

**Yankee Ridge Elementary School**  
**School Continuous Improvement Plan**  
*Last Updated November 2014*

<b>CL15) All teachers will communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies.</b>	
<b>Current level of development or implementation:</b>	Parents seem generally comfortable initiating interactions with teachers regarding their concerns. Parents continue to express displeasure about the current progress reports and their difficulty understanding the information provided about their child thru those reports. The PAC group agreed that different parents have different needs re: communications. Teachers have expressed concerns about the difficulties that they sometimes have reaching parents (which complicates home-school communications).
<b>How it will look when fully met:</b>	All teachers will publish & update class websites, (continue to) send home weekly newsletters, and send home personal notes as needed. At the end of the first quarter, a survey regarding the positive relationship of communication will be sent home for parents to complete. Accompanying all progress reports will be a school-wide parent friendly "cheat sheet" to promote better understanding of the progress report. Throughout the school year, teachers will attend a PTA meeting in order to share ideas with parents regarding how to better support the education of their children.
<b>Task</b>	<ol style="list-style-type: none"> <li>1. Staff will put deliberate efforts into establishing positive rapport with parents in order to promote open and active communication regarding the competencies listed in CL15: 1) The building principal (or a designee) will provide building tours to new families that request them. 2) Classroom/teacher "previews" will be arranged for children/families with special circumstances. 3) All certified staff will be expected to attend Back to School Family Night in August. 4) Teachers will plan activities for Invite a Friend to Lunch Days, inviting "friends"/parents/family members into the classrooms before joining their student. 5) Support staff will greet family members and other visitors as they arrive for Invite a Friend to Lunch Days, Walk 'N Roll to School Day, National African American Parent Involvement Day (NAAPID), and assemblies. 6) The building's Family Academic Support &amp; Engagement (FASE) representative will greet families during fall Parent/Teacher Conferences in order to introduce herself and her roles &amp; responsibilities to Yankee Ridge families. <i>Assigned to Mary Beth Norris</i></li> <li>2. A parent-friendly "information sheet" will be developed (or adapted from existing documents) and sent home with each progress report in order to provide a better explanation of the progress report. The sheets will include information about how teachers assess students' progress and how the progress is noted on the standards-based progress report. Teachers will share similar information during presentations at PTA meetings. Staff will also explore the idea of using group conferences to explain the standards-based progress</li> </ol>

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	report to parents. <i>Assigned to Mary Beth Norris</i>
	3. Staff will provide opportunities for parents to learn how to better support their children's learning by utilizing: 1) Weekly newsletters, class websites, Dojo, and personal notes to share both class & individualized information with parents; 2) Grade level presentations at monthly PTA meetings about content, curriculum, assessment, and progress reports; 3) Support staff presentations at PTA meetings & articles included in the Thoughts newsletter to share instructional/learning strategies; 4) Reading Night & Math Night activities will be developed with the intent that participating parents will gain a better understanding of their child's educational experiences in addition to learning skills for supporting their child's learning at home; and 5) a survey will be sent home to families after 3rd quarter to gain parents' perceptions of the usefulness of home-school communication efforts. <i>Assigned to Mary Beth Norris</i>

<b>ID10) The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.</b> <i>Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.</i>	
<b>Current level of development or implementation:</b>	Various "teams" look at their particular areas of data- which determines action plans to address areas of need.
<b>How it will look when fully met:</b>	The School Improvement Subcommittees will review data & identify strengths and weaknesses in order to guide the individual action plans that will guide changes in instruction (based on data).
<b>Task</b>	1. The building's Reading Subcommittee will review grade & building level DIBELS, Fountas & Pinnell, and Discovery Education Assessments (DEA) data following each benchmark assessment period. The subcommittee will present findings at a Business Faculty Meeting and suggest building-wide actions to strengthen identified skill areas. (For example, ideas for improving reading fluency.) The subcommittee will be responsible for the "follow through" of the building-wide actions. <i>Assigned to Mary Beth Norris</i>
	2. The building's Math Subcommittee will review grade & building level M-CAP, M-Comp, and Discovery Education Assessments (DEA) data following each benchmark assessment period. The subcommittee will

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	<p>present findings at a Business Faculty Meeting and suggest building-wide actions to strengthen identified skill areas. (For example, posting "Math Words of the Week" outside classrooms.) The subcommittee will be responsible for the "follow through" of the building-wide actions. <i>Assigned to Mary Beth Norris</i></p>
	<p>3. The building's PBIS/SEL (Positive Behavior Interventions &amp; Supports/Social Emotional Learning) Subcommittee- AKA the building's PBIS Universal Team- will review the SWIS "Big 6" discipline data monthly, as well as review progress made towards reaching building-wide behavioral incentive goals (i.e. the number of RRS tickets given out to students). The subcommittee will present Big 6 data monthly at Business Faculty Meetings and guide discussions regarding building-wide actions to strengthen identified areas. The subcommittee will also review and analyze Walkthrough data for those items related to PBIS/SEL implementation in the classrooms- and share the specific information with staff during PBIS/SEL presentations. The subcommittee will be responsible for the "follow through" on the building-wide actions. (Note: The building's PBIS Tier 2/3 Team will review Check In Check Out (CICO) data and response rates for Social Academic Instructional Groups (SAIG) on a monthly basis and develop individualized plans, as needed.) <i>Assigned to Mary Beth Norris</i></p>
	<p>4. The building's Science Subcommittee will survey teachers to determine building needs re: materials &amp; resources needed to improve instructional practice related to the new Science standards. The subcommittee will research appropriate materials and present findings at a Business Faculty Meeting. The subcommittee will then be responsible for the "follow through" on the decisions made regarding purchases (i.e. filling out requisitions), in addition to facilitating discussions re: instructional practice in Science. <i>Assigned to Mary Beth Norris</i></p>
	<p>5. The building's Technology Subcommittee will utilize teacher/staff surveys to determine building needs re: training/professional development- and plan and facilitate training- in order for staff to integrate available technology (Promethean Boards, Chromebooks, iPads, etc.) into instructional practice. The subcommittee will review specific items from Walkthrough data to help determine the extent technology is used during instruction (throughout the building). The subcommittee will also plan and facilitate trainings needed for staff to meet building expectations such as keeping class websites updated and addressing technology standards (ex. basic keyboarding skills). The subcommittee will utilize time at Business Faculty Meetings to facilitate discussions and training in the identified areas. <i>Assigned to Mary Beth Norris</i></p>

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<b>IF05) Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management.</b>	
<b>Current level of development or implementation:</b>	Building staff have opportunities for self-assessment and reflection through both building and district staff development activities.
<b>How it will look when fully met:</b>	Staff will utilize opportunities for self-assessment/reflection through building/district activities in order to positively impact student learning.
<b>Tasks</b>	1. Certified staff members will assess their current level of instructional practice, including classroom management and professional behaviors, and complete the Danielson Self-Assessment Tool. PD Cadre members will introduce the tool and provide assistance to staff members for completing it, if needed. Teachers will reassess & complete the Self-Assessment Tool quarterly. <i>Assigned to Mary Beth Norris</i>
	2. Teachers will be surveyed about their understanding of particular topics/content related to Balanced Literacy, Bloom's Taxonomy, and higher order thinking skills. Survey results will be compiled to help determine staff development needs. Professional development activities will be planned and facilitated based on staff members' needs. <i>Assigned to Mary Beth Norris</i>
	3. Quick formative assessments, such as "Exit slips", will be utilized to help gauge staff's understanding of content presented during professional development activities. <i>Assigned to Mary Beth Norris</i>

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<b>IID08) Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies.</b>	
<b>Current level of development or implementation:</b>	Both grade level teams and school improvement subcommittees look at specific areas. (ex. Math team reviews math data, etc.) Additional time and attention is needed in this area.
<b>How it will look when fully met:</b>	
<b>Tasks</b>	1. At the beginning of the school year, expectations for grade level/unit meetings will be clarified (by the building administrator) and a "refresher" session will be provided to all certified staff regarding logging in and accessing benchmark data. It will be determined/clarified which support staff members and fine arts teachers will participate in which grade level/unit meetings in order to support instructional needs by expanding skills & strategies and/or through arts infusion activities. <i>Assigned to Mary Beth Norris</i>
	2. Staff members participating in grade level/unit meetings will be expected to examine data prior to the meeting. On an ongoing basis, instructional team members will share their observations about data and compare the data to Student Growth Objectives (SGOs) in order to assess student learning, identify needs, and develop suggestions for improvement. Focus topics for discussion should be determined by the data reviewed. A recorder for the team will take notes in order to keep an ongoing log of the data analysis and the interventions and strategies selected by the team for implementation. <i>Assigned to Mary Beth Norris</i>