

CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN

School: Yankee Ridge Elementary School

School Year: 2016-2017

Student Focused Goal 1 -- ACADEMIC:

Students will be able to read appropriately complex text with understanding across multiple disciplines.

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

• During a Spring 2016 review of reading data, staff have seen the benefits of a strong focus on reading (from Fall to Spring) as indicated on the Fountas and Pinnell Benchmark Assessment System.

Meets and Exceeds Percentages by Grade:

	FALL	SPRING
Kindergarten		83%
First	65%	68%
Second		80%
Third		
Fourth		66%
Fifth		79%

Although reading progress was noted, students are not consistently meeting the 80% goal across grade levels. (This is affected by many factors such as attendance, behavior, time of literacy instruction, and large class sizes.)

Describe the desired result(s) for THIS goal:

- Students will demonstrate their ability to understand complex texts across multiple disciplines.
- Families will understand and interpret their child's data and be able to support their child's reading progress at home.
- Teachers and staff will collaborate in grade level data teams to analyze and interpret student data and make instructional decisions in response to student needs.

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

- Staff will use F & P Benchmark data to determine student growth in understanding appropriately complex texts.
- Staff will disaggregate and report results by all subgroups in order to ensure growth for all students (e.g. SES, ELL, Sped, Ethnicity, Gender).
- Notes from discussions at Grade Level Meetings (regarding reading data and interventions/strategies) will be recorded and shared with co-workers.

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)

The teaching staff will engage in an in-depth study of appropriate guided reading classroom practices by participating in a monthly book study using the Next Step in Guided Reading by Jane Richardson.

NOTES

Principal will coordinate these activities with the assistance of the building instructional coach and the school interventionist.

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?
This goal will be introduced to parents at Back to School Night by the principal. The principal will also share the importance of attendance and refer parents to the homework policy in the Yankee Ridge Student & Parent Handbook. During classroom sessions, teachers will explain that reading is expected each night (as part of the homework policy) to reinforce classroom reading instruction.	2 - Communicating	8/16/2016	Principal, Classroom Teachers, Special Education Instructional Teachers	
Parent-teacher-student conferences will be utilized to discuss reading goals at the start of the school year and to confer about reading progress at midyear.	2 - Communicating	10/27/2016 and 10/28/2016	Teachers	
During National Family Reading Night, November 17, 2016 staff will share resources and activities with families to use at home.	4 - Learning at Home	11/17/2016	FASE Building Representative, Reading Committee	
America Reads tutors and other volunteers will be utilized to provide practice work on vocabulary building in all grades (as was done previously in the primary grades).	3 - Volunteering		Literacy Interventionists	Training tutors
Teachers will share reading strategies and resources with parents through weekly newsletters and classroom websites.	2 - Communicating	Ongoing	Teachers	Families will complete a School Improvement Survey during Spring Parent Teacher Conferences. We will use results to review our progress- and format our goals for the following year.
The PTA will continue to facilitate the Book Exchange and Birthday Books Programs - for all students.	5 - Decision Making	Ongoing	PTA	
Staff will explore the idea of seeking donations of books from the community in order to provide books for children to read at home.	6 - Collaborating With the Community	Ongoing	All Staff	
Teachers will collaborate in data team meetings and share strategies. Minutes from monthly Grade Level Data Team meetings will be collected and shared in the Google Drive folder.	2 - Communicating	Monthly	Teachers	
Families will complete a School Improvement Survey answering 6 questions (2 questions per goal) during Spring Parent Teacher Conferences. We will use results to review our progress- and format our goals for the following year.	5 - Decision Making	3/16/2017 and 3/17/2017	FASE Building Representative, Building Leadership Team	
Staff will plan and coordinate an "Academic Spring Carnival" to share activities and ideas for supporting students' academic efforts in the home environment.	6 - Collaborating With the Community	3/30/2017	FASE Building Representative, Building Leadership Team	
Teachers will utilize classroom newsletters to send home an important statement (provided by FASE Building Representative) that specifically reinforces the importance of students being in attendance at the beginning and the end of the day.	6 - Collaborating With the Community	Once per quarter	FASE Building Representative, Teachers	

A list of online resources and ways to access them will be provided to parents.	6 - Collaborating With the Community		FASE Building Representative, Instructional Technology Cadre, Building Leadership Team, Teachers	
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: Yankee Ridge Elementary School

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Student Focused Goal 2 -- ACADEMIC:

Students will gain a better understanding of the relationship between numbers in computation such as addition/subtraction, multiplication/division, and fractions/decimals - which will also allow students a better understanding of word problems.

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

• During a Spring 2016 review of math data, staff saw significant progress with students' overall math performance (from Fall to Spring) as indicated on Aimsweb Math Computation assessments.

Meets and Exceeds Percentages by Grade:

	FALL	SPRING
First	91%	89%
Second	55.5%	67.2%
Third	54.2%	61.3%
Fourth	52%	69%
Fifth	50.8%	54.6%

However, teachers continue to see deficits in student work regarding their understanding of the relationship between numbers in computation - based on small and large group work, "math talks", and informal assessments/exit slips.

Describe the desired result(s) for THIS goal:

- Students will show progress in their understanding of the relationship between numbers in computation (number sense).
- Families will gain an understanding of the importance of their child's knowledge of number sense and how to support continued learning at home.
- Teachers will regularly reinforce number sense as they move through Eureka Math.
- Teachers will collaborate in grade level data teams to analyze and interpret student data and make instructional decisions in response to students' needs.

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

- Staff will utilize District Benchmark Assessments
- Progress monitoring data (may not be school-wide)
- Informal assessments/exit slips
- Grade level data team notes
- We will disaggregate and report results by all subgroups in order to ensure growth for all students (e.g. SES, ELL, Sped, Ethnicity, Gender).

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

In grade level groups during the Staff Development Days, teachers will participate in instructional study of Eureka math.	This is coordinated at the district level.
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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?
This goal will be introduced at Back to School Night by the principal. The principal will also share the importance of attendance and refer parents to the homework policy in the Yankee Ridge Student & Parent Handbook. During classroom sessions, teachers will inform parents of the district's math expectations for the specific grade level by giving an explanation and showing a sample lesson related to number sense for their child's grade level.	2 - Communicating	8/16/2017	Principal, Classroom Teachers, Special Education Instructional Teachers	
Parent-teacher-student conferences will be utilized to discuss math goals at the start of the school year and confer about math progress at midyear.	2 - Communicating	10/27/2016 and 10/28/2016	Teachers	
Teachers will utilize weekly newsletters and class websites to explain and share number sense strategies so that parents can support their child's learning at home.	2 - Communicating	Ongoing	Teachers	
Staff will plan and facilitate an "Academic Spring Carnival" to share activities and ideas for supporting students' academic efforts in the home environment.	6 - Collaborating With the Community	3/30/2017	FASE Building Representative, Building Leadership Team	
Teachers will collaborate and share math strategies during Grade Level Data Team Meetings. Minutes from grade level team meetings will be collected and shared in Google Drive.	2 - Communicating	Ongoing	Teachers	
Families will complete a School Improvement Survey answering 6 questions (2 questions per goal) during Spring Parent Teacher Conferences. Results will be used to review progress and format goals for the following year.	5 - Decision Making	3/16/2017 and 3/17/2017	FASE Building Representative, Building Leadership Team	
Teachers will utilize classroom newsletters to send home an important statement (provided by FASE Building Representative) that specifically reinforces the importance of students being in attendance at the beginning and the end of the day.	6 - Collaborating With the Community	Once per quarter	FASE Building Representative, Teachers	
A list of online resources and ways to access them will be provided to parents.	6 - Collaborating With the Community		FASE Building Representative, Instructional Technology Cadre, Building Leadership Team, Teachers	

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.

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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?

- Students earned the highest amount of RRS tickets (just under 70,000) in 2015-16.
- Students received 856 ODRs (639 major, 217 minor) this year as compared to 505 last year (733 in 2013-14).
- The top 2 reasons for referrals are Disrespect and Physical Aggression.
- The grade with the highest referrals last year was 4th grade.
- The locations for the highest referrals were Classroom, Bus, Playground.
- The highest percentage of students with referrals by ethnicity was African American students.
- Results of PBIS Self-Assessment Survey, show 82% of our staff feel PBIS systems are being successfully implement (84% last year). However, staff have indicated on the SA for several years that problem behaviors are not clearly defined and distinction should be made between office managed and classroom managed behaviors.

Describe the desired result(s) for THIS goal:

- Students will demonstrate socially acceptable problem-solving skills.
- Students will follow School-wide PBIS expectations and earn RRS tickets as recognition and reinforcement of their positive behaviors.
- Families will know and understand what self-management skills look like in the school setting.
- Teachers will facilitate daily class meetings and utilize the district-provided curriculum, Second Step, to teach Social Emotional Learning.
- Teachers will review ODR percentage data on ethnicity.
- Teachers will create a safe, respectful and challenging learning environment for all students.

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

- SWIS: Big Six
- RRS Tickets earned
- Teachers will evaluate their students' ability to solve problems informally on a daily basis.
- Staff will disaggregate and report results by all subgroups in order to ensure growth for all students (e.g. SES, ELL, Sped, Ethnicity, Gender).
- PBIS Self-Assessment Survey (SAS) and PBIS Tiered Fidelity Inventory (TFI)

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

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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This goal will be introduced to parents at Back to School Night by the principal. The principal will also inform parents of PBIS expectations and show parents the building's PBIS Matrix. During classroom sessions, teachers will inform parents about classroom behavior expectations and reinforcements/consequences.	2 - Communicating	8/16/2016	Principal, Teachers	
Expectation Stations - students will travel around the school building for teaching/reteaching of expected behaviors in all school locations. Support staff will be manning the stations around the school as students travel around.	2 - Communicating	8/25/2016		
All students will receive a YR PBIS matrix and blank Family Matrix. Send home after YR Expectation Stations. If students return a signed matrix ticket, they can have double bonus sign up. Explore idea of making a collage with returned RRS tickets that were returned. Include instructions for parents on how to fill out the matrix.	2 - Communicating	8/25/2016	PBIS Team	
Teachers will communicate behavior strategies and supports through weekly newsletters and classroom websites. Explore using I can statements in newsletters home and having students respond to how they may problem solve situations or how they have reached their SEL goal.	2 - Communicating	Ongoing	Teachers	Ask at faculty meeting how many teachers are doing this and what are suggestions for teachers that need to do this more.
RRS goals and celebrations will be shared out in each PTA Thoughts (quarterly) newsletter. Specific behavioral data points (i.e. location, days of week with highest ODRs, etc.) may also be shared with parents.	2 - Communicating	Ongoing	PBIS Coach	
Bus monitors and lunch supervisors/staff supporting students at lunch will be trained on effective strategies for increasing supervision and problem-solving strategies.	6 - Collaborating With the Community	Ongoing	PBIS Coach and Team	
Teachers will utilize classroom newsletters to send home an important statement (provided by FASE Building Representative) that specifically reinforces the importance of students being in attendance at the beginning and the end of the day.	6 - Collaborating With the Community	Once per quarter	FASE Building Representative, Teachers	
Families will complete a School Improvement Survey answering 6 questions (2 questions per goal) during Spring Parent Teacher Conferences. Results will be used to review progress and format our goals for the following year.	5 - Decision Making	3/16/2017 and 3/17/2017	FASE team, Building Leadership Team	
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.				

k	PD Time Available	Plans	Goals Examined	Data Analyzed	Person(s) Responsible	Next Steps
8/16/2016	Opening Institute Day	District determined				
8/17/2016	Building Institute Day	Review all CIP goals and expectations	all 3			
8/22/2016						
8/29/2016	Business Faculty Mtg./PBIS/CIP (for Sept.)				Anderson, Payne (PBIS), CIP Team	
9/5/2016	Labor Day - No School					
9/12/2016	Grade Level Meeting	Introduce New Balanced Literacy Framework and ODMS			Grade Level Teams	
9/19/2016	Equity				PD Cadre	
9/26/2016						
9/30/2016	Staff Development Day	Overview of CIP and clarifications of responsibility			CIP Team	
10/3/2016	Equity Meeting				Anderson, Payne (PBIS), CIP Team	
10/10/2016	Grade Level Meetings	Begin Book study on Guided Reading (NSGR)			Coach, Anderson, Interventionist	
10/12/2016	Fall Holiday - No School					
10/17/2016	Business Faculty Mtg./PBIS/CIP	Plan Reading Night			FASE / Lit Team	
10/24/2016	No Meeting (due to P/T Conf. this week)	Prepare for Parent/Teacher Conferences				
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	AM- Eureka Math/ PM- Overview of CIP and shareouts			CIP Team	
11/7/2016	Equity Meeting				PD Cadre	
11/14/2016	Grade Level Meetings	Continue NSGR Book Study			Grade Level Teams	
11/21/2016	Business Faculty Mtg./PBIS/CIP	Finalize Reading Night plans			FASE / Lit Team	
11/23-25/16	Thanksgiving Holiday - No School					
11/28/2016	No Meeting					
12/5/2016	Equity Meeting				PD Cadre	
12/12/2016	Business Faculty Mtg./PBIS/CIP	Continue NSGR Book Study			Grade Level Teams	
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	Business Faculty Mtg./PBIS/CIP				Anderson, Payne (PBIS), CIP Team	
1/16/2017	MLK's Birthday - No School					
1/17/2017	Staff Development Day	Literacy Focus, PBIS Focus- systems, TP, accessing Tier 2 systems			Reif, Outlaw PBIS Team	
1/23/2017	Grade Level Meetings	Continue NSGR Book Study			Grade Level Teams	
1/30/2017	Business Faculty Mtg./PBIS/CIP				Anderson, Payne (PBIS), CIP Team	
2/6/2017	Equity				PD Cadre	
2/13/2017	Grade Level Meetings	Continue NSGR Book Study- Switch to new reading level/chapter			Grade Level Teams	
2/17/2017	Winter Institute Day					
2/20/2017	President's Day - No School					
2/27/2017	Business Faculty Mtg./PBIS/CIP	Plan Academic Spring Carnival			PD Cadre	
3/6/2017	Equity Meeting				Anderson, Payne (PBIS), CIP Team	
3/13/2017	Grade Level Meetings	Continue NSGR Book Study			Grade Level Teams	
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					
3/27/2017	Business Faculty Mtg./PBIS/CIP				Anderson, Payne (PBIS), CIP Team	
4/3/2017	Equity Meeting				PD Cadre	
4/10/2017	Grade Level Meetings	Continue NSGR Book Study			Grade Level Teams	
4/13/2017	Staff Development Day	Math Focus- review new year with Eureka			Kaiser/Jones	
4/14/2017	Spring Holiday - No School					
4/17/2017	Business Faculty Mtg./PBIS/CIP				Anderson, Payne (PBIS), CIP Team	
4/24/2017	No Meeting					
5/1/2017	Equity Meeting				PD Cadre	

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)

5/8/2017	Grade Level Meetings	Review progress made in literacy			Grade Level Teams				
5/12/2017	Half-Day Inservice	Plan for 2017-2018; Review SIP Goals for 2016-2017							
5/15/2017	Equity				PD Cadre				
5/22/2017	Meeting TBD								
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 be able to read appropriately complex text with understanding across multiple disciplines.			
Student Focused Goal 2 -- ACADEMIC: Students will gain a better understanding of the relationship between numbers in computation such as addition/subtraction, multiplication/division, and fractions/decimals - which will also allow students a better understanding of word problems.			
Student Focused Goal 3 -- BEHAVIORAL: Students will develop self-management skills that will help ensure academic progress and social/emotional growth.			

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.