

Continuous School Improvement Plan

"All students college and career ready."

School Name: Sandy Elementary	School Year: 2016-2017
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LITERACY				
<p>Problem Statement</p> <p>Based on school-wide CBM data, 36% of our students are not meeting benchmark. SAGE Test scores show that 65% of our students are not meeting proficiency standards. This pattern is present in grade levels 1-5 and has an impact on all subgroups including our ELs, Low Income, and especially our Students with Special Needs. We believe the problem is a result of our instruction (core, supplemental, and intensive) especially with our subgroups, and focusing on reading fluency with all students when certain students would benefit more from a focus on comprehension. Strategies for improvement include focusing on reading fluency and comprehension, improving our IPLC structure, focusing on planning and teaching toward the standards, using explicit instruction including instructional feedback and scaffolding with differentiation for all learners, and also providing support through ongoing coaching and administrative feedback.</p>				
<p>Performance Goal(s)</p> <ul style="list-style-type: none"> • As educators at Sandy Elementary, we will ensure that by May of 2017, at least 75% of our students will be at or above grade level benchmarks in literacy as measured by CBM (Curriculum Based Measurement) for grades K-3 and the SRI (Scholastic Reading Inventory) for grades 4-5. 				
	<p>Student Scaffolded Supports</p> <p><i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i></p>	<p>Learning Goal(s)</p> <p><i>What skills do your teachers need to implement the scaffolded supports?</i></p>	<p>Actions</p> <p><i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i></p>	<p>Evaluation</p> <p><i>How will progress towards goals be measured?</i></p>
What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students?	<p>Teachers will utilize the CSD Academic Framework for Core Instruction focusing on explicit instruction strategies.</p> <p>Teachers will engage in a backwards design approach while planning during IPLC</p>	<p>Teachers will have structured time, professional development, and ongoing coaching to support them in planning lessons collaboratively using Reading Street, Language Central and the Canyons District Curriculum Map as resources</p>	<p>Throughout the 2016-2017 school year, Professional Development will include:</p> <ul style="list-style-type: none"> • Collaborative data analysis and effective instructional planning in IPLCs • Coaching from 	<p>Administrator observations and participation in IPLC and Professional Development meetings.</p>

	and team meetings with a focus of meeting the diverse needs of each student.	to teach core standards. (including engagement and differentiation strategies for students with disabilities, English learners, advanced learners, etc.)	Achievement coach and teammates	Administrator and colleague walk throughs.
What will be implemented to promote continued growth for proficient students?	At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze CBM/CFA data, identify students who are proficient, and create a plan of action to guide instruction specific to students’ needs.	Student engagement strategies will be incorporated into lessons plans (e.g., opportunities to respond, partnering, explicit instruction, hand signals, etc.)	<ul style="list-style-type: none"> • Administrator Observation and Feedback • Team driven Professional Development Training Sessions • Support for instructional technicians and interventionists 	CBM Data (discussed in IPLC and BLT meetings)
What will be implemented to accelerate learning of students who are not proficient?	At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze CBM/CFA data, identify students who are proficient, and create a plan of action to guide instruction specific to students’ needs.	with the goal of getting <u>every</u> student to demonstrate mastery of the objectives in every lesson, every day, including English learners and students with disabilities.		CFA Data (discussed in IPLC and BLT meetings)

BUDGET

Expenditure	Cost	Source
Interventionists for Tier II support and instruction	\$36,800	Land Trust Funds

STEM				
Problem Statement				
Based on school-wide MCOMP data, 40% of our students are not meeting benchmark. This pattern is present in grade levels 1-5 and has an impact on all subgroups including our ELs, Low Income, and our Students with Special Needs. We believe the problem is a result of our instruction (core, supplemental, and intensive) especially with our subgroups. Strategies for improvement include focusing on improving our IPLC structure, focusing on planning and teaching toward the standards, using explicit instruction including instructional feedback and scaffolding with differentiation for all learners, and also providing support through ongoing coaching and administrative feedback.				
Performance Goal(s)				
<ul style="list-style-type: none"> As educators at Sandy Elementary, we will ensure that by May of 2017, at least 75% of our students will be at or above grade level benchmarks in mathematics as measured by CBM for grades K-5. 				
	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 utilize the CSD Academic Framework for Core Instruction focusing on explicit instruction strategies. Teachers will engage in a backwards design approach while planning during IPLC and team meetings with a focus of meeting the diverse needs of each student.	Teachers will have structured time, professional development, and ongoing coaching to support them in planning lessons collaboratively using EnVision Math and the Canyons District Curriculum Map as resources to teach core standards. (including engagement and differentiation strategies for students with disabilities, English learners, advanced learners, etc.)	Throughout the 2016-2017 school year, Professional Development will include: <ul style="list-style-type: none"> Collaborative data analysis and effective instructional planning in IPLCs Coaching from Achievement coach and teammates Administrator Observation and Feedback Team driven Professional 	Administrator observations and participation in IPLC and Professional Development meetings. Administrator and colleague walk throughs. CBM Data (discussed in IPLC and BLT meetings)
What will be implemented to promote continued	At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze CBM/CFA	Student engagement		CFA Data (discussed

growth for proficient students?	data, identify students who are proficient, and create a plan of action to guide instruction specific to students' needs.	strategies will be incorporated into lessons plans (e.g., opportunities to respond, partnering, explicit instruction, hand signals, etc.) with the goal of getting <u>every</u> student to demonstrate mastery of the objectives in every lesson, every day, including English learners and students with disabilities.	Development Training Sessions <ul style="list-style-type: none"> Support for instructional technicians and interventionists 	in IPLC and BLT meetings) Formal and informal IPOPS completed by Administration and Achievement Coach.
What will be implemented to accelerate learning of students who are not proficient?	At least three times during the year, grade level teams will meet for a "Deep Data Dive" to analyze CBM/CFA data, identify students who are proficient, and create a plan of action to guide instruction specific to students' needs.			

BUDGET

Expenditure	Cost	Source
Professional Development and Resources	\$10,500.00	Title I Professional Development Budget

PBIS

Problem Statement

Classroom disruptions and playground incidents are an area of concern. Classroom disruptions occur mainly after lunch, and playground incidents occur mostly at lunch recess when classroom teachers are not present. We believe the problem during class is a result of students avoiding tasks or gaining attention from peers and/or adults. We believe the problem during lunch recess on the playground is a result of students avoiding or trying to gain peer attention, as well as staff lacking skills and understanding of playground expectations and enforcement of those expectations. A strategy for classroom behavior improvement is to increase positive to corrective feedback ratio by training teachers on using specific, positive feedback, and have students constantly engaged in core-aligned activities. A strategy for improving playground behavior would be revisiting expectations throughout the year and training all adults who are supervising on the playground during recess. That training will include keeping students engaged in structured games as well as positive reinforcement.

Performance Goal(s)

- **As educators at Sandy Elementary, we will ensure that by May of 2017, teachers will increase the number of Shark Prides distributed by at least 5% and decrease the number of Office Discipline Referrals by at least 5% as compared to May 2016.**

	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 schoolwide PBIS?	All Staff will implement the consistent use of rules poster and "if then charts." Teachers and staff will reteach/review clear expectations as needed, but especially after three day weekends and other holiday breaks.	The BLT and Safety Committee will refine our behavior matrix that outlines clear expectations, interventions and possible action steps for all students. We will continue to build a positive culture that reinforces learning and academics.	School-wide and classroom expectations will be explicitly taught to all students in all areas of the building at the beginning of the year and if necessary, after winter recess (if not, teachers will use school provided DVD to review expectations as a grade level).	Progress toward our goal will be measured using faculty/student surveys, Shark Pride distribution, and Office Discipline Referrals.
How will classroom	All classroom expectations	Our focus will be on positive	Our Professional Development	

<p>PBIS be aligned to schoolwide PBIS?</p>	<p>will be aligned with the school-wide “Big 3” expectations of Safe, Kind, and Responsible.</p> <p>School-wide procedures will be outlined and clarified through our behavior matrix.</p>	<p>recognition systems (Shark Prides and other classroom incentives) rather than on the punitive.</p> <p>We will focus on building relationships, implementing behavioral plans with fidelity and using data to inform decisions and next steps.</p>	<p>schedule will include PBIS refresher components at least 3 times throughout the 2016-17 school year.</p> <p>Administration and Achievement Coach will check for fidelity of implementation through informal and formal IPOP observations.</p>	
<p>How will the school support students who routinely fail to meet school and classroom expectations?</p>	<p>Behavior data will be collected by administration and discussed regularly with the BLT and staff.</p> <p>Tier II and III behavior students will be supported through the continued implementation of our behavior flowchart that outlines major/minor violations.</p> <p>Administration and staff will increase the intensity of our interventions as data necessitates.</p>			
<p>BUDGET</p>				
<p>Expenditure</p>	<p>Cost</p>	<p>Source</p>		
<p>N/A</p>	<p>No Cost associated with this</p>	<p>N/A</p>		