

School Improvement Plan 2016-2017

School: Escalante Elementary School

Principal: Liz Gonzalez

PURPOSE: The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next school year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school goals.

LIST SCHOOLWIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8th Grade Algebra, 2nd Grade L Arts, Graduation Rate)			
MATH BASELINE PROFICIENCY	MATH PROFICIENCY GOAL	LANG. ARTS BASELINE PROFICIENCY	LANG. ARTS PROFICIENCY GOAL	SCIENCE BASELINE PROFICIENCY	SCIENCE PROFICIENCY GOAL	Decrease the number of Tier Two behavior students from 25 to less than 10 by Feb 28, 2017. BASELINE	Decrease the number of Tier Two behavior students from 25 to less than 10 by Feb 28, 2017. GOAL	BASELINE	GOAL
2014-2015	2016-2017	2014-2015	2016-2017	2014-2015	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
	53		45		41	5%	2%		

CORE PLAN: TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED

SCHOOL PERFORMANCE CHALLENGES	ROOT CAUSES OF PERFORMANCE CHALLENGE	YEAR-END PERFORMANCE RESULTS	ACTIONS TO ADDRESS ROOT CAUSES(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR- END GOAL
<p>During the 2014-2015 school year there were 196 behavior incidents with an instructional cost of 21.6 days, with 36 students having more than one incident. From August 2015 to February 2016 there have been 150 behavior incidents resulting in an instructional cost of 26.8 days, with 27 students having more than one incident. In addition, teachers are presenting students with multiple discipline issues to administration that have not been recorded in Educator's Handbook.</p>	<p>Teachers lack the skill set and strategies to help students with high adverse childhood experiences and the school only has one school wide Tier II behavior intervention (MAPS, a Behavior Education Plan).</p>	<p>The number of Level II and III behavior incidents will decrease from 150 to less than 100 in the first seven months of school.</p> <p>The number of Tier II and III students (students with more than two incidents) will decrease from 27 to less than 10 during the 2016-2017 school year.</p>	<ul style="list-style-type: none"> • The school faculty and staff will have Resilience/Trauma Sensitivity training to include strategies to help students with adverse childhood experiences be resilient and successful in school. Faculty and Staff will implement the strategies from the training. • The PBIS team will reach out to the district MTSS coach for support, training and data collection. • Tier II Interventions will be implemented by the school. 	<p>Initial Training August 18, 2016 Followup training throughout school year</p> <p>Throughout the school year</p> <p>August through June</p>	<p>PBIS committee, teachers and administrators</p> <p>PBIS committee</p> <p>Entire Staff</p>	<p>The attendance of the meetings. Observations by administrators and peers.</p> <p>Meetings with data coaches and data collection in Educator's handbook and other collection areas as determined by the team.</p> <p>Incident reports from Educator Handbook will be reviewed in the PBIS committee meeting and shared with the faculty once a month.</p>

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Escalante students face the challenges of comprehending word problems, creating models for equations, and explaining the strategy used to solve the problem.	The school needs to have a school wide instructional focus strategy that can be built from grade level by grade level to solve word problems.	<p>The percent of 3-6 grade students scoring proficient or higher in SAGE Math will increase from 31% to 53% by May, 2017 as measured by the Summative SAGE Math assessments.</p> <p>The percent of K-2 grade students scoring proficient or higher in Math will increase from 34% to 44% by May 2017 as measured by the Summative Math assessments.</p>	<ul style="list-style-type: none"> The faculty will pick a school wide instructional strategy that can be built upon grade level by grade level to solve math word problems. <p>The faculty will be trained on the instructional strategy that is chosen.</p> <p>The faculty will be observed either by the administration or by peer observations once per month while using the instructional strategy in the class.</p> <p>The teachers will look at results from the observations made by the administration or peer observations on the instructional strategy chosen and use the feedback given to them to improve their teaching practice.</p>	August 16, 2016 September 16, 2016 October 21, 2016 November 18, 2016 January 13, 2017 February 17, 2017 March 17, 2017 April 14, 2017	Teachers and Coaches	Attendance Roster, Observations, PLC (Professional Learning Community) meetings, Team Lead Meetings, Observation Feedback
			<ul style="list-style-type: none"> The faculty will look at the end of year level data and select a critical domain to focus on throughout the year. <p>Tier 2 Interventions After School (LENS-Learning Everyday Never Stops) will be delivered by teachers to help students close the achievement gap. These interventions are budgeted from School Improvement funds(1033).</p>	August 16, 2016 September 16, 2016 October 21, 2016 November 18, 2016 January 13, 2017 February 17, 2017 March 17, 2017 April 14, 2017	Teachers and Coaches	<p>The percent of K-6 grade students scoring proficient or higher in word problems will increase from 61% to 71% as measured by interim assessments throughout the year.</p> <p>The percent of K-6 grade students scoring proficient or higher in word problems will increase by 10% proficiency each month of the school year as measured by Quick Quizzes or Exit Tickets.</p>
			<ul style="list-style-type: none"> Teachers and students will present the content strategy to parents during several parent nights throughout the year. <p>Two Para-professionals will be hired using our Family Involvement (2208) and 1033 budgets to help with family support throughout the year.</p>	Several Times throughout the school year	Teachers and Students	Parent Nights

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<p>Escalante faces the challenge of getting all students reading and writing on grade level by the end of each school year.</p>	<p>Teachers need to release responsibility of learning sooner to help students achieve confidence and perform better on the summative assessments.</p>	<p>The percent of K-6 grade students scoring in the range of typical progress or above on their DIBELS composite score will be 50% or higher by May 2017 as measured by the DIBELS Next assessment.</p> <p>The percent of 3-6 grade students scoring proficient or higher in SAGE Writing will increase from 43% to 50% by May 2017 as measured by the Summative SAGE Writing assessment.</p> <p>The percent of K-2 students scoring proficient or higher in the District K-2 Writing assessment in Feb. 2016 was 76%. Due to the writing rubric changing for the 2016-2017 school year, the school will maintain 50% of students scoring proficient on the end of level summative assessment for writing.</p>	<ul style="list-style-type: none"> Reading instruction will continue FORI (Fluency-Oriented Reading Instruction) plus QtA (Question the Author) model that incorporates strong comprehension strategies used across grades 1-6 using the core reading program. <p>The faculty will be observed by administration or peer observations once per month while using the FORI instructional strategy in the class.</p> <p>Title I(2209) funds will be used to purchase three teachers to decrease class size in the school.</p> <ul style="list-style-type: none"> Students will be introduced to informational text related to science core standards they are learning. Students will use informational text to create written response to at least one science prompt per standard. <p>Teachers will meet during Language Arts grade level PLC (Professional Learning Community) teams to discuss science writing prompts for each standard.</p> <p>Teachers will use common writing vocabulary and graphic organizers to maintain school wide vertical alignment for writing.</p> <p>Six Para-Professionals will be hired using Land Trust(4222), Title III (2230),and School Improvement (1033)budget to help during the PLC (Professional Learning Community) rotations and Tier 2 interventions.</p> <p>Students will take content area field trips to help them draw from their experiences to write their own informational text papers. These field trips will be funded through our School Improvement(1033) budget.</p>	<p>Throughout the School Year</p> <p>August 16, 2016 September 30, 2016 Sept. 6 - Writing Nov. 4 - Writing Jan. 13 - Writing Mar. 10 - Writing</p>	<p>Teachers and Administration</p> <p>Teachers and Administration</p>	<p>DIBELS Progress Monitoring: Green-once per month Yellow-twice per month Red-once per week 50% of students will show typical growth as seen on their graph</p> <p>Track the number of students that are at grade level proficiency on informational text based writing work samples and monitor their growth 4 times throughout the school year as determined by the criteria on the writing rubric during PLC meetings.</p>

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