

**Ozark North Elementary
Building Improvement Plan
2016-2017**



**Student Dedicated Every Day
Student Driven in Every Way**

Committee Members:

Karen Hood – Principal

Morgan Kelly – Assistant Principal

Amber Martin – K-3 Counselor

Mark McBain – 4-5 Counselor

Amanda McCaleb – Process Coordinator

Laura Snow – Techbrarian

Stephanie Phillips – Technology Teacher

Tina Johnson – Parent

Amanda Mast – Related Arts Teacher

Nate Underwood – Custodial Coordinator

Keisha Wurgler – K-2 Instructional Coach

Cheri Lotz – Kindergarten Teacher

Niki Garner – First Grade Teacher

Jessica Thompson – Second Grade Teacher

Mindy Frazier – Third Grade Teacher

Wendy Ramsey – Fourth Grade Teacher

R.J. Miller – Fifth Grade Teacher

Cara Groves – Fifth Grade Teacher

Angie Dougan - Parent

Ann Povire – 3-5 Instructional Coach

Tracey Roussell – K -2 Math Coach

Natalie Moon – 3-5 Math Coach

Student Performance

CSIP/BIP Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Goal Objective 1.1 – Attendance: Maintain a 96% overall attendance rate and maintain at least a 92% on our 90/90 attendance rate.

Goal Objective 1.2 – Literacy: Continue to improve literacy through the implementation of the Comprehensive Literacy Model. Increase MAP ELA to 80% in third through fifth grades over the next three years.

Goal Objective 1.3 – Mathematics: Continue our focus on improving mathematics instruction and learning by fully implementing balanced math. Increase MAP math scores to 80% in third through fifth grades over the next three years.

Goal Objective 1.4 – Super Sub-Group Populations: Continue to move 2% of our subgroup populations from one proficiency band to the next higher band.

Goal Objective 1.5 – Personalized Learning: At the elementary level, we want to see technology tools integrated effectively into classroom instruction and both personalized learning and assessment opportunities for students.

Goal Objective 1.6 – Positive Behavior Intervention Support (PBIS): Maintain school-wide behavior expectations that decrease discipline and increase a safe, responsible and respectful learning environment. Maintain three tiers of behavior interventions as outlined by the PBIS process.

Goal Objective 1.7 – RTI (Response to Intervention): Continue to monitor struggling students early and often in order to find strategies and interventions that assist them in making accelerated progress.

Highly Qualified Staff

CSIP/BIP Goal 2: Recruit, attract, develop and retain highly qualified staff to carry out the local education agency mission, goals, and objectives.

Goal Objective 2.1 - NEE Evaluation Tool: Continue implementation of the NEE Teacher Evaluation Model to effectively improve teaching and learning focusing on the following 4 indicators:

- 1.2 – Cognitively engaging students in subject matter – deep thinking
- 4.1 – Instructional strategies leading to student problem solving and critical thinking
- 5.3b – Establishes a secure teacher/child relationships
- 7.4 – Effect of instruction on individual/class learning (Formative Assessment)

Goal Objective 2.2 – Professional Learning Communities: Continue to build effective teams and a collaborative school culture.

Facilities and Operations

CSIP/BIP Goal 3: Provide and maintain appropriate support services with functional and safe facilities.

Goal Objective 3.1 - Maintain a beautiful, safe and functional space for students and teachers to learn and grow.

Instructional Resources

CSIP/BIP Goal 4: Provide and maintain appropriate instructional resources.

Goal Objective 4.1 – Library: The library will keep collections current and increase high interest fiction and nonfiction texts for students. We will build our curriculum-based resources as well continue to purchase both print and eBook titles.

Goal Objective 4.2 – Literature Resource Library and Classroom Libraries: The literature and classroom libraries will keep collections current.

Goal Objective 4.3 – Math Manipulatives: Math resources will be provided to ensure conceptual understanding around the balanced math curriculum.

Goal Objective 4.4 – Technology: Continue to increase technology instructional practices.

Parent and Community Involvement

CSIP/BIP Goal 5: Promote, facilitate and enhance parent, student, and community involvement in the LEA/District educational environment

Goal Objective 5.1 – Improve communication and involvement of North families in order to partner together for the successful education of students.

North Elementary Three Year Plan

Readiness		Planning	Training	Implementation	Maintenance
Goals	Strategies	Timeline	Professional Development	Data and Measurement	Monitoring the ongoing implementation of the goal
<p>Goal Objective 1.1:</p> <p>– Attendance</p> <p>Maintain a 96% overall attendance rate and maintain at least a 92% on our 90/90 attendance rate.</p>	<p>Strategy 1: Identify attendance issues early by tracking and monitoring using SIS and Pulse data.</p> <p>Strategy 2: Notify parents of the 90/90 MSIP 5 standards for attendance</p> <p>Strategy 3: Implement recognition program. 96% each month = recognition. The highest attendance percentage earns extra recess one time monthly.</p> <p>Strategy 4: If students are below the 90/90 requirements, attendance step</p>	<p>Strategies 1-5: 2016--2019</p>	<p>Staff will receive updated yearly training on attendance strategies.</p>	<p>Attendance will be tracked weekly through Pulse and SISK data.</p>	<p>Attendance will be reported both to teachers and the District through the monthly board report.</p>

	<p>letters, will be mailed, a parent conference or attendance plan may be implemented.</p> <p>Strategy 5: Quarterly incentive and recognition of students who have perfect attendance by taking their group picture and posting on the school's social media sites and PBIS board.</p> <p>Strategy 6: Yearly student celebration for Great Attendance.</p>				
<p>Goal Objective 1.2: – Literacy</p> <p>Comprehensive Literacy: Continue to improve literacy through the implementation of the Comprehensive Literacy Model.</p> <p>Increase MAP ELA</p>	<p>Strategy 1: Increase the quality of response to reading as evidenced by the writing on the walls in classrooms and hallways and consistent use of response logs or writing journals</p> <p>Strategy 2: Coaches,</p>	<p>Strategy 1-2: 2016-2017</p> <p>Strategies 3-8: 2016-2019</p>	<p>Professional development in literacy will be offered through PD Academy; Literacy Academy; Team Meetings with Coaches, and Building Level Faculty Meetings.</p> <p>Provide training for</p>	<p>Beginning and end of year summative assessments; Quarterly assessments; additional summative assessments; MAP scores; eValue; and ESAIL will measure growth in ELA.</p>	<p>Coaching reports at the end of each school year help to monitor how we are progressing on our goals.</p>

to 80% in third through fifth grades over the next three years.

teachers, and principals will look at new Missouri Learning Expectations and prepare for implementation in the 2017-2018 school year.

Strategy 3: Units of study in all ELA and Content areas will be written, revised and aligned to new Missouri Learning Expectations. We will increase focus on deeper comprehension at all grade levels and promote more inquiry-based learning and research opportunities.

Strategy 4: Over the next three years we will introduce, train and monitor teachers' growth implementing writing strategies through the Lucy Calkins Writing Pathways.

teachers in analyzing data to shift instruction based on students' needs.

Provide each grade level a half day of collaboration time for professional development, planning, and analyzing data

Set up a system for peer observations

Principals and coaches will meet bi-monthly to discuss literacy needs.

Strategy 5: Over the next three years we will increase the understanding and practice of language workshop in order to improve conventions in writing.

Strategy 6: Increase reading stamina among students at all grade levels and set school-wide independent reading goals.

Strategy 7: Coaches, teachers and principals will analyze monthly, quarterly and yearly data sources to monitor growth in reading and writing.

Strategy 8: The ESAIL evaluation tool will be conducted two times per year to determine what areas of the Comprehensive Literacy Model need to be improved or

	resourced.				
<p>Goal Objective 1.3: – Mathematics</p> <p>Continue our focus on improving mathematics instruction and learning by fully implementing balanced math.</p> <p>Increase MAP math scores to 80% in third through fifth grades over the next three years.</p>	<p>Strategy 1: Implement Balanced Math in grades Kindergarten through Fifth grades.</p> <p>Strategy 2: Monthly eValueate and unit summative assessments will be analyzed for growth in math.</p>	<p>Strategies 1-2: 2016-2019</p>	<p>During the 2016-2017 school year, each grade level will receive a half day of training quarterly in the next math units they will teach.</p> <p>Teachers will attend two math team meetings per semester with their same grade level colleagues across the District through Zoom in order to receive support in the math implementation.</p> <p>Set up peer observations in model mathematics classrooms.</p>	<p>Summative Unit tests and monthly eValueate data will measure growth in mathematics.</p>	<p>At the end of each year coaches and principals will look at the strengths and areas of growth toward full implementation of balanced math.</p>

<p>Goal Objective 1.4:</p> <p>– Sub-Group Populations</p> <p>Continue to move 2% of our subgroup populations of students from one proficiency band to the next higher band.</p>	<p>Strategy 1: Focus tutoring on ‘bubble kids’ who have the potential to move from basic to proficient.</p> <p>Strategy 2: Increase by 2% per year third, fourth, and fifth grade free/reduced lunch student ELA and Math MAP scores.</p> <p>Strategy 3: Increase by 2% per year third, fourth and fifth grade Special Education Students ELA and Math MAP scores.</p> <p>Strategy 4: Continue to track the learning, attendance, and behaviors of students in our super subgroup through the STAT and PBIS process.</p> <p>Strategy 5: Analyze subgroups’ quarterly assessment and eValue data in reading and math for</p>	<p>Strategies 1–6: 2016-2019</p>	<p>Provide professional development to teachers in how to target and provide interventions in academics, behavior, and attendance to our at risk population.</p>	<p>Data from quarterly assessments, unit tests and eValue in reading and math will be analyzed for growth.</p>	<p>The Super Sub-Group may be broken out again on MSIP5 in the future. If that happens we will plan and set goals for each subgroup.</p>
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	<p>growth.</p> <p>Strategy 6: Teachers will use their “Great Expectation Binder” to track progress of students at the below basic level in literacy and math.</p>				
<p>Goal Objective 1.5:</p> <p>– Personalized Learning</p> <p>At the elementary level we want to see technology tools integrated effectively into classroom instruction and both personalized learning and assessment opportunities for students.</p>	<p>Strategy 1: We will build readiness through educating the staff first about personalized learning to create understanding and common language.</p> <p>Strategy 2: As we continue to define personalized learning, we will introduce a variety of models as examples.</p> <p>Strategy 3: The blended learning model can then be introduced in staff meetings and collaborative conversations in PLC.</p>	<p>Strategy 1: 2016-2017</p> <p>Teachers will be introduced to personalized learning concepts and models.</p> <p>Resources and Professional Development Opportunities:</p> <p>Strategies 2-5: 2016-2018</p> <p>Mentor Texts such as <u>Visible Learning for Teachers</u> by Hattie; <u>Making Learning Personal</u> by Bray & McClaskey; <u>Leading for Differentiation</u> by Carol Ann Tomlinson (to name a few).</p> <p>Additional Resources could include internet resources, model schools implementing personalized learning and observations in</p>	<p>Incorporate ideas and training about mindsets from Hattie’s <u>Visible Learning for Teachers</u> as preparation for looking at 21st century learning.</p> <p>Introduce and provide focused training on personalized learning.</p> <p>2017 – 2018 Study personalized learning models such as Blended Learning, Project Based Learning and Flipped Classrooms.</p> <p>Plan visits to schools implementing</p>	<p>Evidence:</p> <p>Increase student choice in learning and assessment.</p> <p>Seamless integration of technology tools in the classroom.</p> <p>Classrooms with more flexible seating and learning spaces.</p> <p>More students who are engaged, internally motivated, setting goals, monitoring progress and reporting to parents during conferences their learning strengths and growth areas.</p> <p>Teachers observing each</p>	<p>Monitor:</p> <p>Buy-in from the District level down to the student level.</p> <p>Teachers and principals sharing the responsibility of implementing and growing in these new practices.</p> <p>Data can be collected through teacher observations, notes during collaboration and team meetings, the data from techbrarian’s reports on teachers who have utilized coaching and technology use in the classroom, and the</p>

	<p>Strategy 4: Set goals involving staff and parents for personalized learning in the building improvement plan</p> <p>Strategy 5: As students experience more voice and choice in both learning opportunities and assessment, they will get excited to share with each other and parents their learning. We can utilize our communication avenues to share pictures and projects with parents and the community through conferences, webpages and other social media avenues.</p>	<p>teacher's classrooms who are implementing aspects of personalized learning with students.</p>	<p>personalized learning models.</p> <p>Staff meetings include opportunities to model personalized learning strategies and technology integration.</p> <p>Through the evaluation process, principals can give specific feedback and coaching to teachers who are implementing personalized learning approaches.</p>	<p>other, giving feedback, and collaborating around personalized learning goals.</p> <p>Evidence can also be seen in the increase numbers of student led conferences and personalized assessment data.</p> <p>Yearly NEE evaluation will allow principals to see progress toward student voice and choice and personalized learning.</p>	<p>number of classrooms who are transformed into flexible learning spaces, assessment data.</p>
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<p>Goal Objective 1.6:</p> <p>– Positive Behavior Intervention Support (PBIS)</p> <p>Maintain school-wide behavior expectations that decrease discipline and increase a safe responsible and respectful learning environment.</p> <p>Maintain three tiers of behavior interventions as outlined by the PBIS process.</p>	<p>Strategy 1: Identify Tier 1, Tier 2, and Tier 3 teams. Student behavior interventions will be implemented based on teacher referral.</p> <p>Strategy 2: Implement lessons that span across all settings and is taught and practiced throughout the year.</p> <p>Strategy 3: Implement individual, classroom, and school-wide rewards.</p> <p>Strategy 4: Report PBIS progress monthly to staff during faculty meetings.</p> <p>Strategy 5: Decrease bus referrals by creating seating charts as needed, checking in with buses and drivers weekly, and awarding a Bus of the Month recognition.</p>	<p>Strategies 1-9: 2016-2019</p>	<p>Continue to send staff on Tier I, II and III teams to training and to the yearly conference.</p> <p>Staff meetings for the 2016-2017 school year will focus on strategies classroom teachers can use to help students who need behavior interventions.</p>	<p>Data is gathered from SISK and Pulse, analyzed and reported monthly to staff.</p>	
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Strategy 6:

Implement digital citizenship expectations

Strategy 7: Develop internal character and leadership skills within students by adding 7 habits of highly effective people. This will be accomplished with fifth grade students through the Ambassador Program.

Strategy 8: Maintain expectation signage posted in all settings.

Strategy 9: School-wide celebrations through monthly assemblies.

Strategy 10: Report progress to parents and community.

<p>Goal Objective 1.7: – RTI (Response to Intervention)</p> <p>Continue to monitor struggling students early and often in order to find strategies and interventions that assist them in making accelerated progress.</p>	<p>Strategy 1: STAT (Student/Teacher Assistance Team) This team consisting of Principals, Counselors, Interventionists, Teachers, Coaches, and the Process Coordinator will meet on individual students every six to eight weeks who are not making accelerated progress.</p> <p>Strategy 2: CIM (Comprehensive Intervention Model)</p> <p>Teachers will monitor literacy progress through our data wall, quarterly data sheets, assessments, eValueate, and other classroom data and provide Tier I interventions for students who are below basic or basic in reading and writing.</p> <p>Interventionists and</p>	<p>Strategies 1- 4: 2016-2019</p> <p>Strategy 5: 2016-2017 and then yearly</p>	<p>Teachers will receive updated training each year on the STAT process.</p> <p>Training for teachers, reading recovery teachers and special education teachers will also be given in RTI/CIM processes.</p>	<p>Data from quarterly assessments, unit tests and eValueate in reading and math will be analyzed for growth.</p>	
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teachers will collaborate at least once per month during PLC around shared students who are receiving Tier I, II, or III interventions.

Strategy 3: Special Education Services

The principal will meet with the Process Coordinator weekly to discuss progress of students with an IEP or students who may need further interventions or to be referred testing.

We will implement interventions (such as CIM for literacy) that better align with classroom instruction to increase our students' success in grade level expectations.

Strategy 4: ELL Services

Principals and

	<p>classroom teachers will work with the ELL teacher to provide support to ELL students.</p> <p>Strategy 5: Gifted Services</p> <p>Principals and teachers will collaborate with teachers who serve identified gifted students around strategies that help support them in the classroom.</p>				
<p>Goal Objective 2.1:</p> <p>- NEE Evaluation Tool</p> <p>Continue implementation of the NEE Teacher Evaluation Model to effectively improve teaching and learning focusing on the following 4 indicators:</p> <p>1.2 – Cognitively</p>	<p>Strategy 1: Tenured teachers will be observed minimally four times this school year. Non-tenured teachers will be observed minimally six times this school year.</p> <p>Strategy 2: Each teacher will have a face-to-face post/observation feedback meeting with the appropriate administrator within</p>	<p>Strategy 1: 2016-2017</p> <p>Strategies 2-4: 2016-2019</p>	<p>Professional development opportunities will be provided in faculty meetings and through the District to gain instructional strategies in our four NEE indicators.</p>	<p>Summative reports will show each teacher's average NEE and professional development plan score.</p>	<p>As we change indicators, we will need to provide the support and professional development needed to implement the indicator into effective instructional practices.</p>

<p>engaging students in subject matter – deep thinking</p> <p>4.1 – Instructional strategies leading to student problem solving and critical thinking</p> <p>5.3b – Establishes a secure teacher/child relationships</p> <p>7.4 – Effect of instruction on individual/class learning (Formative Assessment)</p>	<p>two school days.</p> <p>Strategy 3: A conference will be held around each teacher’s professional development plan. The plans will be approved, monitored, and scored before the teachers’ contracts are renewed.</p> <p>Strategy 4: A conference will be held to develop and monitor each teacher’s student learning objectives (SLO).</p>				
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<p>Goal Objective 2.2:</p> <p>– Professional Learning Communities</p> <p>Continue to build effective teams and a collaborative school culture.</p>	<p>Strategy 1: Principals will meet with PLC Leaders monthly.</p> <p>Strategy 2: Teachers and principals will communicate weekly around questions and outcomes from PLC meetings through the shared Google Collaboration Document.</p> <p>Strategy 3: Principals will improve communication and collaborative decision making as mentioned in the 2015-2016 climate survey.</p> <p>Strategy 4: Increase opportunities for vertical alignment K-5. We will divide North into four vertical alignment teams which will meet at least quarterly.</p> <p>In future years we will continue the vertical alignment process on a monthly</p>	<p>Strategies 1-3: 2016-2019</p> <p>Strategy 4: 2016-2017 and then on a yearly basis</p>	<p>Provide professional development of effective PLCs for PLC Leaders through a book study. For the 2016-2017, leaders will study <u>The Five Dysfunctions of a Team</u> by Patrick Lencioni.</p> <p>The staff will receive training on effective PLC practices in the 2016-2017 school year.</p> <p>Teachers will have a specific focus for vertical alignment meetings to maximize time spent.</p> <p>Provide professional development to the staff on effective PLC practices.</p>	<p>Evidence through positive building climate as seen through surveys and atmosphere; PLC Collaboration Google Docs.</p>	<p>Continue to build effective teams and leadership throughout the building.</p>
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	basis as we implement new Missouri Learning Expectations				
Goal Objective 3.1: Maintain a beautiful, safe, and functional space for students and teachers to learn.	Strategy 1: Continue to prioritize facility building improvement plan list.	Follow the Facility Plan and update on a yearly basis.	Provide professional development for custodians as needed to increase expertise in maintenance and cleaning skills.	Clean, efficient, and safe space for teachers, students, and the community.	

<p>Goal Objective 4.1:</p> <p>– Library</p> <p>Over the next few years the library will keep collections current and increase high interest nonfiction texts for students.</p> <p>We will build our curriculum-based resources as we continue to purchase both print and eBook titles.</p>	<p>Strategy 1: Increase technologies/open access use.</p> <p>Strategy 2: Lower overall copyright age of the collection to insure high-interest reading.</p> <p>Strategy 3: Maintain all areas taking into account lost titles and the number of titles that will be dropped for time sensitivity.</p> <p>Strategy 4: Add digital subscriptions to enhance curriculum.</p> <p>Strategy 5: Continue to collaborate with classroom teachers on activity and projects.</p> <p>Strategy 6: Gather teacher input on subscriptions and digital/print resources.</p>	<p>Strategy 1-5: 2016-2019</p>		<p>Library End of Year Report</p> <p>Teacher Survey</p>	<p>Continue to analyze and update library resources each year.</p>
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<p>Goal Objective 4.2: – Literature and Classroom Libraries</p> <p>The literature and classroom libraries will keep collections current.</p>	<p>Strategy 1: Improve the organization of books sets, mentor texts, and focus units for easier access for teachers.</p>	<p>Strategy 1: 2016-2019</p>		<p>Google inventory</p>	<p>Continue to analyze and update literature library resources each year.</p>
<p>Goal Objective 4.3: – Math Resources</p> <p>Math resources will be provided to ensure successful implementation of balanced math.</p>	<p>Strategy 1: As teachers implement balanced math, we will provide the necessary math manipulatives to support the required learning activities.</p>	<p>Strategy 1: 2016-2019</p>	<p>Teachers will receive professional development on how to use math manipulatives through District PD and math coaches.</p>	<p>Google Inventory</p>	<p>Continue to analyze and update math resources as needed each year.</p>

<p>Goal Objective 4.4:</p> <p>– Technology</p> <p>Continue to increase technology instructional practices and integration in the classroom.</p>	<p>Strategy 1: 100% of our teachers will be Chromebook trained.</p> <p>Strategy 2: Teachers will integrate technology as a learning tool in the classroom through the use of iPads, Chromebooks, Document Cameras, and Laptops.</p> <p>Strategy 3: Students will be taught digital citizenship in the classroom, technology related arts, and library as part of the PBIS matrix. They will be held responsible for following the guidelines on appropriate technology usage.</p> <p>Strategy 4: Principals will conduct quarterly meetings with the LMS and technology teacher.</p> <p>Strategy 5: The LMS (Library Media</p>	<p>Strategies 1-2: 2016-2019</p>	<p>Support teachers and techbrarian with training opportunities through District PD.</p> <p>Support teachers with training and modeling through the North Elementary Techbrarian and Technology teacher.</p>	<p>Techbrarian Coaching Report</p>	
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	Specialist) will push into classrooms to model and work collaboratively with teachers to complete technology student assignments and research projects.				
<p>Goal Objective 5.1:</p> <p>– Parent and Community Involvement</p> <p>Improve communication and involvement of North families in order to partner together for the successful education of students.</p>	<p>Strategy 1: Communication</p> <p>Share with parents the activities and accomplishment of North teachers and students through multiple means of communication both through technology, written, and in person.</p> <p>Strategy 2: Involvement</p> <p>Provide opportunities through grade levels and PTA for parents to be involved at North Elementary.</p>	<p>Strategies 1-3 2016-2019</p> <p>Strategy 4: 2017-2018</p>	Provide professional development opportunities for teacher to increase knowledge of effective parent communication strategies.	Parent Surveys, Parent Advisory, and Data from Facebook, Web Pages, and other communication avenues.	

	<p>Strategy 3: Provide parents an opportunities to attend academic events either provided by individual grade levels or the school as a whole.</p> <p>Strategy 4: Provide training for parents on the new Missouri Learning Expectations and Assessments</p>				
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