



Overarching Goal

School Community Council Involvement in the CSIP

**School Community Councils play an integral part in the development and monitoring of CSIP goals. Please briefly describe the participation of SCC members in the development process of this CSIP:**

The school community council reviewed school-wide data and discussed several ways to address concerns. The school community council also reviewed and approved school goals and land trust proposals.

## Academic Goal

### **Problem Statement**

According to data from the Reading DIBELS Pathway of Progress report, 40% of students across 1st through 5th grade are not showing typical or better progress. We find that scores vary amongst individual classrooms in each grade level. We believe the problem can be addressed by improving structured classroom discussions, purposeful team planning for core and small group instruction as well as enrichment, scaffolding and differentiation for students receiving tier II interventions, English Language Learners and special education students. A strategy for improvement is regular, focused team planning and utilizing data through backwards design.

### **SMART Performance Goal**

By end of the 18-19 school year, 80% of students in each grade will demonstrate mastery of core standards in English Language Arts (ELA) as measured by their grade level District Wide Standards Based Assessment (DWSBA ). Kindergarten will be assessed using the First Sound Fluency (FSF)/Phonemic Segmentation Fluency (PSF)/Nonsense Word Fluency (NWF) Dynamic Indicators of Basic Learning Skills (DIBELS) scores.

### **What evidence-based instructional strategy will be your focus for the year?**

Structured Classroom Discussion

### **What system structures/routines/procedures (if any) will need to be added, altered, or omitted?**

Whole group and small group instruction will be refined.

### **Learning Goal(s) – What are teachers expected to learn and implement in the classroom?**

- Frequent and sustained back and forth dialogue, in which students focus on an academic topic and explore it by building, challenging, and negotiation relevant ideas to build new meaning using academic language.
- Create and teach norms for classroom discussions.
- Scaffold discussion by using structured discussion frames.
- Use prompts and cues to help students engage in new content, recall critical points, elaborate, and construct meaning.
- Provide feedback with purposeful questions that check, build, and deepen understanding.

### **How will progress toward this goal be measured?**

Team created assessments, progress monitoring and DWSBAs. (District Wide Standards Based Assessment)  
Structured Classroom Discussion Observations and data collection

### How and when will progress be communicated with stakeholders?

Progress will be communicated weekly in IPLCs, monthly with progress monitoring and three times a year with DWSBAs. We will post data on our data wall in the main hallway.

### Current School Year Professional Development/Coaching Action Plan

Tasks/Action Steps/Events	Timeline	Person Responsible
Baseline Data collection	Fall 2018	Principal, and Achievement Coach
Build Faculty Awareness with Professional Development	Fall 2018	Principal, and Achievement Coach
Continue progress monitoring throughout the year	Ongoing	Principal, and Achievement Coach, Peer Observations
Purposeful planning by unpacking CORE standards, and building in opportunities for classroom discussion.	Ongoing	IPLC, Grade level teams

### Budget

Expenditure	Cost	Source
Classroom Teacher	14,700.00	Land Trust
MTSS Interventionist	7,888.50	Land Trust

## Academic Goal

### **Problem Statement**

14% of 3rd grade, 28% of 4th grade, and 30% of 5th grade did not meet benchmark in the SAGE in 2016-2017. We believe the problem can be addressed by improving structured classroom discussions, purposeful team planning for core and small group instruction, as well as enrichment, scaffolding, and differentiation for students receiving tier II interventions, English Language Learners, and special education students. A strategy for improvement is regular, focused team planning, and utilizing data through backwards design.

### **SMART Performance Goal**

By end of the 18-19 school year, 80% of students in each grade will demonstrate mastery of core standards in Math as measured by their grade level DWSBA (District Wide Standards Based Assessment). Kindergarten will be assessed using the BQD/NNF DIBELS scores.

### **What evidence-based instructional strategy will be your focus for the year?**

Structured Classroom Discourse

### **What system structures/routines/procedures (if any) will need to be added, altered, or omitted?**

Whole group and small group instruction will be refined.

### **Learning Goal(s)—What are teachers expected to learn and implement in the classroom?**

- Frequent and sustained back and forth dialogue, in which students focus on an academic topic and explore it by building, challenging, and negotiation relevant ideas to build new meaning using academic language.
- Create and teach norms for classroom discussions.
- Scaffold discussion by using structured discussion frames.
- Use prompts and cues to help students engage in new content, recall critical points, elaborate, and construct meaning.
- Provide feedback with purposeful questions that check, build, and deepen understanding.

### **How will progress toward this goal be measured?**

Team created assessments, progress monitoring and DWSBA's. (District Wide Standards Based Assessment)  
Structured Classroom Discussion Observations and data collection

### **How and when will progress be communicated with stakeholders?**

Progress will be communicated weekly in IPLC's, monthly with progress monitoring and three times a year with DWSBA's. We will post data on our data wall in the main hallway.

**Current School Year Professional Development/Coaching Action Plan**

<b>Tasks/Action Steps/Events</b>	<b>Timeline</b>	<b>Person Responsible</b>
Baseline Data collection	Fall 2018	Principal and Achievement Coach
Build Faculty Awareness with Professional Development	Fall 2018	Principal and Achievement Coach
Continue progress monitoring throughout the year	Ongoing	Principal, Achievement Coach, and peer observations
Purposeful planning by unpacking CORE standards, and building in opportunities for classroom discussion.	Ongoing	IPLC, Grade level teams

### Budget

<b>Expenditure</b>	<b>Cost</b>	<b>Source</b>
Classroom Teacher	\$14,700.00	Land Trust
MTSS Interventionist	7888.5	Land Trust

## School Climate Goal

### **Problem Statement**

According to the Multi-Tiered Systems of Supports, a school-wide positive behavior intervention system should impact a minimum of 80% of students on a regular basis. Teachers are currently distributing a maximum of 10 Bengal Buck tickets a week, which inhibits this practice from being a Tier I system of support. There is currently no uniform data collection system for recording which students are receiving Bengal Bucks. This can be solved by increasing the distribution of Bengal Bucks and having a uniform data collection system for students receiving them.

### **SMART Performance Goal**

By the end of the 2018-19 school year all students will have received a minimum of 50 Bengal Bucks and all classroom teachers will have a system of recording how many Bengal Bucks each student has received.

### **What climate enhancing support will be your focus for the year?**

Implementation of the SRSS-IE behavior screener  
Sustained focus on reinforcement through bengal bucks

### **What system structures/routines/procedures (if any) will need to be added, altered, or omitted?**

Continue focusing on Morning Meetings  
Consistent use of Bengal Bucks to reinforce school wide expectations  
Documentation of discipline and intervention data by classroom teachers  
Tier 2 & 3 intervention supports  
System to train all staff

### **Learning Goal(s) - What are teachers expected to learn and implement in the classroom?**

SRSS-IE Behavior screener  
Effective Classroom Management strategies including Tier 2 & 3 strategies.  
Morning Meeting Procedures  
Consistent and effective discipline documentation

### **How will progress toward this goal be measured?**

SRSS-IE results  
Discipline Dashboard Data  
Bengal Buck data

### **How and when will progress be communicated with stakeholders?**

Ongoing communication in IPLC's, faculty meetings, BLT, SCC.

**Current School Year Professional Development/Coaching Action Plan**

<b>Tasks/Action Steps/Events</b>	<b>Timeline</b>	<b>Person Responsible</b>
SRSS-IE Training	April 2018	Administration
Documentation, and MTSS PD	Ongoing	Admin / Coach

**Budget**

<b>Expenditure</b>	<b>Cost</b>	<b>Source</b>
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