

Continuous School Improvement Plan

"All students college and career ready."

School Name: Midvale Elementary School	School Year: 2016-2017
--	------------------------

Use school CSIP Self Assessment and Improvement Summary to complete this plan. See CSIP Guide for clarification. Attach completed plan to improvement summary.

LITERACY				
<p>Problem Statement: Based on school-wide CBM data, 51 % of our students are not meeting benchmark. This pattern is present in all grade levels and has impact on all subgroups (ELs, Low Income, Student with Special Needs). We believe the problem is a result of less than effective core instruction, specifically around having clear, core-aligned lesson objectives and implementing instructional priorities. Strategies for improvement include a focus on planning and teaching toward the standards, using explicit instruction (including instructional feedback and scaffolding with differentiation for all learners), and providing support through ongoing coaching and administrative feedback.</p>				
<p>Performance Goal: By May 2017, 75% of Midvale Elementary School students will reach mastery (80%) of ELA standards as measured by Canyons School District Common Formative Assessments.</p>				
	<p>Student Scaffolded Supports</p> <p><i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i></p>	<p>Learning Goal(s)</p> <p><i>What skills do your teachers need to implement the scaffolded supports?</i></p>	<p>Actions</p> <p><i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i></p>	<p>Evaluation</p> <p><i>How will progress towards goals be measured?</i></p>
What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students?	<p>Teachers will utilize the CSD Academic Framework for Instruction focusing on CORE expectations using Explicit Instruction.</p> <p>Teachers will increase student achievement and</p>	<p>Teachers will...</p> <p>Have structured time, professional development, and ongoing coaching to support them in planning lessons collaboratively using Reading Street, Language Central and the Canyons</p>	<p>Professional development strategies include:</p> <ul style="list-style-type: none"> • Collaborative data analysis and instructional planning in IPLCs • Instructional 	<p>With support from UEPC, the Building Leadership Team will develop 90-Day Plans. In each 90-Day Plan the team will identify specific indicators of</p>

	engage students using instructional priorities with an emphasis on intentional planning during IPLC meetings, with a follow up component, including observation or action piece from the administration, coach, and teacher/grade levels (e.g. walk throughs).	District Curriculum Map as resources to teach core standards (including engagement and differentiation strategies for students with disabilities, English learners, advanced learners, etc.) Student engagement strategies will be incorporated into lessons plans (e.g., opportunities to respond, partnering, explicit instruction, hand signals, etc.) with the goal of getting <u>every</u> student to demonstrate mastery of the objectives in every lesson, every day, including English learners and students with disabilities.	coaching <ul style="list-style-type: none"> • Administrator Observation and Feedback • Professional Development Training Sessions Support for instructional technicians and interventionists	evidence that the action steps are implemented well and leading to the desired results. The UEPC will support the BLT in tracking progress of implementation. Along with the 90 Day Plan, the UEPC will facilitate the development of 30-Day Action plans to ensure work moves forward each month. The action plans and 90-Day plans will be developed and reviewed in the monthly UEPC technical assistance visits.
What will be implemented to promote continued growth for proficient students?	At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze CFA data, identify students who are proficient, and create a detailed “road map” to guide ongoing enrichment opportunities.			
What will be implemented to accelerate learning of students who are not proficient?	At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze CFA data, identify students who are below proficient, and create a detailed “road map” to guide re-teaching and assessment of standards that are deficient.	In the fall of 2016, teachers will engage in a facilitated collaborative lesson planning sessions by teams (K-1 st , 2 nd -3 rd , 4 th -5 th) and using the district resources to plan standards-based lessons. The PD will include planning sessions and lesson delivery for professional learning in which (1) teachers plan a lesson together, (2) one teacher volunteers to teach the lesson while the others observe lesson enactment and student engagement, and (3) they debrief the lesson, and suggest		

strategies to advance students' learning. These lesson planning professional development sessions will include a focus on the following:

- Clear lesson objectives aligned with Utah Core State Standards.
- Integration of the Canyons District Instructional Priorities in every lesson.
- Frequent checking for understanding and eliciting evidence of student learning throughout the lesson
- Giving students' feedback about their learning throughout the lesson
- Students acting as owners of their own learning
- Students serving as resources for one another

		<p>Teacher Collaboration. The focus on student engagement strategies will include ongoing peer collaboration and assistance (e.g., learning walks/peer coaching) and instructional coaching.</p> <p>Grade level teams will engage in cycles of collaborative data analysis, studying standards, lesson planning, designing interventions, and monitoring student progress, to support this strategy.</p>		
BUDGET				
Expenditure	Cost		Source	

STEM

Problem Statement Based on school-wide MCOMP data, 42 % of our students are not meeting benchmark. This pattern is present in all grade levels and has impact on all subgroups (ELs, Low Income, Student with Special Needs), with the exception of Kindergarten. We believe the problem is a result of less than effective core instruction, specifically around having clear, core-aligned lesson objectives and implementing instructional priorities. Strategies for improvement include a focus on planning and teaching toward the standards, using explicit instruction (including instructional feedback and scaffolding with differentiation for all learners), and providing support through ongoing coaching and administrative feedback.

Performance Goal: By May 2017, 75% of Midvale Elementary School students will reach mastery (80%) of math standards as measured by Canyons School District Common Formative Assessments.

	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	<p>Teachers will utilize the CSD Academic Framework for Instruction focusing on CORE expectations using Explicit Instruction.</p> <p>Teachers will increase student achievement and engage students using instructional priorities with an emphasis on intentional planning during IPLC meetings, with a follow up component, including observation or action piece from the administration, coach, and teacher/grade</p>	<p>Teachers will ...</p> <p>Plan Lessons: Provide structured time, professional development, and ongoing coaching to support teachers in planning lessons collaboratively using EnVision 2.0 and the Canyons District Curriculum Map as resources to teach core standards (including engagement and differentiation strategies for students with disabilities, English learners, advanced learners, etc.)</p>	<p>Professional development strategies include:</p> <ul style="list-style-type: none"> • Collaborative data analysis and instructional planning in IPLCs • Instructional coaching • Administrator Observation and Feedback • Professional Development Training Sessions <p>Support for instructional technicians and</p>	<p>With support from UEPC, the Building Leadership Team (with representatives from each grade level) will develop 90-Day Plans. In each 90-Day Plan the team will identify specific indicators of evidence that the action steps are implemented well and leading to the desired results. The UEPC will support</p>

	levels (e.g. walk throughs).	Student engagement strategies will be incorporated into lessons plans (e.g., opportunities to respond, partnering, explicit instruction, hand signals, etc.) with the goal of getting <u>every</u> student to demonstrate mastery of the objectives in every lesson, every day, including English learners and students with disabilities.	interventionists	the BLT in tracking progress of implementation.
What will be implemented to promote continued growth for proficient students?	At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze CFA data, identify students who are proficient, and create a detailed “road map” to guide ongoing enrichment opportunities.			Along with the 90 Day Plan, the UEPC will facilitate the development of 30 Day Action plans to ensure work moves forward each month.
What will be implemented to accelerate learning of students who are not proficient?	At least three times during the year, grade level teams will meet for a “Deep Data Dive” to analyze CFA data, identify students who are below proficient, and create a detailed “road map” to guide re-teaching and assessment of standards that are deficient.	In the fall of 2016, teachers will engage in a facilitated collaborative lesson planning sessions by teams (K-1 st , 2 nd -3 rd , 4 th -5 th) and using the district resources to plan standards-based lessons. The PD will include planning sessions and lesson delivery for professional learning in which (1) teachers plan a lesson together, (2) one teacher volunteers to teach the lesson while the others observe lesson enactment and student engagement, and (3) they debrief the lesson, and suggest strategies to advance students’ learning. These lesson planning professional		The action plans and 90-Day plans will be developed and reviewed in the monthly UEPC technical assistance visits.

		<p>development sessions will include a focus on the following:</p> <ul style="list-style-type: none">• Clear lesson objectives aligned with Utah Core State Standards.• Integration of the Canyons District Instructional Priorities in every lesson.• Frequent checking for understanding and eliciting evidence of student learning throughout the lesson• Giving students' feedback about their learning throughout the lesson• Students acting as owners of their own learning• Students serving as resources for one another <p>Teacher Collaboration. The focus on student engagement strategies will</p>		
--	--	---	--	--

		<p>include ongoing peer collaboration and assistance (e.g., learning walks/peer coaching) and instructional coaching.</p> <p>Grade level teams will engage in cycles of collaborative data analysis, studying standards, lesson planning, designing interventions, and monitoring student progress, to support this strategy.</p>		
--	--	---	--	--

BUDGET

Expenditure	Cost	Source

PBIS

Problem Statement Classroom disruptions and playground incidents are an area of concern. Classroom disruptions occur mainly in the afternoon, and playground incidents occur mostly at lunch recess. We believe the problem during class is a result of students avoiding tasks or gaining attention from peers and/or adults. We believe the problem during lunch recess on the playground is a result of students avoiding or trying to gain peer attention. A strategy for classroom behavior improvement is to train teachers on using specific, positive feedback to students (increase positive to corrective feedback ratio), and have a focus on academic engaging, core aligned activities. A strategy for improving playground behavior would be frequent rules refreshers and assigning specific quadrants or areas to adults who are supervising on the playground during recess.

Performance Goal(s) During the 2016-7 school year we will use our behavior matrix and PBIS flowchart to guide decisions and action steps within our system of positive behavioral supports. We will also track behavioral data and use the information we gain to help us anticipate and intervene in specific areas and situations in a more proactive fashion. Through these efforts we will reduce the number of Office Discipline Referrals to an average of 1.5 per day.

	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented for schoolwide PBIS?	Teachers will implement consistent use of rules poster and if then charts. Teachers will reteach/review clear expectations as needed. Especially after three day weekends and other breaks.	We will work as a faculty to refine our behavior matrix that outlines clear expectations/interventions and possible action steps for all students. These steps need to be clearly defined for classroom teachers and administration. We want to build a positive culture that reinforces learning and academics. We will focus on implementing positive recognition system. We will	We will develop a PD schedule that includes regular (monthly) PBIS refresher components throughout the 2016-17 school year. BLT and Admin will check for fidelity of implementation by completing classroom walkthroughs and TPOT observations. We will ask district PBIS specialists for continued support through PD and data analysis as we	Progress toward our goal will be measured using faculty/student surveys, and ODR/PIP data With support from UEPC, the Building Leadership Team (with representatives from each grade level) will develop 90-Day Plans. In each 90-Day Plan
How will classroom PBIS be aligned to schoolwide PBIS?	School wide procedures will be outlined and clarified through a behavior matrix. Classroom rules should fit within the framework of the			

	Mustang Charge – Be Safe, Kind and Responsible.	focus on building relationships, implementing behavioral plans with fidelity and using data to inform decisions and next steps.	work through the year.	the team will identify specific indicators of evidence that the action steps are implemented well and leading to the desired results. The UEPC will support the BLT in tracking progress of implementation.
How will the school support students who routinely fail to meet school and classroom expectations?	We will support tier two and three students through the continued implementation of our behavior flowchart that outlines major/minor violations and increase the intensity of our interventions when necessary. We will employ the resources that we have to track data, intervene with behaviors and measure results more effectively.			Along with the 90 Day Plan, the UEPC will facilitate the development of 30 Day Action plans to ensure work moves forward each month. The action plans and 90-Day plans will be developed and reviewed in the monthly UEPC technical assistance visits.

BUDGET

Expenditure	Cost	Source

