

# Sandy Grade School

## School Improvement Plan

### 2010-2013

The Sandy Grade School Improvement plan is a result of countless hours of collaboration and teamwork between parents, staff, and site council. We examined aggregate and disaggregate data to decide on adjustments of existing programs and additions of innovative ideas to make our educational programs more successful for students. The school improvement plan is reviewed in pieces monthly at site council meetings and in full in April and May.

### Mission Statement

We seek to provide a safe learning environment that encourages students of all backgrounds to be creative thinkers who are excited about learning and about becoming productive citizens

**Measurable Academic Goal 1/Literacy: By the end of the school in 2013:**

\*3rd graders will increase their reading scores at least 5% per year to 84% meeting or exceeding state benchmark number 1.

\*5th graders will increase their reading scores at least 8% per year to 87% meeting or exceeding state benchmark number 2.

\*4th graders will increase their writing scores 5% per year to 64% meeting or exceeding state benchmark.

\* K-2 students will increase the number of students meeting district DRA benchmark by 5% each year to \_\_\_\_\_

\*Special focus will be given to the ELL and SPED population to close the achievement gap.

## Instructional Program - Literacy

Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
4-tier RTI model will be implemented schoolwide in 2010. Push-in co-mingling of Title I, ELL, and SPED will implemented in most classrooms in 2010 - in all classrooms by 2011.	Principal, Title I Coordinator, Learning Specialist, and ELD teacher	2010-2011	On-going	Time for planning, time for meeting with teachers	Literacy assessments, SWA data
The Optimal Learning Model will be utilized in all classrooms	All staff	2010-2013	On-going	Training in OLM	Walk-throughs 2-3/wk.
All staff will utilize components of Writer's Workshop in teaching writing. (modeled, shared, guided, and independent writing	Classroom teachers	2010-2013	On-going	Continued support in Writer's Workshop, Title 1 teacher coaching, Peer Coaching	Walk-throughs 2-3/wk.
District common assessments will continue to be used in grades K-5	Classroom teachers	2010-2013	On-going	Training in reading, interpreting, common assessment data	Literacy recaps turned into principal at the end of every trimester

<h2>Instructional Program</h2>					
Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
Staff will use State Writing Standards and State Reading Standards. Staff will use all district adopted curriculum materials.	Classroom teachers	2010-2013	On-going	State Writing Standards State Reading Standards Adopted curriculum	Walk-throughs 2-3/wk.
2.25 hours per day will be devoted to literacy instruction 30 minutes/4 days/wk will be devoted to vocabulary instruction/ELD	Principal, Title I Coordinator	2010-2013	On-going	Master schedule	Master Schedule Teacher Schedules Walk-throughs 2-3/wk.
Assessment wall will be created and housed in the TLC. Students in the red zone will receive Tier 3 and Tier 4 support.	Title staff, teachers	2010-2013	On-going	Time for teachers and title staff to collaborate	Literacy goals achieved. Less students referred to special education.
Students will have three opportunities to participate in a mock state writing assessment.	Classroom teachers. Principal, Title 1 teacher	2010-2013	October December early February	Scoring Guides, Scheduling Marketing the program	Writing scores. Evaluate to look at areas of need.
After school program 2-3 days/wk for 90 minutes to target at-risk students in reading and writing	After school program coordinator	2010-2011	On-going	Title 1Funding	Improvement of reading and writing for targeted at-risk students

## Professional Development - Literacy

Strategies (action) needs to happen or be done?	What	Responsibility Responsible person/others involved	Timeline ▼	Resources What funds will be needed and from what source?	Evidence/Evaluation How will we know it was completed successfully?
SchoolRise School Improvement Project and residency residency by Regie Routman (RARA)		SBC Liaison Team	2010-2013	District grant \$, Staff release time, Time to collaborate	Increased student achievement in literacy
Writer's Workshop training, In-house staff development surrounding Regie Routman's, "Reading/Writing Connections".		District curriculum, Principal	2010-2013	Regie Routman materials - "Reading/Writing Connections", PLC time	Walk-throughs 2-3x/wk Sign in Sheets, Meeting agendas and minutes

Parent Involvement					
Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
Parent compact revised and parents invited/encouraged to sign off and support their child in school.	Principal, Reading Specialist, staff, community club	2010-2013	On-going	Copies of Compact available	Identify number of families who have signed compact
Ice Cream Social/Welcome Back To School event	Principal, staff, community club		Sept.	SGCC provide ice cream and volunteers, hand-outs and information on school programs. Community groups invited to participate.	Class lists of number of families in attendance
Recruiting parent and community volunteers to tutor students.	Title I Family Liaison, Principal, Volunteer Coordinator		On-going	Volunteer coordinator	Volunteers completing district volunteer form, background checks. Schedule kept of volunteer hours
Parents/guardians will be invited/encouraged to complete the School/Parent Compact.	Principal, Title I staff, Teachers, Site Council		At Oct. conferences.	Copies of School/Parent Compact Completed	Available in hallway to be read prior to conferences.
Parent/Teacher conferences held once a year, and as needed.	Classroom teachers, Principal		Oct. Mar.	Time scheduled for staff to meet with parents; Invitations (including translated ones) for conferences	95% of parents/guardians attend conferences, all others contacted to reschedule or phone conference.
Bobcat Publishing House	Volunteer coord./Parent volunteer		Sept.-May	Computers, volunteers, materials	Number of books successfully published
Art literacy Program	Parent volunteers		Sept.-May	Target grant, building budget, volunteers, coordination with businesses	Feedback by participants
"Little Steps" Preschool Program four times per year	Title I Family Liaison, Principal, Kindergarten teachers, Title I staff, ELL, Homeless Liasion		4 times per school year	Preschool nights	Attendance and feedback from participants
Head Start early intervention for migrant, homeless, and economically disadvantaged students	Head Start staff		Sept.-May	Support for all agencies	Comparison data: Full day kinder 1/2 daykinder CHIPS Disaggregated data
Kindergarten Roundup	Principal, Kindergarten Teachers		May	Books and other materials to hand out, sub/flex time for teachers	Pre/post assessment survey
Parent/Child Family Literacy Night/Annual Title I meeting	Title I Staff		Fall	Volunteers, Building Use	Survey

<b>Instructional Program - Math</b>					
<b>Strategies (action)</b> What needs to happen or be done?	<b>Responsibility</b> Responsible person/others involved	<b>Timeline</b>	<b>Resources</b> What funds will be needed and from what source?	<b>Evidence/Evaluation</b> How will we know it was completed successfully?	<b>How</b>
Staff will use the OTSD curriculum and state math curriculum standards	Teachers, Principal	Annually	Staff development, general fund purchases, district adopted programs	Curriculum in place Lesson plans Walk-throughs 2-3x/week Staff development schedule	
Tier 2 and 3 support provided for at-risks students in math	Principal., Learning Specialist	On-going	Scheduling, Time	Math assessments, SWA	
Identify those students not meeting math standards and explore/implement intervention strategies	Title 1 and Sped staff Classroom Teachers	Oct.-May	Title 1 funds Classroom & State Assessments	Assessment Wall	
Explore/provide extended day learning opportunities.	Title 1 and Sped staff Principal	Oct.-May	Title 1 funds General funds Grant funds Instructors	Student Rosters Survey Results Assessment Wall	

Instructional Program					
Strategies (action)	Responsible person(s)	Timeline	Resources needed	Means of Evaluation	
Develop strategies for students for grade level memorization of math facts.	Classroom teachers, EAs, principal	2010	Planning time to develop and implement strategies to incorporate concept into instruction. Contests throughout the year.	Students spend more time on math concepts and less figuring out basic computations.	
Develop and disseminate math vocabulary list in October	Classroom teachers, Principal	2010	Planning time to develop list and implement strategies to incorporate it into instruction	Improved achievement, Increased understanding of math vocabulary	
Purchase Study Island software to aid in providing authentic test taking experiences	Principal, Classroom teachers	Sept, 2010	Gen Fund money, tech support, teacher training on software	Increased acheivement on Oaks tests	

# Professional Development - Math

<b>Strategies (action)</b>	<b>Responsibility</b> Responsible person/others involved	<b>Timeline</b>	<b>Resources</b> What funds will be needed and from what source?	<b>Evidence/Evaluation</b> How will we know it was completed successfully?
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Parent Involvement - Math				
Strategies (action)	Responsible person(s)	Year	Resources needed	Means of Evaluation
Math Family Night	Principal, Staff, SGCC	2010	Title 1 Funds SGCC Funds	Parent surveys - 2x/yr.
Ask parents to reinforce student's memorization of math facts. Parents will be given information on student expectations at beginning of year	Principal, Staff, SGCC	2010	Title 1 Funds SGCC Funds	Assessment Wall
Seek out parent volunteers to act as tutors	Principal, Staff, SGCC	2010	Volunteer Coordinators	Volunteer Hours

<p><b>GOAL # 3/ Climate:</b> Students and staff will maintain a climate of discipline, respect and responsible citizenship that will allow the schools focus to be on achievement. Student self esteem will increase and social skills will be improved through positive intervention programs, with 10% more students involved in programs as demonstrated on district, student, and staff surveys, and on behavior monitoring profiles, as determined by 10% fewer referrals to the office.</p>					
<h2>Instructional Program</h2>					
Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
Classroom teachers will review District Code of Conduct which is contained in the handbook/calendar; consistent rules and behavioral expectations will be reinforced by all staff	Principal, Counselor, Staff	2010-2013	On-going	Time for staff to review and understand building plans; copies of the handbook/calendar code of conduct; planning time for staff skits for assemblies	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys
Programs for improving student responsibility	Staff			Time for class presenting; monies for incentives, recognition for students	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys
Problem Solving training for all classes K through 5th grades using PBS, student council, and bi-weekly counseling visits in the classroom.	Counselor, Classroom Teachers			Counselor time in classes	Schedule of presentations Student/teacher surveys
Peer Mediator training for 3rd-5th grades	Principal, Counselor, Playground staff			Space to meet: monthly support/incentives; materials for training	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys
HUGS (Hello/Update/Goodbye) Program for at risk students.	Licensed, Classified, and Counselor (CDS)	↓	↓	Staff. Staff development opportunities.	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys

<h2>Instructional Program</h2>					
Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
Student Council with class representatives in 1st-5th grades	Entire Staff	2010-2013	On-going	Time for advisors to plan; election of class reps; bimonthly meetings; duties monitored by advisors	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys pre/post
PBS (Positive Behavioral Supports) Team to plan, implement, and track issues relating to school climate including expectations, discipline, incentives, and rewards.	Team members			Staff. Staff development opportunities. Invite ESD to give PBS training for the entire staff during staff development inservice.	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys pre/post
Positive recognition program for students in classrooms and school wide (PAWS), including awards assemblies, movie passes and other incentives	PBS, Principal, Staff			Certificates, awards and treats, as well as intrinsic value for responsible behavior.	Checklists and monitoring of students receiving positive recognition and involvement with programs. SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys pre/post
Counseling support as needed for identified students and groups—individual counseling. Small groups (self esteem, decision making, anger management, death/loss, etc.) Lunch Bunch group activities	PBS, Principal, Counselor, Staff			Students identified for individual or group counseling; materials, kits, puppets, games, etc; consultation with counselor, principal, staff.	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys pre/post
Continued implementation of minor referral called YIKES. The YIKES will aid in tracking minor offenses so staff may put corrective measures into place before the behaviors move to the level of office referral.	PBS, All staff			Staff buy-in Support by SWIS Resources to translate and print YIKES forms	Decrease in office referrals SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys pre/post
Second Steps lessons presented by counselor and teachers to reinforce problem solving, empathy, and anger management	Counselor, Classroom Teachers			Second Steps materials and classroom teacher inservice.	At least 3 presentations in each classroom per month SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys pre/post
Playground Monitoring Program	Staff	↓	↓	PBS/Systematic supervision video and curriculum, training.	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting Student/teacher surveys pre/post

Professional Development					
Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
Classified staff (playground and cafeteria supervisors) trained at beginning of the year and again at midyear on specific techniques and positive reinforcements	Principal, District Committee	2010-2013	August & Jan./Feb	Time for district training, videotape and materials to review	Questionnaire of supervisors following training SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting
Staff meeting time to review behavior expectations, Code of Conduct, and to discuss ways to positively reinforce students; Review of Building and District Safety Manual; PBS update	Principal, Counselor, Head Teacher	↓	On-going	Copies of building plans for behavior, coupon pads for PAWS/YIKES; OTSD flip chart on safety; technology and internet access to PBS program	SWIS and Esis behavioral & academic data reviewed at bi-monthly PBS meeting
Opportunities for staff to attend PBIS trainings	Counselor		On-going	funds	training staff
Other					
Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
Monthly newsletter and website articles describing expectations and programs available to students and district employees added after the beginning of the year and again at mid-year	Principal, Office Staff, Media tech	2010-2013	August & Jan./Feb.	Supplies for newsletter and fliers; time to update website	Parent surveys pre/post
Parent Involvement					
Strategies (action)	Responsible person(s)	Year	Timeline	Resources needed	Means of Evaluation
Copies of District Code of Conduct and Sandy Grade behavior expectations, including Parent Involvement Policy and Plan, PAWS/YIKES information sheet, received and reviewed by parents and students	Principal, Staff	2010-2013	Sept.	Copies of District Handbook/Calendar/ Code of Conduct to be distributed	Number of parents/Guardians that sign off and return the checklist stating they have reviewed with students the information listed on the registration forms and behavior expectations.
Parent/Family activities for positive interaction between children and adults, i.e. Little Steps; ELD, Literacy, and Math nights	Staff	↓	Ongoing	Time for planning Communication	Sign in list of parents/children attending family activities
Phone calls and conferences, as needed, for reinforcement of academic and behavioral expectations for students	Staff		Fall/Spring	Communication	Parents signing off and students returning referrals., phone calls/conference times documented bi-monthly at PBS meeting