

Continuous School Improvement Plan

"All students college and career ready."

School Name: Sandy Elementary	School Year: 2018-2019
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LITERACY				
<p>Problem Statement</p> <p>Based on school-wide DWSBA data, 65% of our students are not meeting proficiency in focus and evidence/elaboration. 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. Strategies for improvement include teaching core standards to mastery, focusing on writing strategies, increasing student talk, data discussions during IPLCs, 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 2019, 75% of our Sandy Elementary students will demonstrate proficiency by scoring a 3 or a 4 on the Language Arts DWSBA (District Wide Standards Based Assessment) writing assessment. Progress will be measured by exit tickets and interim assessments designed by grade level teams. 				
	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 diverse needs of students?	<p>Teachers will utilize the CSD Academic Framework for Core Instruction focusing on explicit instruction strategies and standardize key components of Reading Street.</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 to teach core standards. (including engagement and</p>	<p>Throughout the 2018-2019 school year, Professional Development will include:</p> <ul style="list-style-type: none"> • Collaborative data analysis and effective instructional planning in IPLCs • Coaching from Achievement coach and teammates 	<p>Administrator observations and participation in IPLC and Professional Development meetings.</p> <p>Administrator and colleague</p>

	and team meetings with a focus of meeting the diverse needs of each student.	differentiation strategies for students with disabilities, English learners, advanced learners, etc.)	<ul style="list-style-type: none"> • Administrator Observation and Feedback • Team driven Professional Development Training Sessions • Support for instructional technicians and interventionists • Teachers will use online platforms (Realize, Dashboard, and Pearson 2.0) to instruct, assess, and review data 	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 DWSBA and ongoing assessment 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., structured classroom discussions, opportunities to respond, partnering, explicit instruction, hand signals, etc.)		Language Arts DWSBA Assessments (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 DWSBA and ongoing assessment 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.		Exit Tickets & Interim Assessments (discussed in IPLC and BLT meetings) Formal and informal IPOPS completed by Administration and Achievement Coach.

BUDGET

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

STEM

Problem Statement
 Based on school-wide DWSBA data, 45% 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 teaching to mastery, data discussions during IPLCs, attending to concrete representational abstract approach, 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)

- **As educators at Sandy Elementary we will ensure that by May of 2019, 75% of Sandy Elementary students will achieve benchmark on DWSBA (District Wide Standards Based Assessment) math measures. Progress will be measured by topic tests aligned to the scope and sequence.**

	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 and standardize key components of EnVision Math. 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 2018-2019 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 	Administrator observations and participation in IPLC and Professional Development meetings. Administrator and colleague walk throughs. DWSBA and Topic Test Data (discussed in IPLC and BLT)

<p>What will be implemented to promote continued growth for proficient students?</p>	<p>At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze topic test and DWSBA data, identify students who are proficient, and create a plan of action to guide instruction specific to students’ needs.</p>	<p>Student engagement strategies will be incorporated into lessons plans (e.g., structured classroom discussions, 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.</p>	<ul style="list-style-type: none"> • Team driven Professional Development Training Sessions • Support for instructional technicians and interventionists • Teachers will use online platforms (Realize, Dashboard, and Pearson 2.0) to instruct, assess, and review data 	<p>meetings) Formal and informal IPOPS completed by Administration and Achievement Coach.</p>
<p>What will be implemented to accelerate learning of students who are not proficient?</p>	<p>At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze topic test and DWSBA data, identify students who are proficient, and create a plan of action to guide instruction specific to students’ needs.</p>			
<p>BUDGET</p>				
<p>Expenditure</p>	<p>Cost</p>	<p>Source</p>		
<p>Professional Development and Resources</p>	<p>\$10,500.00</p>	<p>Title I Professional Development Budget</p>		

PBIS

Problem Statement

Based on school wide attendance and early warning systems data, 40% of our students did not meet our school attendance expectations, and currently, only 60% are on track. Although our overall attendance increased during the 2017-2018 school year, our tardies have greatly impacted our early warning systems data. Tardies accumulate and directly impact student learning as they miss classroom instruction.

Performance Goal(s)

- **As stakeholders of Sandy Elementary, we will ensure that by May of 2018, our students will be in attendance at least 90% of the school year and decrease the number of tardies by 10% school-wide. This will be measured on a daily basis and data announcements will be made each Friday with the current percentages.**