



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

*Student Dedicated Every Day
Student Driven in Every Way*

Committee Members:

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Principal
Assistant Principal
Counselor
Process coordinator
ELL teacher
Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Related Arts/Technology
Parent
Parent
Parent
Parent
Parent
Parent

STUDENT PERFORMANCE

CSIP GOAL 1: STUDENT PERFORMANCE

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

Objective 1.1 – Attendance: Maintain a 95% overall attendance rate and maintain at least a 92% on our 90/90 attendance rate.

Strategy 1: 3-4 Absences or Tardies:

- Contact parents via phone or email to express concern and/or inquire of the matter. Document communication.
- If email, please use SISK and Cc Jared. Communication will serve as good information for future administrative phone calls/letters. Email sent through SISK12 can be automatically logged into parent log.

District Attendance Procedures:

- Step 1: 5-9 absences
 - Step 1 letter
- Step 2: 10-12 absences
 - STEP 2 letter
 - building administrator phone call
 - a district attendance committee member phone call if 10 days missed within 1st semester
 - options for support given to parents
 - review and notification of outside agencies including, but not limited to, Division of Children’s Services
- STEP 3: Notification of 13 absences
 - STEP 3 letter
 - building administrator/ parent-principal conference
 - building level Attendance Improvement Plan developed
 - review and notification of outside agencies including, but not limited to, Division of Children’s Services and Prosecuting Attorney
- STEP 4: Notification of 17-20 absences
 - STEP 4 letter
 - information sent to district’s Director of Operations to set up a parent conference.
 - ([Board Policy JED](#))

Strategy 2: Attendance Rewards: monthly attendance banner competition for each grade level, quarterly incentives, EOY student celebration.

Strategy 3: Daily Check-ins with at-risk students

Measurement: ADA and 90/90 will be measured using the PULSE database.

Timeline: Attendance checks run weekly; Check-ins with at-risk students daily

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

Strategy 1: Demonstrate by creating Specific. Measurable. Attainable. Realist/Relevant. Time bound (SMART) goals from BOY to EOY on Environmental Scale for Assessing Implementation Levels (ESAIL) Criterion 3 Data analysis.

Strategy 2: Create quarterly SMART goals for K-5 individual students DRA (Developmental Reading Assessment) reading levels.

Strategy 3: Create quarterly SMART goals for K-5 individual student writing as measured by district writing assessments.

Strategy 4: Implement Writing Pathways by Lucy Caulkins at grades K-5. Through collaboration around student data, we will determine areas for celebration while defining needs for professional development. Timeline: 2 years

Strategy 5: Monthly ELA eValue data will be analyzed and used to provide guidance in instruction and student achievement.

Strategy 6: Over the next three years continue creating Units of Study that align to the board adopted standards and provide professional development for teachers.

CSIP Goal Objective 1.3 – Mathematics – Continue our focus on improving mathematics instruction by learning by fully implementing the five components (Computation, Problem Solving, Conceptual Understanding, Mastery of Math Facts, Common Formative Assessment) of Balanced Math. MAP math scores will increase over the next three years to 80% proficient and advanced in third through fifth grades.

Strategy 1: Provide half day in-service training for teachers to discuss, review and problem solve within the new math curriculum. 1 per semester at West Elementary.

Strategy 2: Monthly analysis of eValue data and use the “should know” and “challenge” questions to identify areas for growth in teaching practices and student achievement.

Strategy 3: Math zoom sessions by grade level will occur twice a semester to receive support and provide a time for collaboration.

CSIP Goal Objective 1.4 – Sub-Group Populations– Continue to move 2% of our subgroup populations in third through fifth grade from one proficiency band to the next higher band.

Strategy 1: Weekly collaboration between special education/ELL/KITES and general classroom teacher to ensure the fidelity of language, goals and expectations for the student.

Strategy 2: Provide ongoing in-service and support to meet the need of English Language Learners and those students who qualify for free and reduced lunch.

Strategy 3: Provide in-service training centered upon cultural norms and differences

CSIP Goal Objective 1.5 – Personalized Learning - At the elementary level we want to see technology tools integrated effectively to enhance classroom instruction. Technology tools will promote personalized learning and assessment opportunities for students.

Strategy 1: Three year goal to work on through individual professional development plans.

Strategy 2: Provide monthly in- service that gives teachers new technology tools to implement into their instruction. Our goal is to equip the teachers.

CSIP 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 a system that focuses on teaching expectations and reinforces positive behaviors through rewards. Maintain three tiers of behavior interventions as outlined by the PBIS process.

Strategy 1: Teaching expected behaviors in all settings (classroom, bathroom, hallways, cafeteria, bus, etc)

Strategy 2: Individual, Classroom, and School-wide Tiger Paw Recognition

Strategy 3: High-risk students brought to the PBIS team and/or STAT team for interventions.

Strategy 4: Acknowledge and celebrate Bus of the Month positive behaviors.

Strategy 5: Provide training for staff on Crisis Prevention Intervention/De-escalation over the next three years.

Measurement: Discipline data as measured by PULSE and SIS

Timeline: Monthly

CSIP 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.

Strategy 1: Over the next two years present staff in-services on effective goal setting and the effects of student achievement every quarter.

Strategy 2: Through communication during Student Teacher Administration Team meetings staff will be provided with training on how to systematically track student data and target interventions for accelerated academic progress.

Strategy 3: Provide additional Comprehensive Intervention Strategies (CIM) for teachers that utilize interventions for our at risk learners.

Strategy 4: STAT meet every six weeks to discuss the students who are at risk academically and behaviorally.

Strategy 5: Analyze summative data sheets and meet with teachers quarterly to discuss interventions through STAT and communicate with parents.

Strategy 6: Special education staff will utilize Rethink for some of our Special Education students. The district will provide trainings that focus on how to further utilize the lessons/activities and how to use Rethink to track IEP goals.

CSIP GOAL 2: HIGHLY QUALIFIED STAFF

Recruit, attract, develop, and train highly qualified staff to carry out the Local Educational Agency (LEA) mission, goals, and objectives.

Objective 2.1 - NEE Evaluation Tool: Continue implementation of the NEE Teacher Evaluation Model to effectively improve teaching and learning focusing on the following 6 indicators (those italicised are indicators included but not mandatory for each teachers):

- 1.2 – Cognitively engaging students in subject matter – deep thinking
- 4.1 – Instructional strategies leading to student problem solving and critical thinking
- *5.2 - Manages time, space, transitions and activities*
- 5.3b – Establishes secure teacher/child relationships
- *6.4 - Uses technology and media tools, when available and appropriate, for communications with students and parents*
- 7.4 – Effect of instruction on individual/class learning (Formative Assessment)

Strategy 1: Work with each teacher to create individual SMART PDP goals that are personalized.

Strategy 2: Have coaching conversations within 1-3 days of observations.

Strategy 3: Implement a schedule through Google Sheets to track which subjects that are being observed throughout the year to promote a more accurate viewpoint of what is going on in classrooms.

Measurement: NEE Evaluation Tool

Timeline: Semester

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

Strategy 1: Maintain a Steering Committee, comprised of a representative from each grade-level, that provides feedback and servant leadership to the rest of the building.

Strategy 2: Steering Committee will meet monthly.

Strategy 3: Complete a Book Study (5 Dysfunctions of a Team) and discuss at Steering Committee meetings

Strategy 4: Create Google Form to fill out during Friday PLC to provide a systematic way to give feedback and request support

Strategy 5: Monthly staff meetings will include training on items as requested by the Steering Committee.

Strategy 6: Staff will complete BOY, MOY and EOY survey on climate and instruction. Steering committee will take this data and make shifts as needed.

Measurement: Teacher Input; Steering Committee Meeting Notes/Agenda (Ongoing Google Doc); Staff Meeting Notes/Agenda (Ongoing Google Doc); PLC Google Form

Timeline: 2016-17 School Year

Objective 2.3: Provide for a smooth transition to the 5th grade teachers.

Strategy 1: Create quarterly meetings in which the 5th grade team can meet exclusively with administration to target needs, request support, solve problems, and ask questions.

Strategy 2: Administration will provide monthly team building opportunities at staff meetings to assist teachers in getting to know one another and build levels of trust.

CSIP GOAL 4: INSTRUCTIONAL RESOURCES

Provide and maintain appropriate instructional resources.

CSIP Goal Objective 4.1 – Library – Over the next three years the library will keep collections current and increase high interest nonfiction texts for students.

CSIP Goal Objective 4.2 – Literature Resource Library and Classroom Libraries - The literature and classroom libraries will keep collections current. We will build our curriculum-based resources as we continue to purchase both print and eBook titles.

CSIP Goal Objective 4.3 – Math Manipulatives - Math resources will be provided to ensure conceptual understanding around our new Balanced Math curriculum.

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

Strategy 1: Technology professional development will be implemented monthly through staff meetings

Strategy 2: Techbrarian will continue to model new technology enhancements and provide training and resources to students and staff in order to enrich curriculum and instruction.

CSIP GOAL 5: Parent and Community Involvement

Promote, facilitate and enhance, parent, student, and community involvement

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

Strategy 1: Communicate to parents monthly through the school newsletter.

Strategy 2: At least four time per year we will provide specific academic events for families that are fun, interactive, and allow family members to actively participate with their child.

Strategy 3: Provide in - service training for staff on various technological tools aimed at increasing/improving teacher-parent communication and relationships (Bloomz, See Saw, DOJO, Remind, email, phone calls, text, weekly newsletters, web pages, twitter, Facebook)
Timeline: 3 years.

Strategy 4: Establish a parent advisory group with representatives from every grade level to discuss concerns, shifts in curriculum, and celebrations of the school environment. Meet quarterly.