

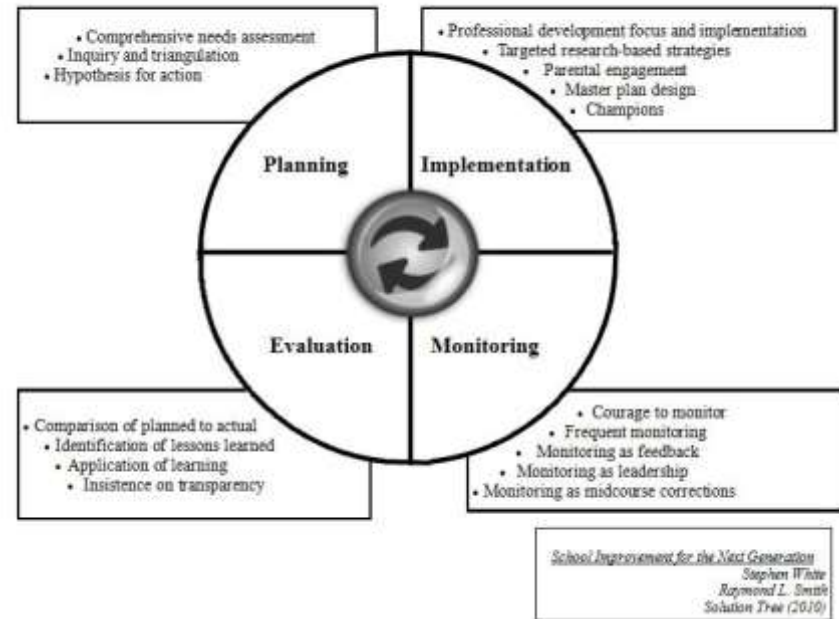
2016-17 Fords Prairie School Improvement Plan

Fords Prairie School

David Roberts, Principal

Fords Prairie Leadership Team	
Name	Position
Patricia Scherer	Para Professional
Darla Wasson	Kindergarten Teacher
Erin Ashmore	First Grade
Christine Chamberlain	Second Grade
Johnna Steenkolk	Third Grade
Natalie Chambers	Instructional Facilitator
Kristen Pace	Special Education Teacher
David Roberts	Principal

The Four Critical Components of the School Improvement Process



Ia. DATA: Summary of State Test Results

Fords Prairie School									
	2006-7	2007-8	2008-9	2009-10	10-11	11-12	12-13	SBAC 14-15	SBAC 15-16
Reading	70	67.6	73.9	62.4	67.9	53.2	70.4	50%	41.6
Hispanic	76.5	47.6	61.1	40	40.7	26.3	60	43	25
ELL			50	40	35.7		60	33	13
SPED	33.3	27.8	25	21.7	22.2	7.7	9.1	28	12.5
Low Income	61.7	62.3	75	51.4	64.9	45.8	68.1	45	38.9
Math	81	64.8	77.5	59.2	56.6	60.8	72.4	55	41.1
Hispanic	82.4	47.6	50	40	39.3	31.6	63.3	30	28
ELL			30	10	50		60	30	20
SPED	40	22.2	33.3	17.4	22.2	30.8	27.3	23	18.8
Low Income	76.7	61	73.5	50	50	54.2	69.4	51	41.1

Ib. Data Summary

Fords Prairie School achievement fell in every group and subgroup on the 2016 SBAC in ELA and Math. Reading fluency continued to rise for all students across all grade levels with 82% of students receiving their fluency medals. FP will continue to focus on reading fluency, with an adjusted additional implementation focus to include a comprehension. XLT adjusted mid-year and implemented I-ready across first, second and third grades in our afterschool program. The district program served 63 students afterschool. Morning drop in reading supported early arrivers, and students were encouraged to practice reading at the just right level.

Mathematics: teachers continued to look for the correct balance of rigor and scaffolding to achieve higher standards. This included extreme fact fluency with dice games, and problem solving, and IXL and I-ready afterschool.

Technology: Moving forward with the integration of chromebooks, we will be prioritizing our instructional technology. I-ready, writing and Typing Pal? Journey's unit quizzes before any *good ideas* are implemented.

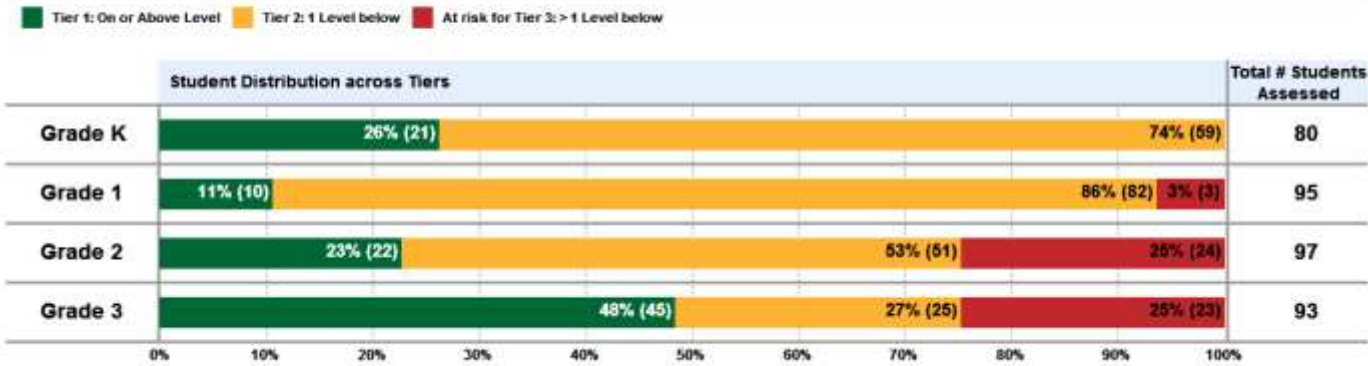
ELA: in 2016- 17 SY the staff will be working to implement the recommendations of the ELA district team including – Choice reading, building stamina, conferring with students and Writing Performance Assessments.

Science: Fords Prairie School continues to integrate reading about science. This year, Fords Prairie will implement 5-6 science learning labs across the school focused on hands on learning and the NGSS.

November 10, 2016

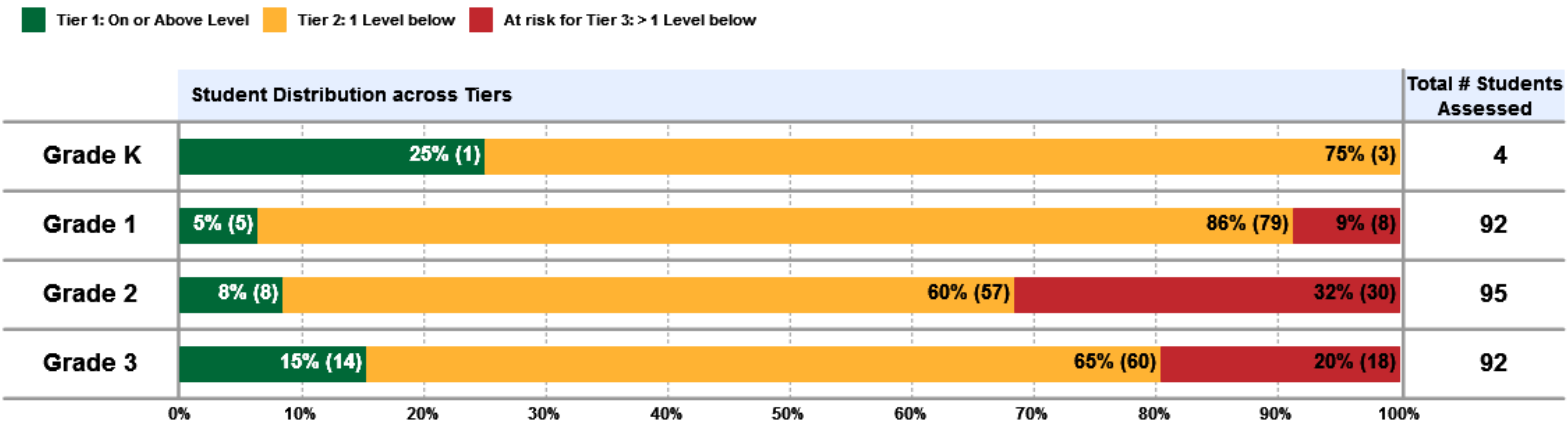
Current Benchmark Data FORDS PRAIRIE 2016 Data Summary Reading Fall 2016 I-Ready

Detail by Grade ?



MATH FALL 2016 I-Ready

Detail by Grade ?



2015-2017

II. Academic Action Plan

II. Academic Action Plan: Each school will write goals for academic achievement areas. Primary level will write goals on 3rd grade ELA and math. Intermediate will write goals on 5th grade science, 6th grade ELA, and 6th grade Math. Middle school will write goals on 8th grade science, ELA, and math. High school will write goals on 10th grade science, 11th grade ELA and math.

A.

Content Area: ELA		Grade level: 3rd (Actions involve multiple grades)		
Student Achievement Goal (SMART GOAL): Fords Prairie School will increase SBAC scores from 40 to 80 percent by 2019. In 2017 3 rd grade students will achieve a 60% passing rate on the ELA SBAC.				
ACTION PLAN		RESOURCES		
SIP Actions <i>Examples:</i> <i>Specific instructional strategies.</i> <i>Professional Development: How will you increase staff capacity to implement this strategy?</i> <i>System or process changes / improvements:</i> <i>PLC, data collection, use of time, monitoring plan, etc.</i>	Assess Progress: Formative and Summative Measures <i>1. Implementation: what approaches will be used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, monitoring strategies, grade level discussions, lesson plan review).</i> <i>2. Desired Student Outcomes: specific assessments, assignments and other indicators of student success</i>	Person (s) Responsible: <i>Be specific (.i.e, PLC leads, principal, instructional facilitator, etc.)</i>	Resources Needed: <i>How will you align your resources (people, time, dollars, materials, and partnerships) to accomplish your goals?</i>	Implementation Timeline <i>Many initiatives will take more than one year. Break initiative into multiple “phases” if necessary.</i>
3 rd grade students will be targeted for XLT intervention and acceleration based on I-Ready and school formative assessments.	<ol style="list-style-type: none"> Natalie Chambers will work with 1-2-3 PLC leads to ensure access and acceleration for students in critical sub-groups. Students will enter and exit XLT based on progress and achieving at grade level status. 	PLC leads Natalie Chambers	Resource expansion XLT Additional XLT staff.	On going
Implementation of I-Ready Benchmarks and progress monitoring.	<ol style="list-style-type: none"> All below grade level students will achieve their target of 45 minutes in ELA I–ready intervention time. Struggling students will demonstrate accelerated growth. 	Principal Facilitator Every Classroom Teacher	Weekly progress monitoring reports	Weekly I–ready published reports.

November 10, 2016

Teachers will attend (3) I-Ready trainings	<ol style="list-style-type: none"> Teachers will implement the PDF lesson for small group re-teaching PLC's will discuss PDF re-teaching and implement progress / backfilling for students. 	PLC leads Teachers Natalie Chambers	Training implementation	Ongoing
SBAC – Practice tests	<ol style="list-style-type: none"> ELA SBAC practice / released item will be reviewed in each 3rd grade class weekly. Using I Do, We Do, You Do. Test cognitive demand. Review SBAC practice test strengths and weakness. 	3 rd Grade classroom Teachers	Online student resources.	Weekly PLC notes and agenda.
Teachers will implement district literacy initiatives. Choice Reading Conferring Writing Performance Assessments	<ol style="list-style-type: none"> Representation at District ELA meetings PD at FP provided by ELA team members. Teachers will provide 20 minutes of choice reading, with conferring Mr. Roberts will monitor ELA implementation Students will show significant growth in I-Ready and District Benchmarks 	ALL Teachers Natalie Chambers David Roberts	Classroom observations Writing scoring sessions	Classroom Walk through observations PD designed by grade levels Data analysis in PLC.
ELL students will receive 30 minutes of EL instruction according to the EL team, daily.	<ol style="list-style-type: none"> Small group or imagine learning pull outs. Students will grow 2 years in their BICS language over the school year. 	EL Diana Eslick Nicki Luna	EL data reports	Ongoing
SE students will receive individualized instruction outside of Core times for pull outs. Students will receive inclusive academic services determined by IEP.	<ol style="list-style-type: none"> Special Ed PLC will meet and review student success and access to the Gen Ed. class at their PLC. Special Education students will increase SBAC ELA proficiency and I-Ready progress monitoring scores. 	Pace Olson Bell Hana	SE IEP progress reports I-Ready scores	Ongoing / weekly

2016 Final Summary comments: Fords Prairie School did not achieve growth year over year as measured by the SBAC. Writing growth based on district data showed growth over the 3 grade levels. Fords Prairie Students did show significant growth in reading fluency, SRI and Easy CBM data. SRI and SMI growth showed no correlation to SBAC performance.

2015-2017

November 10, 2016

II. Academic Action Plan: Each school will write goals for academic achievement areas. Primary level will write goals on 3rd grade ELA and math.

A.

Content Area: Mathematics		Grade level: 3rd		
Student Achievement Goal (SMART GOAL): Fords Prairie School will increase SBAC scores from 41% to 80% by spring 2019. Students in Spring 2017 will achieve 60% meeting standard in Mathematics.				
ACTION PLAN		RESOURCES		
SIP Actions	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
<p><u>Examples:</u> Specific instructional strategies.</p> <p>Professional Development: How will you increase staff capacity to implement this strategy?</p> <p>System or process changes / improvements: PLC, data collection, use of time, monitoring plan, etc.</p>	<p>1. Implementation: what approaches will be used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, monitoring strategies, grade level discussions, lesson plan review).</p> <p>2. Desired Student Outcomes: specific assessments, assignments and other indicators of student success</p>	<p>Be specific (.i.e, PLC leads, principal, instructional facilitator, etc.)</p>	<p>How will you align your resources (people, time, dollars, materials, and partnerships) to accomplish your goals?</p>	<p>Many initiatives will take more than one year. Break initiative into multiple “phases” if necessary.</p>
Every Grade level will meet 1 time per month to review Mathematics in PLC	<ol style="list-style-type: none"> 1. PLC 4 questions. The Facilitator and Principal will work closely with data, agendas and responses to the 4 questions. 2. Mathematics achievement will be closely monitored. PLC meeting minutes and agendas will be shared. 	PLC leads Principal Facilitator	PLC time to meet	Weekly
Students will increase their numerical fluency.	<ol style="list-style-type: none"> 1. Students will have daily practice with Rocket math 2. Outcome – increased automaticity 	All Teachers	Rocket math score sheets and workbooks	Daily Fact Practice.
3 rd grade students will use SBAC Practice test in Mathematics 1 time per week.	<ol style="list-style-type: none"> 1. Teachers will guide students in Problem solving and communicating understanding. 2. Students will increase awareness and readiness for SBAC. 	3 rd grade teachers	SBAC practice tests online	Weekly

November 10, 2016

<p>1-2-3 grade students will be cross referenced with ELA performance to drive out XLT invitations</p>	<ol style="list-style-type: none"> 1. PLC – Monitoring and facilitation with Natalie Chambers, David Roberts and PLC leads. 2. Students enter and exit XLT based on need and achievement 	<p>PLC leads Natalie Chambers David Roberts</p>	<p>PLC monthly analysis XLT slots for kids</p>	<p>Monthly checks</p>
<p>Benchmark I-Ready Diagnostic tests will be administered 3 times per year. Students below level will receive 45 minutes of instruction per week</p>	<ol style="list-style-type: none"> 1. Students in all grade levels will assess in Fall, Winter and Spring. 2. Students will grow in academic achievement in math at least 1 grade level. 	<p>All Teachers Instructional Facilitator Principal</p>	<p>Assessment analysis in PLC Time for PDF teaching</p>	<p>Ongoing</p>
<p>Grade level teams will work across the district to align assessments with CCSS math standards.</p>	<ol style="list-style-type: none"> 1. Grade level team members will work with Kristy Vetter on Math Alignment 2. Coherence across the team members at each grade level. 	<p>Vetter Math committee Members</p>	<p>District math committee meeting and budget</p>	<p>Monthly</p>

2016 Final Summary Comments: Fords Prairie did not increase math scores based on the SBAC. Students did show growth on multiple measures of assessments, including Easy Cbm and SMI. SMI had very little correlation with SBAC results.

November 10, 2016

III. Professional Development Plan: Use the space below or attach a separate document. The plan should align with your SIP, other school or district initiatives requiring PD, and reflect the components of effective PD. Please summarize all CEA and early release Fridays (if available) within the plan as well.

(Sample table – use it, customize it, or delete it and create your own formatting to include the elements described above)

Date	Time	Type of day (CEA, early release, etc.)	Description	Implementation Notes (Implementation strategies, monitored, etc.)
8/22 & 23	8:00 – 3:30	Non paid	PBIS training - highline CC	Leadership development of PBIS team.
8/26	10-12	Curriculum	Literacy Team Debrief and planning	Planning for district wide leadership
8/30	8-3:30	District	Literacy PD day	Leaders on literacy team worked in grade levels to provide PD.
8/31	8-12	District	Data Carousel	FP met to review achievement from 2016, and set goals for 2016-2017
9/1	8-3:30	District	District Day.	Kick off – M. Davalos. Required staff training. Meet the teacher
9/12	3:00 – 5:30	District	I – Ready	Diagnostic administration, logging on, student work sessions
10/ 19	3:00 – 5:30	District	I –Ready	Teacher use of data and reports. PDF implementation
Ongoing By Grade level		District	Grade level literacy meeting and development of CSD plan	Implement Choice, Confer and support for building a love of reading
Ongoing			Staff and leadership team meetings	Meeting to evaluate data
Ongoing			Weekly PLC Meetings	4 questions and – ready implementation

November 10, 2016

2015-2017