

Byron Kibler Elementary

School Improvement Plan

2016-17

District Goals 2016-17:

- To improve student achievement in literacy, numeracy and high school graduation
- To reduce the learning gap for all students in these and other achievements

Core Strategies 2016-17:

- To reaffirm the PLC framework as our primary strategy to maximize student and staff learning
- To promote widespread ownership of learning for students and staff throughout our system
- To cultivate an environment that is inclusive and sensitive to underrepresented populations
- To provide opportunities for student voice in matters of learning

IMPROVEMENT GOALS What is the SMART student learning goal, PLC team goal, or general school improvement goal you intend to accomplish?	IMPROVEMENT ACTIVITY What initiatives or activities will occur to accomplish this goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	EVIDENCE OF EFFECTIVENESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student learning?	PROFESSIONAL DEVELOPMENT AND SUPPORT How will staff acquire the necessary skills and attitudes to implement this activity? What are the existing and/or new resources that will be used to accomplish this activity?
Improve Student Achievement in Literacy, Numeracy and High School Graduation					
SMART Goal: <ul style="list-style-type: none"> • Develop and refine core instructional practices and intervention strategies aligned to the ELA Common Core State Standards with the target of increasing 3rd, 4th, and 5th grade students SBA scores by 10%. 	<ul style="list-style-type: none"> • Activity One: Teams will use Friday collaboration to review student data and to drive interventions, including rotating “Kid Talk” Fridays with grade level team, intervention specialists and principal. • Activity Two: Professional Development focused on core and intervention in 5 components of reading and writer’s workshop. Including structural strategies such as 	<ul style="list-style-type: none"> • Sept. 2016-June 2017, Kid Talk Schedule appendix 1. • Sept. 2016-June 2017 at August Pre-Service, Staff Meetings, and Elementary After School PD. 	<ul style="list-style-type: none"> • Principal and Certificated Staff • Principal, District Literacy Coach, Elementary Principal Team 	<ul style="list-style-type: none"> • PLC Notes, grade level data wall, STAR, DRA, progress monitoring • Pivot observation notes, PD feedback forms, TPEP goal setting evidence set by individual teachers 	<ul style="list-style-type: none"> • Professional development focused on PLCs in whole group, small group, and one on one venues. • New: Kid Talk structure. • New: Elementary After School PD • Existing Text: The Reading Strategies Book by Seravello

	<p>working with small groups and one on one conferring.</p> <ul style="list-style-type: none"> ● Activity Three: Increasing instructional toolkit of paraeducators to strengthen intervention model. ● Activity Four: Implement Balanced Structure in Reading and Writing. At least 70 minutes a day in reading consisting of: a concise focus lesson, independent reading where students read from “just right books”/teachers confer or meet with small groups, and students talk about learning. At least 45 minutes a day in writing consisting of: a concise focus lesson, independent writing time/teachers confer or meet with mall groups, and students talk about learning. ● Activity Five: Continue implementation and refinement of GLAD strategies to increase comprehension for all students, especially English Language Learners. 	<ul style="list-style-type: none"> ● Sept. 2016-June 2017 at Monthly Meetings. ● Sept. 2016-June 2017, Daily in Classrooms ● Sept. 2016-June 2017, Daily in Classrooms 	<ul style="list-style-type: none"> ● Principal, District Literacy Coach ● Principal ● Principal, Building GLAD Support Teacher 	<ul style="list-style-type: none"> ● Individual student progress monitoring toward goal, observation notes ● Pivot observation notes, TPEP goal setting evidence set by individual teachers ● Pivot observation notes, PD feedback forms 	<ul style="list-style-type: none"> ● PD will be delivered at monthly meetings to align to building and individual goals. ● Activity Two will meet this line item’s professional development needs. ● PD will be offered at selected staff meetings or modeled in classrooms by support teacher.
<p><u>SMART Goal:</u></p> <ul style="list-style-type: none"> ● Develop and refine core instructional practices and intervention strategies aligned to the Math Common Core State Standards with the target of increasing 3rd, 4th, and 5th grade students SBA scores by 10%. 	<ul style="list-style-type: none"> ● Teams will use Friday collaboration to review student data and to drive interventions. ● Use resources, (including math games, fact fluency practice, math menus) to align instruction to Common Core State Standards. 	<ul style="list-style-type: none"> ● Sept. 2016-June 2017 ● Sept. 2016-June 2017, Daily in Classrooms 	<ul style="list-style-type: none"> ● Principal and Certificated Staff ● Principal and Certificated Staff 	<ul style="list-style-type: none"> ● PLC Notes, progress monitoring ● STAR, Unit Tests 	<ul style="list-style-type: none"> ● PD based on need. ● PD offered at Elementary After School PD.

Reduce the Learning Gap for All Students in These and Other Achievements

<ul style="list-style-type: none"> Develop and refine instructional practices to increase comprehension of language by ELL students, specifically our Hispanic subgroup to show growth by one level in one or more language proficiency domains as measured by the ELPA (English Language Proficiency Assessment). 	<ul style="list-style-type: none"> Professional development focused on developing academic and testing language for ELL (and all) students. Continue to build staff and students understanding of SBA structure and targets so they may demonstrate their knowledge in various genres, including standardized test. 	<ul style="list-style-type: none"> January 2017-May 2017 	<ul style="list-style-type: none"> Principal and District ELL Specialist and Literacy Coach. 	<ul style="list-style-type: none"> Pivot observation notes, SBA, ELPA 	<ul style="list-style-type: none"> PD offered at selected staff meetings and in class modeling.
<ul style="list-style-type: none"> Implement school-wide behavior system that supports all students, with differentiation for students with behavior goals and/or IEPs to meet social-emotional needs so that these students can access learning. 	<ul style="list-style-type: none"> Building Leadership builds school matrix and positive incentive. Develop and display school wide signage. Professional development for all staff: book study, ACEs, social-emotional curriculum, and brain research. School-wide roll out: "Bear Week" to disseminate common expectations and incentives. Develop and implement "Kibler Behavior Communication Plan" to differentiate support for students. Include antecedents, proactive plan, and response plan. 	<ul style="list-style-type: none"> November 2015-June 2016 August 2016 May 2016-June 2017 September 2016 October 2016-June 2017 	<ul style="list-style-type: none"> Principal and Building Staff as a team 	<ul style="list-style-type: none"> Solution Room data, Suspension data, Progress Monitoring data 	<ul style="list-style-type: none"> Professional development for all staff on site: book study, ACEs, social-emotional curriculum, and brain research. All Elementary Training for ACE's in February, additional classes offered at October, November, and March PD. Texts Utilized: Whole staff = Help for Billy by Heather T. Forbes Additional texts based on need: Mind Up Curriculum, Win-Win Classroom, Morning Meetings Book, and Conscious Discipline resources