



Continuous School Improvement Plan
"All students college, career, and citizenship ready."



Overarching Goal

Increase student learning as shown by SAGE proficiency levels in math, science and writing.

School Community Council Involvement in the CSIP

School Community Councils play an integral part in the development and monitoring of CSIP goals. Please briefly describe the participation of SCC members in the development process of this CSIP:

SCC members were invited to a one-day BLT workshop on February 21st. Data was examined for math, science, social studies and English. From the data, rough goals were established. On March 16th the SCC met along with teacher representatives to refine the goals, establish action plans and confirm expenditures.

Academic Goal

Problem Statement

SAGE math results for 2015-16 show 63% of all students were proficient on math.

SMART Performance Goal

Currently 63% of all students were scoring proficient on the 2015-2016 SAGE math. Our goal is that by the end of the 2017-2018 year, 68% of students will be proficient on the SAGE assessment. Progress toward this goal will be measured through formative assessments (SMI) 3 times throughout the year. Math lab for Tier 2 intervention will be continued at all grade levels and students will be selected by using the following criteria; SAGE proficiency, SMI, and teacher recommendation.

What evidence-based instructional strategy will be your focus for the year?

An adjustment will be made in the selection of students into math lab. For 7th & 8th grade, SAGE and SMI data will be pulled. A list will be formed of students scoring a level 2 on SAGE. Current math teachers will then look through this list to recommend placement into math lab. Class size 15-20 per section. For 6th grade, SAGE level 2, SAGE math growth percentile (0-25), and consistent attendance (90% and above) will be used to place students into math lab.

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

We will continue to provide resource, co-taught and directed studies classes for special education students.

Learning Goal—What are teachers expected to learn and implement in the classroom?

Common pacing will be consistent within 1-2 days in the regular and co-taught classrooms. This will support common administration of CFA (within 0-2 days), comparison of data weekly, and Intervention will be provided during class time at least once a week. Daily Tier 1 instruction will include grouping and strengthened explicit instruction with emphasis on "we do" & "y'all do".

How will progress toward this goal be monitored?

Weekly collaboration notes will include a pacing accountability section. Informal IPOP's will be conducted focusing on explicit instruction. Each math teacher will be observed twice informally during the first month of school. Peer observations will be conducted twice a year focusing on explicit instruction and grouping. Achievement of this process will be met when 80% of teachers are able to demonstrate a Level 3 or higher rating on the 1st indicator of the "Y'all Do" section of explicit instruction instrument by the 2nd informal observation. 80% of teachers will continue to demonstrate a Level 3 or higher on Peer Observation #1 and #2.

How and when will progress be communicated with stakeholders?

Progress will be communicated after the end of Q1 and Q3, reviewing pacing & explicit instruction. After the end of Q2, peer observation data on explicit instruction and grouping will be reviewed. Before the end of Q4, peer observation data on explicit instruction and grouping will be reviewed.

Current School Year Professional Development/Coaching Action Plan

| Tasks/Action Steps/Events | Timeline | Person Responsible |
|---|--|---|
| 1. Informal observations on explicit instruction. | First month of school (August/September) | Michael Tuckfield |
| 2. Peer observations | Peer observations Q2 and Q4 | Mary Anderson |
| 3. Data examined and PD for teachers below school | Data examined and PD provided in | Michael Tuckfield, Mary Anderson, Laura |

4. Intervention students will use chromebooks for intervention software and all students will use

Throughout the 2017-2018 school year.

Math teachers

Budget

Expenditure

Cost

Source

1. Substitutes for peer observations

\$2200
(\$100 per day for substitutes x 9 teachers x

Landtrust

2. Substitutes for data analysis

\$3300
(\$100 per day for substitutes x 9 teachers x

Landtrust

3. Purchase 6 more mobile labs for math,

\$49000
(230 chromebooks and 6 carts)

Landtrust

Academic Goal

Problem Statement

Currently 76% of DPMS students are proficient on SAGE Science, scoring a 3 or 4. However, only 34% of our Special Education students are proficient on SAGE Science. Because the science curriculum is changing in 2017-2018 school year, our goal is that 77% of our overall student body will achieve proficiency on SAGE in science, while increasing proficiency of Special Education students to 40% in the 2017-18 school year. Progress will be measured by classroom unit summative assessment data.

SMART Performance Goal

Currently 76% of DPMS students are proficient on SAGE Science, scoring a 3 or 4. However, only 34% of our Special Education students are proficient on SAGE Science. Our goal is that 77% of our overall student body will achieve proficiency on SAGE in science, while increasing proficiency of Special Education students to 40% in the 2017-18 school year. Progress will be measured by classroom unit summative assessment data. As required, the science curriculum will be updated for the 2017-2018 school year.

What evidence-based instructional strategy will be your focus for the year?

Small group reteaching, explicit vocabulary instruction, and spiraling of content instruction.

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

Teachers will reteach concepts in small groups after each assessment to students who score below 80%. Additionally, all new content vocabulary will be taught explicitly as per best teaching practices. Teachers will also use daily starters to spiral instruction of curriculum.

Learning Goal—What are teachers expected to learn and implement in the classroom?

Teachers will focus on learning new science core curriculum, best teaching practices for small group instruction, explicit instruction for vocabulary, and spiraling of science instruction. Additionally, we will collaborate with grade-level Special Education teachers to meet the needs of individual students.

How will progress toward this goal be monitored?

Progress will be monitored by using data from classroom unit assessments.

How and when will progress be communicated with stakeholders?

Progress will be communicated following unit assessments during teacher collaboration, and shared with administration using a Google Document. It will also be communicated to parents and students using Skyward.

Current School Year Professional Development/Coaching Action Plan

| Tasks/Action Steps/Events | Timeline | Person Responsible |
|---|------------------------------------|----------------------------------|
| Professional development for three 17-hour aides to | First month of the new school year | Dave Barrett & Michael Tuckfield |

Budget

| Expenditure | Cost | Source |
|---|--|-----------|
| 1. Substitutes for data analysis. (6 days) | \$5000 (\$100 per day x 9 | Landtrust |
| 2. Three 17-hour aides to assist in classrooms with | \$21,000 (\$7000 per aide per year) | Landtrust |

3. Teachers will provide the initial training for 17

\$1500
(Aides \$10.25 per hour x 3 aides x 16 hours)
(Teachers \$22.83 per

Landtrust

4. Science equipment will be purchased to support the instruction of the new

\$20,000

Landtrust

Academic Goal

Problem Statement

SAGE ELA Data from 2015-2016 indicates that writing is the lowest reporting category for DPMS.

SMART Performance Goal

62% of our students are proficient, scoring a level 3 or 4, on the ELA portion of SAGE (2015-2016). Our goal is that at least 68% of our students will be proficient on the ELA SAGE in 2017-2018.

What evidence-based instructional strategy will be your focus for the year?

A strategy for improvement is to provide targeted instruction in ELA and Social Studies classes in statement of purpose, utilization of evidence, and elaboration on evidence in student writing.

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

We will standardize language and resources for writing instruction in ELA and SS classes (sentence frames, graphic organizers, rubrics, etc.)

- 1) Time for vertical alignment for ELA/SS teachers will be provided.
- 2) PD for everyone working on this goal (disseminate resources for all teachers), maybe in small groups.
- 3) Follow up with teachers who need additional support.
- 4) Three 17-hour aides will be hired to work with struggling teachers in the social studies classrooms.
- 5) Substitutes will be provided to ELA & social studies teachers three times a year in order to provide meaningful feedback to students on writing assessments.
- 6) iPads will be purchased to replace old iPads for ELA & social studies teachers.

Learning Goal—What are teachers expected to learn and implement in the classroom?

- 1) Scaffolding- Common sentence frames, graphic organizers, rubrics, academic vocabulary, mentor texts with examples and non-examples
- 2) Explicit Instruction Model- Including modeling and guided practice

How will progress toward this goal be monitored?

ELA- Common Formative Assessments at each grade level with similar rubrics (standards-based and vertically aligned)
 -ELA teachers will collect common formative assessment data in Canvas using the Mastery Gradebook function (internal coach will be added as a moderator and will pull this data for the school at the end of each quarter. ELA teachers will create a list of assessments for coach to pull.)

SS- Common Formative Assessments at each grade level with similar rubrics to ELA (standards-based and vertically aligned)
 -SS teachers will collect common formative assessment data in Canvas using the Mastery Gradebook function (internal coach will be added as a moderator and will pull this data for the school at the end of each quarter. SS teachers will create a list of assessments for coach to pull.)

Elective- Support this goal using meaningful content-specific methods.

How and when will progress be communicated with stakeholders?

- ELA and SS teachers will provide timely feedback to students.
- Quarterly (three times a year), internal coach will pull Canvas data for ELA and SS teachers and ELA and SS teachers will meet separately to discuss vertical alignment (Friday morning, after school, OR data day)
- ELA and SS teachers will meet to discuss SAGE data after SAGE implementation (Friday morning, after school, OR data day).

| Current School Year Professional Development/Coaching Action Plan | | |
|--|-----------------|---------------------------|
| Tasks/Action Steps/Events | Timeline | Person Responsible |

| | | |
|---|--------------------------------|--------------|
| -Spring Meeting to make sure ELA and SS are | March 10, in Media Center 7AM. | Jodi Roberts |
| | | |

Budget

| Expenditure | Cost | Source |
|---|---|---|
| -ELA teachers will attend a summer meeting in June to create vertical | \$2000 (inservice rate \$22.83) | Landtrust |
| -Social studies teachers will attend a summer | \$2000 (inservice rate \$22.83) | Landtrust |
| -Social studies teachers will attend a summer meeting in August to create & refine Common Formative Assessments | \$2000 (inservice rate \$22.83) | Landtrust |
| Professional development led by ELA and SS teachers to incorporate | \$3000 | Landtrust |
| Three 17-hour aides will be hired to work with struggling teachers in the | \$21000 (Each aide \$7000 per | Landtrust |
| Substitutes will be provided to ELA & social studies teachers three times a year in order to | \$5400 (Substitute cost \$100 x 18 teachers x 2 days) (substitute cost \$100 x 18 | Landtrust (\$3000) Cell Tower Money (\$2400) |
| iPads will be purchased to replace old iPads for | \$5000 (12-13 iPads) | Landtrust |

School Climate Goal

Problem Statement

Instructional minutes are lessened due to tardiness.

SMART Performance Goal

By the end of the 2017-2018 school year skyward data for tardies will decrease by 20% through increasing resources for teachers, classroom support, stakeholder training, accessibility to data, and explicit instruction of expectations.

What climate enhancing support will be your focus for the year?

The BLT and PBIS Committees will work jointly with the administration to implement positive programs to recognize and/or reward the students who are on time.

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

Tardies will be monitored and data reported. Positive rewards/programs will be added. Teachers will take a more active role in assisting administration with tardiness.

Learning Goal - What are teachers expected to learn and implement in the classroom?

Definitions of tardy and way late tardy. School and classroom procedures and expectations for being on time.

How will progress toward this goal be monitored?

Progress will be monitored through Skyward.

How and when will progress be communicated with stakeholders?

The administration will report data through the PTA Newsletter, school marquee and skylerts. Communication of progress will be reported at minimum of every other month.

Current School Year Professional Development/Coaching Action Plan

| Tasks/Action Steps/Events | Timeline | Person Responsible |
|--|--|---|
| Teacher Training Student Training Parent Training Reinforcements of | August 2017 Throughout the school year beginning August 2017 Throughout the school year beginning August | PBIS and BLT committee members All adult faculty and staff All adult faculty and staff, as well as, the students. PBIS and BLT committee members |

Budget

| Expenditure | Cost | Source |
|----------------------|-----------|----------------------------|
| Rewards for students | \$2000.00 | General Student body Funds |