

Canyons School District
Comprehensive School Improvement Plan (CSIP)

Elementary Level (2/12 through 1/13)

Sandy Elementary School

School Name

- Timeline:**
1. Building Leadership Team (BLT) has identified goals/priorities.
 2. Draft of CSIP goals due to principal's supervisor for input by **12/15/11**.
 3. Refined/completed plan due to principal's supervisor by **1/27/12**.

- Excel Tips:** This document has been created using Excel. As a result, there are limitations to data entry.
1. Rows may be resized to provide additional space for typing when needed.
 2. Line breaks may be added to cell entries by typing Control+Alt+Return (Mac) or Alt+Return (PC).
 3. This worksheet has been "protected," prohibiting entry in non-editable cells. Hitting the Tab key on your keyboard will move your cursor to the next editable cell.

Review of Student Achievement (Needs Assessment)

Step 1a

Review is based on the following:

- CBM (Aimsweb) for Language Arts & Math
- CRTs (including NCLB subgroups) for Language Arts, Math, Science
- U-PASS
- DWA (grade 5) for writing
- IOWA (grades 3, 5)
- SRI
- Attendance
- Mobility
- Stability
- Office Disciplinary Referrals (ODRs)
- Other Shark Prides (Positive Behavior tokens)

(See attached)

Parent/Community Identified Priorities and Needs

- Step 2a** The SCC is concerned about the low scores in reading. They also would like to see vocabulary strengthened because it crosses all disciplines of learning.

BLT Goals

Step 2b

- 1 Using data to group kids more efficiently within each grade level.
Using our resources (aides, volunteers) to meet kids needs.

- 2 Small group within class. Grouping within grade level and across grade levels. Engagement activities.
Challenging the high. Differentiating for all.

3 Define and systematize the school behavior expectations. Collect data.

Translation of BLT Goals into Actionable Observable Measurable Goals

(Develop 3 in the following areas)

Step 2c

Goals

Measured by

Reading: All grade levels will increase AIMS fluency by May 20 12 to reach 80% on benchmark.

Actions Required to Meet Goal:

- Step 1: Gather and analyze data. A) Make students a part of the analyzing process. (suggestions: show the graph, have the students graph their weekly results.) B) Progress Monitor on at least a monthly basis (biweekly or weekly if possible). C) Participate in daily fluency practice (such as 6 Minute Solution or PALS for K-1)
- Step 2: Provide development on said programs. A) Achievement Coach to coordinate professional development
- Step 3: Make parents aware of fluency goal via parent notice/newsletters, literacy night, parent conferences, etc.
- Step 4: Review May CBM data to determine if goal is reached.
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Math: First - Sixth Grade classes will increase their AIMS MCOMP assessment to 80% by May 2012; Kindergarten will increase their Quantity Discrimination assessment to 80% by May 2012.

Actions Required to Meet Goal:

- Step 1: Do Pre and Post Testing
- Step 2: Reteach as needed following post tests
- Step 3: Explicitly teach vocabulary using evidenced based practices.
- Step 4: Review May data to determine if goal is reached.
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Science:

Actions Required to Meet Goal:

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Writing:

Actions Required to Meet Goal:

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Behavior: Increase the number of Shark Prides by 10% distributed each week for positive behavior.

Actions Required to Meet Goal:

- Step 1: Establish a baseline.
- Step 2: Increase teacher participating by educating them on the benefits of recognizing positive behavior in students. A) School psychologist and administration to coordinate professional development
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Supports for Staff

Step 3a

Professional Development: Based upon evidence, high quality professional development is the single most effective staff support that a school system can provide to improve student achievement. For this plan, professional development includes school professional development days.

Include in the timeline below describe **all PD that is planned or has been provided, by whom it was provided, who participated, how ongoing support will be provided to embed and sustain it, and any noted impact on student learning.**

PD	Provided By	For Whom?	Ongoing Support and Noted Impact on Student Learning
January 2012			
PBIS	CSD	All Sandy Staff	Review as needed
RTI Review during PLC Time	Achievement Coach	Classroom Teachers	Review as needed in PLC's
Smart Board Training	CSD Ed Tech	Teachers with Smart Boards	Review as needed
iLife for Mac	CSD Ed Tech	Classroom Teachers	Review as needed
Inspiration	CSD Ed Tech	Classroom Teachers	Review as needed
Mentor Monthly Meeting	Achievement Coach	Provisional Teachers	On-going
First-Grade PALS	Nancy Thorne	First Grade Teachers	As needed

Student Response Systems (Clickers)	CSD Ed Tech	Classroom Teachers	Review as needed
February 2012			
New Phone System	CSD Ed Tech	Sandy Staff	Review as needed
DWA	CSD Ed Tech	Classroom Teachers	Review as needed
iWork for Mac	CSD Ed Tech	Individual Teachers	Review as needed
Web 2.0	CSD Ed Tech	Individual Teachers	Review as needed
Wordle	CSD Ed Tech	Individual Teachers	Review as needed
UTIPS	CSD Ed Tech	Individual Teachers	Review as needed
YPP Review	Achievement Coach	Sandy Staff	Review as needed
Skills-based Small Group Instruction	Nancy Thorne	3rd Grade Teachers	Review as needed
Fluency	Nancy Thorne	4th Grade Teachers	Review as needed
Mentor Monthly Meeting	Achievement Coach	Provisional Teachers	On-going
March 2012			
CBT's Proctor Training	CSD Ed Tech	Classroom Teachers	Yearly
Creative Commons	CSD Ed Tech	Individual Teachers	Review as needed
Google Docs	CSD Ed Tech	Individual Teachers	Review as needed
GPS	CSD Ed Tech	Individual Teachers	Review as needed
Social Bookmarking	CSD Ed Tech	Individual Teachers	Review as needed
Mentor Monthly Meeting	Achievement Coach	Provisional Teachers	On-going
April 2012			
PBIS Review	School Administration	School Staff	Review as needed
CBT's Proctor Training	CSD Ed Tech	Classroom Teachers	Yearly
Proscope	CSD Ed Tech	Individual Teachers	Review as needed
Voice Thread	CSD Ed Tech	Individual Teachers	Review as needed
Reading Street Professional Development	Achievement Coach and EBL Department	Classroom Teachers	On-going
Mentor Monthly Meeting	Achievement Coach	Provisional Teachers	On-going
May 2012			
CBT Proctoring	CSD Ed Tech	Classroom Teachers	Review as needed
End-of-Year CD's	CSD Ed Tech	Individual Teachers	As needed
Reading Street Professional Development	Achievement Coach and EBL Department	Classroom Teachers	On-going
Mentor Monthly Meeting	Achievement Coach	Provisional Teachers	On-going
June 2012			
Common Core Preparation	Achievement Coach	Classroom Teachers	On-going
July 2012			
August 2012			
Common Core Preparation	Achievement Coach	Classroom Teachers	On-going
Engagement/Feedback	Achievement Coach	Classroom Teachers	On-going
Word Work	Achievement Coach	Classroom Teachers	On-going

Kindergarten PD from District First Grade PD from District Skills-based Intervention Mentor Monthly Meeting	District Personnel District Personnel Achievement Coach Achievement Coach	Kindergarten Teachers First Grade Teachers Classroom Teachers Provisional Teachers	On-going On-going On-going On-going
September 2012 Document Cameras Envision Math Footprints Mac Basics Microsoft Office Suite Outlook Email Projectors Skyward School Messenger Shared Calendar Online Scheduler Mentor Monthly Meeting WIDA Overview RTI Review	CSD Ed Tech CSD Ed Tech and Achievement Coach CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech Achievement Coach Achievement Coach Achievement Coach	Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers School Staff School Staff School Staff Provisional Teachers Classroom Teachers School Staff	Yearly Yearly Yearly Yearly Yearly Yearly Yearly Yearly Yearly Yearly Yearly Yearly On-going On-going On-going
October 2012 Data Dashboard Grant Writing Podcasting SMARTboards Utah Write Accounts for Teachers Utah Write Accounts for Students Mentor Monthly Meeting	CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech Achievement Coach	School Staff Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Provisional Teachers	Yearly Yearly Yearly Yearly Yearly Yearly On-going
November 2012 Blogger Class Blog or Web Page Garage Band Keyboarding/KBK Kidspiration Weebly Resources for SMARTboard Mentor Monthly Meeting	CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech Achievement Coach	Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Provisional Teachers	Yearly Yearly Yearly Yearly Yearly Yearly Yearly On-going
December 2012 Comic Life Digital Cameras Digital Storytelling Gingerbread Glyphs Kidpix Mentor Monthly Meeting	CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech CSD Ed Tech Achievement Coach	Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers Provisional Teachers	Yearly Yearly Yearly Yearly Yearly On-going
Further PD to Add to Next Plan			

WIDA			
PBIS			
RTI			
Envision			
Reading Street			

Step 3b

Coaching* In the space provided below describe *all coaching that is planned or has been provided, by whom it was/will be provided, and how you will measure it.*

Achievement Coach: Will continue to work with teachers and teams to support RTI and PBIS in the school. Part of school's leadership team.

PBIS Coach: Will continue to work with teachers and administration to support PBIS in the school. Will work with administration when assessing PBIS data.

Ed Tech: Will work with teachers and administration in implementing technology into the classroom

ALS Assistant: Will work with teachers in administering, scheduling, and assessing REACH materials and other ESL activities and needs.

EBL External Coach: Will attend monthly school BLT meetings to offer guidance and suggestions for more productive meetings.

Title 1 Literacy Coach: Nancy Thorne, from the office of Student Access and Advocacy, will work with teachers in implementing evidence-based programs and CBM assessments.

School Interventionist: Will work with classroom teachers and para-professionals in implementing appropriate interventions for tier 2 and tier 3 students.

Peers: Will work with each other in developing and assessing effective teaching practices.

***Examples of coaching include that by Achievement Coaches, peers, EBL External Coach (for BLT support), ALS Department, Ed Tech Specialists, etc.**

Step 3c

Curriculum and Instruction: In the space provided below describe **curriculum for reading, math (and writing, science, or behavior/PBIS, if relevant) in terms of materials for your CORE program and whether the school plans continue its use, discontinue it, replace it, or refine it. Also include what you are using for supplemental and intensive interventions in these areas and indicate any supports that require Land Trust funds to implement and maintain them.**

Content Area/ Curriculum Used	Continue Use	Discontinue Use	Replace or Refine (Describe)	Requires LAND Trust \$\$
Reading Supplemental: (Tier 2) Intensive:	Reading Street PALS REACH Star Open Court Intervention Guide Rewards Sidewalks PALS REACH	Houghton Mifflin		

(Tier 3) LAND Trust Supports:	Reading Mastery Corrective Reading PALS REACH Para-Professionals			
<u>Math</u> Supplemental: (Tier 2) Intensive: (Tier 3) LAND Trust Supports:	Envision Built Into Envision FOCUS Math			
<u>Writing</u> Supplemental: (Tier 2) Intensive: (Tier 3) LAND Trust Supports:	Reading Street Reading Street PALS Step Up to Writing			
<u>Science</u> Supplemental: (Tier 2) Intensive: (Tier 3) LAND Trust Supports:	McGraw-Hill McGraw-Hill McGraw-Hill		Could use updating	
<u>Behavior/PBIS</u> Supplemental: (Tier 2) Intensive: (Tier 3) LAND Trust Supports:	Steps to Respect Think Time FUBA/BIP			