

# Continuous School Improvement Plan

*"All students college and career ready."*

School Name: <b>Oakdale Elementary School</b>	School Year: <b>2016 - 2017</b>
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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

According to data from the Reading CBM, 27% of students across Kindergarten through 5th grade are below benchmark. This pattern is most common in grades 3-5 with 31% falling below benchmark, while 15% of K-2 are below benchmark. We believe the problem is a result of the need for purposeful planning for core and small group instruction as well as 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 utilizing data through backwards design.

### Performance Goal(s)

To meet or exceed the National median ROI by grade level in reading as measured by grade specific measures (see below) in the 2016-2017 academic school year.

- Kindergarten PSF: 56 (28 correct sounds increase each Benchmark)
- 1<sup>st</sup> DORF: 47 CWPM (24 correct words increase each Benchmark)
- 2<sup>nd</sup> DORF: 35 CWPM (18 correct words increase each Benchmark)
- 3<sup>rd</sup> DORF: 30 CWPM (15 correct words increase each Benchmark)
- 4<sup>th</sup> SRI: 100 (50 points each Benchmark)
- 5<sup>th</sup> SRI: 100 (50 points each Benchmark)

● If students are below benchmark, the following measures will be used to gauge progress

- Kindergarten FSF

- 1st NWF
- 2nd NWF
- 3rd DORF: 30 CWPM (15 CWPM increase per benchmark)
- 4th DORF: 32 CWPM (16 CWPM increase per benchmark)
- 5th DORF: 32 CWPM (16 CWPM increase per benchmark)

	<b>Student Scaffolded Supports</b> <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	<b>Learning Goal(s)</b> <i>What skills do your teachers need to implement the scaffolded supports?</i>	<b>Actions</b> <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	<b>Evaluation</b> <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?	Vocabulary  Student Engagement Strategies  SIOP (Sheltered Instruction Observation Protocols)	Teachers will...  Utilize the resources in Reading Street  Purposefully plan for instruction	Reading Street support and review as needed.  PD will be delivered focusing on creating multiple opportunities to respond	IPOP  Vocabulary Observation Protocol  Progress Monitoring Documentation
What will be implemented to promote continued growth for proficient students?	Skill-Based Reading Groups with enrichment activities  RTI Kit	Provide Explicit Instruction  Provide a variety of Opportunities to Respond  Implement the Explicit Vocabulary Routine	PD will increase use of the explicit vocabulary routine.  PD will be devoted to teaching and examining the components of the SIOP protocol and steps needed for successful implementation	IPLC Agendas & Notes  Team Planning Meeting Agendas & Notes  CFA Scores
What will be implemented to accelerate learning of students who are not proficient?	Tier II Interventions in Skill-Based Reading Groups  Systematic Interventions  RTI Kit	Implement SIOP strategies in whole group and small group instruction  Utilize the Standards-Based Instructional Cycle	PD will explicitly teach the standards-based instructional cycle to teachers. IPLCs will	DIBELS Next scores  Learning walkthroughs

		<p>Focus on data-driven skill-based instruction in small Reading groups</p> <p>Fidelity to the school-wide master schedule to maximize instructional time</p>	<p>support them with implementation.</p> <p>PD will focus on planning data-driven skill-based instruction in small reading groups.</p> <p>Create vertical integration teams to support standards-based learning cycles</p> <p>Utilize the Child Study Team process when necessary</p> <p>PD on the implementation of Dibels Next for progress monitoring.</p>	
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**BUDGET**

<b>Expenditure</b>	<b>Cost</b>	<b>Source</b>
Reading Interventionist Salaries	\$16,772.00	Land Trust Money
Professional Development K-5	\$2,754.00	Land Trust Money
Supplies	\$200.00	Land Trust Money

## STEM

### Problem Statement

CBM data shows that of the students that began the year at benchmark, 6%-10% dropped to below benchmark in winter. This pattern is consistent across all grade levels and is most prominent in sub-populations such as students with disabilities or English Language Learners. We believe the problem is a result of the need for purposeful planning for core and small group instruction as well as 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 utilizing data through backwards design.

### Performance Goal(s)

To meet or exceed the National median ROI by grade level in math as measured by MCOMP in the 2016-17 academic school year.

- Kindergarten 17 (9 correct items increase each Benchmark) MNM
- 1<sup>st</sup> 30 (15 correct items increase each Benchmark)
- 2<sup>nd</sup> 25 (13 correct items increase each Benchmark)
- 3<sup>rd</sup> 34 (17 correct items increase each Benchmark)
- 4<sup>th</sup> 34 (17 correct items increase each Benchmark)
- 5<sup>th</sup> 18 (9 correct items increase each Benchmark)

	<b>Student Scaffolded Supports</b> <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	<b>Learning Goal(s)</b> <i>What skills do your teachers need to implement the scaffolded supports?</i>	<b>Actions</b> <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	<b>Evaluation</b> <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	Explicit Vocabulary Instruction  Student Engagement Strategies	Teachers will ...  Utilize the resources in enVision 2.0  Purposefully plan for instruction	enVision 2.0 professional development and support as needed  PD will be delivered focusing on creating	IPOPs  Dibels M-Comp and M-Cap  CFAs

	<p>SIOP (Sheltered Instruction Observation Protocol)</p> <p>Envision 2.0</p>	<p>Provide Explicit Instruction</p> <p>Provide a variety of Opportunities to Respond</p>	<p>multiple opportunities to respond</p> <p>PD will increase use of the explicit vocabulary routine.</p>	<p>Vocabulary Observation Protocol</p> <p>Progress Monitoring Documentation</p>
<p>What will be implemented to promote continued growth for proficient students?</p>	<p>Skill-Based Reading Groups with enrichment activities</p>	<p>Implement the Explicit Vocabulary Routine</p> <p>Implement SIOP strategies in whole group and small group instruction</p>	<p>PD will be devoted to teaching and examining the components of the SIOP protocol and steps needed for successful implementation</p>	<p>IPLC Agendas &amp; Notes</p> <p>Team Planning Meeting Agendas &amp; Notes</p>
<p>What will be implemented to accelerate learning of students who are not proficient?</p>	<p>Tier II Interventions in Skill-Based Math Groups</p> <p>Systematic Interventions</p> <p>Reflex Math</p>	<p>Utilize the Standards-Based Instructional Cycle</p> <p>Focus on data-driven skill-based instruction in small math groups</p> <p>Fidelity to the school-wide master schedule to maximize instructional time</p>	<p>PD will explicitly teach the standards-based instructional cycle to teachers. IPLCs will support them with implementation.</p> <p>PD will focus on planning data-driven skill-based instruction in small math groups.</p> <p>Create vertical integration teams to support standards-based learning cycles</p> <p>Utilize the Child Study Team process when necessary</p>	<p>Learning Walkthroughs</p> <p>Pearson Math Diagnostic Kit</p>

**BUDGET**

<b>Expenditure</b>	<b>Cost</b>	<b>Source</b>
Math Interventionist Salaries	\$5, 591.00	Land Trust Money
Professional Development K-5	\$2756.00	Land Trust Money
Supplies	\$200.00	Land Trust Money

**PBIS**

Data from the data dashboard shows that of reported discipline counts, 90% of Oakdale’s office discipline referrals fall in the category of moderate severity, with the most notable trend behaviors being: impulsive aggression, insubordination and disruption. Of these occurrences, 71% take place during unstructured time/locations such as playground, bus or transitions within the classroom. We believe the problem is a result of the need for explicit behavioral instruction for students, effective leveled behavior systems, and conflict-resolution support as a part of the school-wide PBIS plan. Strategies for improvement include implementation of CHAMPS, leveled behavior systems in every classroom, and implementing conflict-resolution mediators and support systems during lunch and recess.

**Problem Statement**

**Performance Goal(s)**

By May 2017, the number of moderate discipline referrals will have decreased by 20% from the 2015-2016 school year.

	<b>Student Scaffolded Supports</b> <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	<b>Learning Goal(s)</b> <i>What skills do your teachers need to implement the scaffolded supports?</i>	<b>Actions</b> <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	<b>Evaluation</b> <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented for school wide PBIS?	Continued use of Cool Tools to teach school-wide behavior expectations  Brain Boosters will work as behavior mediators  Roadrunner and Gold tickets	Teachers will...  Continue to support school-wide PBIS structures  Implement CHAMPS and leveled behavior systems into daily routines	Brain Booster technicians will be trained as student mediators to provide support with student conflicts.  Brain Booster Techs will mediate and teach behavior skills during student	ODR data  Tier 2 & 3 intervention data  Learning walkthroughs

	Self-Managers program Lunch learning group	Training in the school-wide implementation of self-manager program	lunches and recesses for those needing extra support.	
How will classroom PBIS be aligned to school wide PBIS?	Teachers will implement a tiered behavior support system for their classrooms.	Training for Brain Booster techs in teaching mediation and conflict resolution skills for students	Professional Development (PD) will be provided for teachers with CHAMPS and leveled behavior systems.	
How will the school support students who routinely fail to meet school and classroom expectations?	Lunch learning group with behavior mediators Brain Boosters will work as behavior mediators	Fidelity to the school-wide master schedule to maximize instructional time and reduce unstructured time	PD will be provided to train teachers in the self-manager program.  The self-manager program will be implemented for Oakdale students, 1st through 5th grade.	

**BUDGET**

<b>Expenditure</b>	<b>Cost</b>	<b>Source</b>
Teacher and Student Incentives	\$500	Land Trust Funds
PBIS Professional Development	\$500	Land Trust Funds