

Continuous School Improvement Plan

"All students college and career ready."

School Name: Sprucewood Elementary	School Year: 2016-17
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Use school CSIP Self Assessment and Improvement Summary to complete this plan. See CSIP Guide for clarification. Attach completed plan to improvement summary.

LITERACY				
Problem Statement 26% of students in grades 2-5 are not meeting benchmark based on the ELA CBM. 3 of 6 grades had 95% of students that met benchmark in the fall maintain benchmark on the winter CBM. Three grades had 89%, 93% and 92% of student maintain benchmark from Fall to Spring. We believe we need to improve our explicit instruction in addition to targeted, differentiated small group instruction for Quadrants 1 and 2 with a need to provide specific feedback.				
Performance Goal(s) By May of 2017, Sprucewood will have 80% of all students achieving benchmark on the spring CBM and at least 95% of students who make benchmark will maintain benchmark from fall to spring.				
	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and/or structures will be implemented to ensure core instruction meets the	Teachers will use explicit instruction when providing core instruction to all students following the gradual release model	Teachers will participate in self-selected PD strands to develop their skills in targeted areas for school, team and individual goals.	Four different strands of whole school professional development will be provided for teachers to select from based on	Students will show improvement on CBM measures for winter and spring.

<p>diverse needs of students?</p>	<p>of I do, we do, you all do, you do. Teachers will scaffold instruction by using the explicit vocabulary model and graphic organizers.</p> <p>Targeted, skill-based, instruction for all learners based on data. Focus on maintaining in Quad 1 and 2 as well as growth in Quads 3 & 4.</p> <p>Feedback provided to students by the teacher will have a positive to corrective ratio of at least 3:1 and will be more specific than general.</p>	<p>Teachers will look at their feedback from Ipop to determine which skills need to be practiced, learned and implemented in each classroom.</p> <p>Teachers will maintain fidelity to the Reading Street program, including skill-based instruction, master schedule and pacing.</p> <p>Teachers will engage in purposeful planning using data and backwards design.</p>	<p>individual, team and school goals.</p> <p>Reading intervention groups for students needing more intensive instruction and supports which will require 4 reading assistants.</p> <p>Teachers will use coaching cycles, video observations, informal walkthroughs, peer observations in our school and at other schools to improve instruction.</p>	<p>CBM/ DIBELS progress monitoring data, CFAs, SAGE and SRI data will be reviewed and analyzed during IPLC meetings.</p> <p>Teams will set Interim goals for CFAs and CBM, SRI tests and review progress monthly in IPLCs.</p> <p>Formal and informal IPOP and COFF observations/walk throughs</p>
<p>What will be implemented to promote continued growth for proficient students?</p>	<p>Teachers will have practice stations and enrichment activities available for students to extend their understanding. Technology will be included to provide practice station and enrichment activities. Teachers will embed DOK Level 3 and/or 4 questions and tasks in daily lessons.</p>			<p>Lexia reports</p>

<p>What will be implemented to accelerate learning of students who are not proficient?</p>	<p>Teachers will use small group instruction to target specific gaps in learning and practice stations to help target specific skills.</p> <p>Students needing additional supports and more intensive interventions will be offered supplemental instruction by reading intervention assistants to close achievement gaps.</p> <p>Reading programs such as Lexia will be implemented.</p>			
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BUDGET

Expenditure	Cost	Source
<p>Assistants for reading Intervention groups Ipad Minis Books for Professional Development</p>	<p>\$30,000 approximately \$1,300 \$1000</p>	<p>School Land Trust funds School Land Trust funds Textbook or Cell Tower Money</p>

STEM

Problem Statement

21.25% of students in grades 2-5 are not meeting benchmark based on the winter M-Comp. 5 of 6 grades had at least 90% of students that made benchmark in the fall maintain benchmark in the winter. One grade level had less than 90% of students that met benchmark in the fall maintain benchmark on the winter M-Comp. We believe we need to improve our explicit instruction in addition to targeted, differentiated small group instruction to help at least 90% of students who made benchmark in the Fall maintain benchmark in the Spring.

Performance Goal(s)

By May of 2017, 80% of Sprucewood students will meet benchmark on the spring Math Measures for grades K-5. At least 90% of students who make benchmark will maintain benchmark from fall to spring.

	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	Teachers will use explicit instruction when providing core instruction to all students following the gradual release model of I do, we do, you all do, you do.	Teachers will implement EnVision2.0 with fidelity to program and scope and sequence of curriculum map incorporating both the math content standards and math practice standards.	On-going whole school and grade level professional development differentiated for teachers and aligned to district and school goals. Teachers will use coaching cycles, video observations, informal walkthroughs, and/or peer observations to monitor and improve their implementation based on their individual, team and school goals.	Students will show improvement on M-Comp measures for Winter and Spring, topic tests, Reflex Math data and CFA's. Data will be reviewed and analyzed during IPLC meetings.
What will be implemented to promote continued growth for proficient students?	Teachers will have practice stations and enrichment activities available for students to extend their understanding. Teachers will embed DOK Level 3.	Teachers will build their skills for implementing Tier 2 Math groups using the Instructional Priorities, Math Intervention time and materials from Envision2.0.		

	weekly lessons. Teachers will use computer apps as appropriate to provide additional challenges for proficient students. (i.e. coding apps)			
What will be implemented to accelerate learning of students who are not proficient?	<p>Teachers will use small group instruction, flexible grouping and re-grouping based on current data to target specific gaps in learning and practice stations to help target specific skills.</p> <p>Teachers will use computer apps to provide remediation for skill gaps. (i.e.- Reflex Math)</p>			
BUDGET				
Expenditure	Cost		Source	
Reflex Math Coding Apps Manipulatives for EnVision 2.0 Other Evidenced Based resources as needed			Paid by district	

PBIS				
Problem Statement Based on formal and informal IPOP and COFF observations, the ratio of positives to correctives has been decreasing within classrooms. We would like to continue the trend for fewer Major Office Discipline Referrals. 63% of our teachers are meeting the 3:1 ratio for positive to corrective feedback. We would like to see 90% of our teachers meeting a 3:1 ratio of positives to correctives.				
Performance Goal(s) By May 2017, teachers will increase their use of positives school-wide by giving out an average of 20 Golden Falcon tickets per month. 90% of teachers will have a positive to corrective ratio of 3:1 based on formal and informal IPOP and/or COFF observations.				
	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented for school wide PBIS?	Explicit teaching of rules and expectations 2 x per Year. Rules posted with matrix descriptions in each area of school. Positive reinforcements: Golden Falcon tickets for incentives.	Teachers will continue to... Review and implement positive procedures from "Tough Kid" book. Explicitly teach school and class rules and expectations at least two times a year and have rules prominently displayed.	Whole school professional development on the use of positives, incentives and other techniques to reduce problem behaviors. Investigate Intervention Central. Examination and tracking	Data from Golden Falcon Tickets ODR data Tier Fidelity Instrument Level 1 IPOP /COFF data for positive to corrective feedback ratios.

	<p>Cafeteria race car rewards</p> <p>Social skills positive reinforcement tied to yearly theme.</p> <p>School wide barometer for measuring Golden Falcon rewards and giving whole school incentives.</p> <p>Videos on the Falcon Report.</p> <p>Grade level incentives, rewards and contracts</p> <p>Playworks</p>	<p>Review Sprucewood PBIS handbook.</p> <p>Increase use of Golden Falcon Tickets to minimum of 20 per month.</p> <p>Understand how to increase ratio of positives to correctives to at least 3 to 1.</p> <p>Understand when to or not to write an Office Discipline Referral (majors/minors).</p>	<p>of data from Data Dashboard and Golden Falcon charting.</p> <p>Teachers will use coaching cycles, video observations, informal walkthroughs, peer observations and IPOP and COFF observation tools to look at positive to corrective ratio.</p>	
<p>How will classroom PBIS be aligned to school wide PBIS?</p>	<p>Explicit teaching of rules and expectations 2 x per Year.</p> <p>What if you do, What if you don't posters.</p> <p>Positive reinforcement systems for each classroom implemented.</p> <p>Teachers implement positive to corrective feedback ratio of at least 3 to 1.</p>			

How will the school support students who routinely fail to meet school and classroom expectations?	Reteaching of rules Contracts Reinforcement of good behavior Techniques from "Tough Kid" book Parent phone calls and conferences Restorative Consequences apology notes, cleaning, etc			
BUDGET				
Expenditure	Cost		Source	
Incentives for rewards Equipment for school crew Ipad Technology kept up-to-date	\$2,000 per year \$3,000 Varies		School Fundraiser Money School Fundraiser Money Computer, Equipment and Fundraiser monies as available.	