

School: UECS

School Year: 2016-2017

Student Focused Goal 1 -- "Student Focused Goal 1 -- ACADEMIC: Students will write to convey meaning. (19b on GOLD) GOLD data will indicate that all students will move one level on GOLD continuum for literacy dimension 19B.

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

Baseline to be taken at Fall 2016 GOLD checkpoint.

Describe the desired result(s) for THIS goal:

Students will write to convey meaning.
 Students will draw to convey meaning.
 Students will see themselves as authors.
 Students will understand the connection between spoken words and writing.
 Parents will engage in writing activities at home.
 Teachers will collaborate and share strategies for implementing opportunities for students to write throughout the school day in a variety of settings.

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

Teacher made- checklists, Teaching Strategies Gold portfolios and data.
 Anecdotal data
 Journals
 Work samples

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

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

NOTES

Share with teachers the Early Education Writer's Workshop Calendar.
 Train teachers on how to teach Writing throughout the day.
 Discuss Implementation of the calendar or an individualization of the calendar.
 Ask OT staff to share ideas on strategies for developing finger grasps prior to writing (Fine motor activities).
 How to incorporate technology for children to draw and write. *Seesaw App
 Using and encouraging student dictations.
 Adapted Literature Response Journals.
 Summer Book Study Literacy Beginnings.

Teachers each have their own copy of Literacy Beginnings to refer to the sections on Early Writing.

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?
Send home a journal activity for parents to do with their child. (what you did during Winter Break)	4 - Learning at home	3 times a year	Classroom Teachers	Review what was sent home in welcome packet. (UPD team)

During an SIP night share with parents how they can support writing in the home.	1 - Parenting	TBD	SIP team, OT ?	Decide on the SIP date
Tip Sheets on what materials/activities parents could have at home. (Make sure that they are short)	1- Parenting	ongoing	Lily/Darcy	Find TIP sheets and adapt them.
Develop a UECS Facebook page/Google site for information on literacy	2 - Communicating	ongoing	FC and Darcy	Get access for FB from work. Set up Google site.
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.				

CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN

School: UECS

School Year 2016-2017

Student Focused Goal 2 -- ACADEMIC: Understands spatial relationships

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

According to Teaching Strategies Gold documentation, 2015-2016 data showed overall program growth at 1.7.

Describe the desired result(s) for THIS goal:

Students will follow simple directions related to position and proximity.
 Uses and responds appropriately to positional words indicating location, directions, and distance.
 Uses and makes simple sketches, models, pictorial maps to locate objects.
 Teachers will collaborate to share strategies for teaching spatial relationships
 Parents will implement suggested spatial/relationship activities at home

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

Anecdotal data
 Check lists (point to/demonstrate)
 Language sample
 Teaching Strategies Gold portfolios and data.
 Parent reporting

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

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

NOTES

Talk with Speech Therapists to see how they currently teach spatial concepts as part of their large groups.
 Review Spatial concepts.
 Discuss how teachers currently teach and take data.
 During Summer PD look at developing a rubric to see how we can collect and include spatial concepts throughout the school day. A. Gamble / J. Tanner-Spencer "Work Smarter Not Harder"

Provide parents with activities (3x a year aligned with Progress Reports Next Steps) on spacial concepts. How can Speech therapist contribute to data collection? Collaborate to ensure that we articulate to include Spatial concepts throughout thematic units.

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?

Developing take-home activities for parents to implement at home and return to school with data sheet.	4- Learning at home	3 times per year	UPD team	Review what was sent home in welcome packet. (UPD team)
Tip Sheets on what materials/activities parents could have at home. (Make sure that they are short)	1- Parenting	ongoing	Lily/Darcy	Find the tip sheets and adapt them
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.				

CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN

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Behavior: Students will develop self-management skills that will help ensure social/emotional growth and academic progress.

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

The PBIS CI/CO and ODR data indicated a pattern that most children requiring Tier 2 /3 interventions needed adult intervention help them deal with disappointment.

Describe the desired result(s) for THIS goal:

Decrease the overall number of students on CI/CO and receiving office discipline referrals
 Students will identify and name how they are feeling and why
 Students will demonstrate 2 ways to calm down when dealing with disappointment
 Teachers will directly teach students how to identify and problem solve dealing with disappointment
 Teachers will teach calming strategies using video, Second Step, and social stories
 Parents will use the Second Step home link strategies to help their children identify their feelings and deal with disappointment

PBIS monthly tracking tool data
 Classroom data, SAIG data
 Parent reporting through survey, discussion, and P/T conference.
 Feeling charts, pre/post vocabulary check(to be developed 2016-17 school year)
 Anecdotal data

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

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

NOTES

Track Calming Box usage throughout the school year

Staff TCI Refresher: De-escalation 10/31/16 by district TCI staff

Review calming box and other strategies used by teachers, staff

Tracking chart will be made to tape to the top of each of the boxes.
 This will give us data on how frequently the boxes are being used.

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?
Open House/PBIS	2- Communicating	9/26/2016	PBIS Team/all staff	Plan it :)
<p>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.</p>				

CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN

School: UECS

School Year: 2016-2017

Student Focused Goal 4 -- Family Engagement: Increasing opportunities for family to family connections. Increase the number of families participating in school wide events.

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

To be entered by administration

Describe the desired result(s) for THIS goal:

Increased family participation at SIP parent meetings
 Increased family participation at Team/All school events
 Each classroom will develop a family phone tree for those interested in connecting with other families
 Classroom will invite families to sign up as "room parent" to help families feel welcome and more connected and invested in UECS. Job description to follow(greeter at conferences, party planner, welcoming new families, sending reminders of events)
 Staff will use a variety of methods to contact families about opportunities for participation (text blasts, emails, reminder bracelets, reminder stickers, Facebook page...)

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

Sign in sheets at events, meetings to document attendance
 School developed surveys for families (add to current end of year program survey)

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

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

NOTES

Family Engagement: Organize and schedule family 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?
Review Parent Surveys to see what types of parent activities they are interested in.		9/1/2016	Family Coordinator and Teachers	
Create a Needs Assessment as to what other types of activities parents want to see at UECS.		9/1/2016	Family Coordinator and Teachers	
Increase number of parent volunteers.			Family Coordinator and Teachers	
Activities to build Parent Community.			Family Coordinator and Teachers	
Create UECS Facebook Group.		9/1/2016	Family Coordinator	
Add "room" parents		8/1/2016	Teachers	
Parent coffees/teas/socials before monthly parent SIP meetings		Monthly	Family Coordinator	
<p>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.</p>				

3/17/2017	Parent Teacher Conferences 8:00am - 12:00pm							
3/20-24/2017	Spring Break - No School *****							
3/27/2017	Teacher Meeting	Tech: Apps for Assessment						
03/28/2017	Staff meeting							
3/31/2017	Team meetings							
4/4/2017	Staff meeting							
4/11/2017	Staff meeting							
4/13/2017	Staff Development Day	Racial Equity & Review ISBE Monitoring Visit scores and plan & Tech: Class Dojo						
4/14/2017	Spring Holiday - No School *****							
4/18/2017	Staff meeting							
4/21/2017	Team meetings							
4/24/2017	Teacher Meeting							
4/25/2017	Staff meeting	Follow up to Racial Equity work						
5/2/2017	Staff meeting							
5/9/2017	Staff meeting							
5/12/2017	Half-Day Inservice	Plan for 2017-2018; Review SIP Goals for 2016-2017						
5/16/2017	Staff meeting							
5/19/2017	Team meetings							
5/22/2017	Teacher Meeting							
5/25/2017	Last Day of School (if no snow days used)							

Goal	Met/Not Met	Comments	Next Steps
Student Focused Goal 1 -- ACADEMIC: Students will comprehend and respond to books and other texts.	Met	Difficult goal to assess, and get data that the state	Focusing attention on new literacy goal
Student Focused Goal 2 -- ACADEMIC: Understands spatial relationships	Met	Continuing with this goal and increasing activities & support for families	
Behavior: students will develop self-management skills that will help ensure social/emotional growth and academic progress.	Met	Calming boxes were very positive.	ongoing, tracking usage of calming boxes, do we add in other items of interest to children?
Student Focused Goal 4 -- PARTNERSHIP CLIMATE: Students will acquire the knowledge and skills to support and maintain a healthier lifestyle, which includes nutrition, physical activity, personal health and safety, toothbrushing, and handwashing.	Patially Met	Per parent survey, it would appear that we did not change their eating habits But parent comments show that the children are talking about healthy foods. For classroom data, we are still waiting on some data sheets	Focusing our efforts on family engagement Continuing work on whoa/go foods

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.