communities."</p>	<p>5 out of 5 groups met</p>	<p>-Some of us felt that the support was un-needed-it wasn't new stuff -Some felt like it was a wonderful experience and learned lots -Writers Workshop was implemented at all grade levels -Almost all staff worked and benefited from this</p>	<p>-Continue -We would like to work with Jill again - Teachers need to be more consistent -Continue with this next year -</p>