

## CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN

School: Gerber School at Cunningham Children's Home

School Year: 2016-2017

**Student Focused Goal 1 -- ACADEMIC: Students will improve their writing skills across the curriculum.**

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

We have observed that the majority of our students do not have good endurance for writing. Writing samples are typically poorly developed, with limited sentence length, content and variety. There are many grammatical and conventions errors. We continue to have high mobility rates at Gerber and incoming students typically have academic deficits in writing due to inconsistent academic instruction over time.

**Describe the desired result(s) for THIS goal:**

- Students will be able to adequately develop a theme and not stray from a topic while using appropriate grammar and mechanics.
- Teachers will integrate an increased focus on writing in all content areas, tying in the themes and skills learned in English Language arts classes.
- Residential Staff and/or families and guardians will be informed about writing goals and processes for our students to encourage our students' writing work at home.
- Teachers and staff will collaborate in 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?**

- Student Portfolios
- Aimsweb TWW and CWS- 3 yearly benchmarks
- \* Write Traits Rubrics- 3 yearly 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**

- Teacher discussion regarding increased functionality for Write Traits rubrics and curriculum.
- Introduce writing goals and rubrics with with new teachers.
- Explore what is needed to create exemplary student portfolios.
- Examine varied levels of exemplary student writing samples: first with staff and then begin integrating with students.
- Discuss which styles of writing to focus on and research additional writing tools for those styles.
- Teachers lead team meeting discussions with TAs to discuss academic writing strategies and individual student needs.

***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?
Parent communication with 02 families and potential 03				
TA communication				
Residential communication				


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: Gerber School at Cunningham Children's Home

School Year: 2016-2017

**Student Focused Goal 2 -- ACADEMIC: Students will improve applied mathematics and problem solving skills.**

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

Many of our students struggle with applied and problem solving math skills. Student growth in AIMSweb math measures has traditionally been very small compared to grade level norms. Students who do demonstrate reasonable computation skills often are not able to apply those skills in applied math situations or in problem solving. We continue to have high mobility rates at Gerber and incoming students typically have academic deficits in mathematics and problem solving skills due to inconsistent academic instruction over time.

**Describe the desired result(s) for THIS goal:**

- Students will use forms of technology (ex. calculators, Kahn Academy, Front Row, other math problem solving apps) to increase the accuracy of their problem solving.
- Students will apply their problem solving skills to answer word problems and find solutions to real-life scenarios
- Residential Staff and/or families and guardians will be informed about math goals and processes for our students to encourage our students' math work at home.
- Teachers and staff will collaborate in 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?**

- AIMSweb MCAP and MCOMP for benchmarking purposes and also with accommodations (such as teacher read and calculator) as an informal measure of growth
- teacher-made tests
- assessments from the curriculum

***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**

- Teachers lead team meeting with TAs with a focus on math skills and specific student needs.
- Teachers of younger students will be trained in Eureka Math and will share this knowledge with teachers of older students to integrate as it applies.
- Teachers will attend district and other professional development opportunities to build capacity in math.

***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?
------------	------------	------------------	---------------------------------	---

parent communication				
TA communication				
residential communication				

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: Gerber School at Cunningham Children's Home

School Year: 2016-2017

**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?**

All students at Gerber School have significant behavioral and emotional issues which result in lost instructional time and the need for restrictive interventions such as physical restraints and seclusions. We currently collect data on restrictive interventions used with students as well as time students are out of class for behavioral reasons.

**Describe the desired result(s) for THIS goal:**

- Students will increase their time in class.
- Students will decrease their restrictive interventions.
- All classrooms are safe, respectful, and challenging learning environments for all students
- Residential staff and families or guardians will understand school behavior plans and be able to support, encourage, and help students at home or residence with their social/emotional learning.

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

- Time out of Class, and time spent on instruction out of class
- UJR Data
- Student Daily Level
- Attendance
- Student Daily Point Sheet
- Student Developed Daily Goals

***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**

Restorative Practices training beginning summer 2016 and continuing throughout the 16-17 school year  
 PBIS expectation grid reviews  
 Nurtured Heart and NME review and refresher  
 Education for TAs about common mental health diagnoses

***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?
TA communication				
residential communication via daily emails and IEP				
parent communication via conferences, IEP, etc.				
<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>				

--	--

<b>School: Gerber School at Cunningham Children's Home</b>	<b>School Year: 2016-2017</b>
--	-------------------------------

**Student Focused Goal 4 -- PARTNERSHIP CLIMATE: Students will increase their understanding of and positive connections to the local community outside of Cunningham Children's Home.**

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

The majority of our students lack opportunities and access to positive and outward focused community experiences and are often isolated by their placement at Cunningham Children's Home.

<b>Describe the desired result(s) for THIS goal:</b>	<b>How will you measure the result(s) &amp; with what data?</b>
<ul style="list-style-type: none"> <li>• Students will increase empathy and understanding of others and their surroundings through participation in service learning projects throughout the community and education about the the organizations they are helping.</li> <li>• Students will be exposed to educational and cultural influences through a variety of field trips in the community to expose students to diversity and future possibilities.</li> <li>• Teachers and support staff will model, actively seek out, and participate in service learning and culturally diverse opportunities for the students.</li> <li>• Residential staff and family/guardians will be informed of the service learning and culturally diverse opportunities so they are able to expand on the students' involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing teacher list of service learning projects completed</li> <li>• Students will journal and/or participate in guided conversation in order to share their responses to their experiences.</li> </ul> <p>CCH newsletter items regarding projects and experiences</p>

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

<b>POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES (See last tab for 16-17 PD Plan)</b>	<b>NOTES</b>
teacher collaboration and research on organizations and options for service learning or field trips	

***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?
CCH newsletter and emails to residential				
parent/guardian communication				
TA communication				
<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>				



Date	PD Time Available	Plans	Goals Examined	Data Analyzed	Person(s) Responsible	Next Steps
8/16/2016	Opening Institute Day	intro to new SIP				
8/17/2016	Building Institute Day					
8/22/2016						
8/29/2016						
9/5/2016	<b>Labor Day - No School</b>					
9/12/2016	teacher meeting	Writing?				Team meeting discussions on writing
9/19/2016						
9/26/2016						
9/30/2016	Staff Development Day	TCI refresher				
10/3/2016						
10/10/2016						
10/12/2016	<b>Fall Holiday - No School</b>					
10/17/2016						
10/24/2016						
10/27/2016	<b>Parent Teacher Conferences 4pm-8pm SIP- service learning opportunities,</b>					
10/28/2016	<b>Parent Teacher Conferences 8:00am - 12:00pm</b>					
10/31/2016	Staff Development Day	TCI Refresher				
11/7/2016		Behavior Data Review				
11/14/2016						
11/21/2016						
11/23-25/16	<b>Thanksgiving Holiday - No School</b>					
11/28/2016						
12/5/2016						
12/12/2016						
12/16/2016	<b>Last Day of 1st Semester</b>					
12/19/2016	Institute Day	Writing Data Review				
12/20/2016 - 1/2/2017	<b>Winter Break - No School</b>					
1/3/2017	School Resumes					
1/9/2017						
1/10/2017						
1/16/2017	<b>MLK's Birthday - No School</b>					
1/17/2017	Staff Development Day					
1/23/2017						
1/30/2017						
2/6/2017						
2/13/2017						
2/17/2017	Winter Institute Day					
2/20/2017	<b>President's Day - No School</b>					
2/27/2017						
3/6/2017						
3/13/2017						
3/16/2017	<b>Parent Teacher Conferences 4:00pm - 8:00pm</b>					
3/17/2017	<b>Parent Teacher Conferences 8:00am - 12:00pm</b>					

<b>3/20-24/2017</b>	<b>Spring Break - No School</b>					
3/27/2017		<b>Behavior Data Review</b>				
4/3/2017						
4/10/2017						
<b>4/13/2017</b>	<b>Staff Development Day</b>					
<b>4/14/2017</b>	<b>Spring Holiday - No School</b>					
4/17/2017						
4/24/2017						
5/1/2017						
5/8/2017		<b>Writing</b>				
<b>5/12/2017</b>	<b>Half-Day Inservice</b>	<b>Plan for 2017-2018; Review SIP Goals for 2016-2017</b>				
5/15/2017						
5/22/2017						
<b>5/25/2017</b>	<b>Last Day of School (if no snow days used)</b>					

Goal	Met/Not Met	Comments	Next Steps
<b>Student Focused Goal 1 -- ACADEMIC: Students will improve their writing skills across the curriculum.</b>			
<b>Student Focused Goal 2 -- ACADEMIC: Students will improve applied mathematics and problem solving skills.</b>			
<b>Student Focused Goal 3 -- BEHAVIORAL: Students will develop self-management skills that will help ensure academic progress and social/emotional growth.</b>			
<b>Student Focused Goal 4 -- PARTNERSHIP CLIMATE: Students will increase their understanding of and positive connections to the local community outside of Cunningham Children's Home.</b>			

Timestamp	Untitled Question
-----------	-------------------

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.