

CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN

School: Flossie Wiley Elementary

School Year: 2016-2017

Student Focused Goal 1 -- ACADEMIC:

Wiley students will read, comprehend and write, utilizing a variety of texts, independently, with grade level proficiency.

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

- All teachers have a literacy block in their schedule but it is implemented inconsistently
- Teaching time spent on writing tasks is inconsistent
- Teacher understanding and implementation of balanced literacy is inconsistent
- Teacher implementation of effective guided reading groups is inconsistent

Describe the desired result(s) for THIS goal:

- Teachers will implement daily an uninterrupted literacy block (90 minute blocks with 60 for guided reading) that meets the needs of grade-level core expectations with fidelity.
- Teachers will create a classroom schedule that includes 90 minutes of uninterrupted guided and shared reading instruction.
- Teachers will implement a 45 minute writer's workshop
- Teachers will use a Writers' Workshop framework for writing instruction.
- All teachers will use a common building-wide Writer's Workshop, Lucy Calkins, framework.
- Increase writing stamina for all students.
- Students will participate in analyzing their work and setting and reviewing writing goals (Student goal setting folders)

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

- Principal Walkthrough data
- Schedule will include literacy and writing block
- Teachers will collect writing exemplars to share with grade level teams
- Teachers will use the district-created kid-friendly writing rubrics to assess, analyze, and plan for writing instruction
- Teacher will bring student data to planning meetings
- Write lesson plans based on student data
- Class reading and writing stamina graph
- Running records

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

NOTES

- Teacher selected Daily 5 component at staff meeting
- Lucy Calkins Trainer for staff development
- Grade level teams will review writing with a rubric and discuss results
- Review BAS indicators to set reading goals for students
- Use data to plan guided reading groups
- Review Daily 5 components and implementation
- Building Literacy Materials walk through

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?
Create and use Staff Data Wall for BAS analysis		9/30/2016		
National Family Literacy Night		11/1/2016		
Battle of the Books		Nov-April		

Families will engage in daily reading activities in the home		PTA meetings		
Wiley community reading incentive				
Students will set personal reading goals				
Students will set personal writing goal				
Teachers will use the scholastic news subscriptions				
Create a building resources map				
<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: Flossie Wiley Elementary

School Year: 2016-2017

Student Focused Goal 2 -- ACADEMIC:

Wiley students will make sense of mathematical problems and applications, persevere in solving them, and use appropriate math tools strategically. (MP1 and MP5)

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

- MCOMP- 1st grade - 55% of the students are at benchmark; 2nd grade - 75% of the students are at benchmark 3rd grade - 44% of the students are at benchmark; 4th grade - 40% of the students are at benchmark; 5th grade - 44% of the students are at benchmark
 - PARCC - 3rd grade - 16% of the students are at or above; 4th grade - 11% of the students are at or above; 5th grade - 19% of the students are at or above
 - Number Talks - 4 out of 12 classrooms teacher consistently implement Number Talks; 4 additional classroom teachers have experimented but not fully implemented Number Talks
- Collect new data relating to teachers implementation of number talks

Describe the desired result(s) for THIS goal:

- Teachers will increase their familiarity with Eureka math
- Teachers will implement the Eureka Math modules with fidelity
- Students will increase their stamina by building their fluency on the Eureka Math Sprints.
- Number Talks will be used within the Eureka Math structure to support strategic thinking.

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

- Eureka Math Exit Slip
- Eureka Math Module Pre and Post Assessments
- Student interview/intentional Number Talks
- K and 1st grade District Math Benchmark
- MCOMP (fluently uses strategies) (Update Data)

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

NOTES

Professional Development & Partnerships Strand: Organize and schedule 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?
Identify the Eureka Math lesson that support number talks.				
Devote professional development time - strategies, vocabulary, manipulatives.				
Professional Development on Module format, components, vocabulary, time management				
Professional Development around Eureka Math Tools (manipulatives and strategies)				
Analyze Eureka Math for lessons that lend themselves to Number Talks				
Identify and visit model classrooms				
Make sure Ms. Gwin has copy Eureka math introduction letter for parents to share at registration.				
Grade Level meeting time devoted to looking ahead for printshop needs				
Math Night				
PTA Principal Reports related to Eureka Math				
Eureka Math Intro during Open House				
PT Conference Eureka Game, Info, Q&A				
<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>				

School: Flossie Wiley Elementary		School Year: 2016-2017		
Student Focused Goal 3 -- BEHAVIORAL: Wiley students will actively engage in building positive relationships with one another, with teachers, with families, and with their communities.				
Describe the current status or level of development. What data do you have to demonstrate this?				
<ul style="list-style-type: none"> •In 14-15, the school experienced an increase of office referrals, both from previous years and through the course of the 2014-15 school year. (14-15- Physical Aggression 47.9 Defiance 28.4% of office referrals, Inappropriate language 12.2%) •In 15-16, ODR Referral Data for the 2015-2016 (Minor - Defiance 25% of the 445 referrals; Minor - Physical Aggression 10% of the 445 referrals; Major - Physical Aggression 2 of the 445 referrals) •In 15-16, Out of School Student suspension - 13 students were suspended out of school for a total of 39 days (5% of the student population); 9 students with 2 days or more (4 of the student population) •In 15-16, In-School Suspension - 29 students received an In School Suspension (12% of the student population) •In 15-16, Out of school and in school suspensions are in line with the criteria for the multi-tiered system of support with Tier II at 12% and Tier III at 4%. •In 15-16, Documentation of student behavior has become more consistent due to streamlining systems (i.e. teacher partner forms, use of office referral forms, grade level collaboration) 				
Describe the desired result(s) for THIS goal:		How will you measure the result(s) & with what data?		
<ul style="list-style-type: none"> •Improved behavioral data collection (ODRs, suspensions, students who earn monthly celebrations, and teacher partner forms). Teachers will use partner forms to look at data and behavior interventions at the classroom level •Decrease the number of incidents for physical aggression through the school year •All staff consistently utilize the classroom vs. office managed behavior T chart •Students will learn and use self-regulation and coping skills •Continue to increase the amount of specific, positive, feedback given to students to encourage a growth mindset •All staff will utilize de-escalation strategies and language across all school settings. •Families will understand the purpose of the school-wide matrix and Wiley expectations (Be Respectful, Be Responsible, Be Safe) and incorporate the 3B's at home. •Families will receive information about the 3B and families will be invited to participant in the intervention work •Increase time in class for all students 		<ul style="list-style-type: none"> •ODRs including the function of the behavior •Teacher Partner tracking form - Kelly Halcom (Social Worker) •Suspension data (out of school suspension, in school suspension) • Tracking of appaws tickets awarded (ie: coyote cart or dance party incentives, bulletin board display for color run, etc.) •Celebrations - # of students earning the celebration (tiered data?) •Teacher and Student Survey Data •Lunch and after school Detention Data •CICO data •SAIG data •Collect, monitor and analyze time out of class data •Principal walkthrough data 		
POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES (See last tab for 16-17 PD Plan)		NOTES		
Evaluate second step curriculum and align lessons to student behavioral offenses. Look at curriculum to see if it addresses needed booster lessons.		Look into getting a TV to display celebrations in the foyer (digital display)		
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?

PBIS information to parents - Parent student compact, PBIS definition, Big 3 expectations					
Create a re-entry conference form w/ student identified behavior goals connected to specific social skills					
PBIS bootcamp First Quarter & Third Quarter					
Coyote College - Monthly					
Coyote Cart - Every Two Weeks					
Daily Announcements - USD Character Traits					
SAIG quarterly communication via staff meeting					
PBIS newsletter					
Individualized Classroom management sessions where grade levels review and collaborate to make sure that celebrations and discussions are tied into the school-wide expectations (i.e. behavior management plan, grade level discussions, morning meetings with students, dojo)					
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	Shared Resources Walk Through, PARA, Overview of Staff Handbook, Preview School Improvement Plan, Intro to Materials for math				
8/22/2016						
8/29/2016						
9/5/2016	Labor Day - No School					
9/12/2016						
9/19/2016						
9/21/2016		Data Day				
9/26/2016						
9/30/2016	Staff Development Day	DATA WALL				
10/3/2016						
10/10/2016						
10/12/2016	Fall Holiday - No School					
10/17/2016						
10/24/2016						
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	Lucy Calkins Tainer				
11/1/2016		Family Literacy Night				
11/7/2016						
11/14/2016						
11/21/2016						
11/23-25/16	Thanksgiving Holiday - No School					
11/28/2016						
12/5/2016						
12/12/2016						
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						
1/10/2017						
1/16/2017	MLK's Birthday - No School					
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	President's Day - No School					
2/27/2017						
3/6/2017						

3/13/2017						
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						
4/3/2017						
4/10/2017						
4/13/2017	Staff Development Day					
4/14/2017	Spring Holiday - No School					
4/17/2017						
4/24/2017						
5/1/2017						
5/8/2017						
5/12/2017	Half-Day Inservice	Plan for 2017-2018; Review SIP Goals for 2016-2017				
5/15/2017						
5/22/2017						
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
Student Focused Goal 1 -- ACADEMIC: 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..			
Student Focused Goal 2 -- ACADEMIC: Wiley students will make sense of mathematical problems and applications, persevere in solving them, and use appropriate math tools strategically. (MP1 and MP5)			
Student Focused Goal 3 -- BEHAVIORAL: Wiley students will actively engage in building positive relationships with one another, with teachers, with families, and with their communities.			
Student Focused Goal 4 -- PARTNERSHIP CLIMATE: Students will acquire the knowledge and skills to support and maintain a healthy lifestyle, which includes nutrition and appropriate physical activity.			