

DEKALB CENTRAL

Excellence...Everyone...Everyday...

McKenney-Harrison Elementary School

School Improvement Plan
2017-2018

Student Learning: Goals & Data
Part B



DISTRICT MISSION	The mission of DeKalb Central Schools is to develop socially responsible students who are literate, academically successful, engaged in all aspects of their education, and prepared for success in the 21st century.
SCHOOL MISSION	I am a responsible, respectful, and safe McKenney-Harrison Bulldog. My goal is to be at or above grade level in all areas.
SCHOOL GOAL	Improve reading across all grade levels, K – 5.
PRIORITY ALIGNMENT	Student Success

CORE PROCESSES

SCHOOL-WIDE PROCESSES/PROGRAM/SERVICE	LEADERSHIP
Reading Workshop: independent reading, small group work, teaching of explicit strategies	Principal, LC, Teachers
Interventions: LLI, Seeing Stars, Visualizing Verbalizing, Orton-Gillingham	LC, Teacher, Interventionists,
Team Planning/Collaboration	Principal, LC, Teachers
Progress Monitoring	

2017-18 INTENTIONAL INNOVATION PROCESSES

- Implementation of new Reading Units of Study

STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
Work with Staff Developers from the Reading and Writing Project	Principal, LC, Teachers	0%	25%	50%	75%	100%
Implement new structure for reading workshop	Principal, LC, Teachers	0%	25%	50%	75%	100%
Utilize PLC time for professional development and reflection	Principal, LC, Teachers					
Student-centered coaching	Principal, LC, Teachers	0%	25%	50%	75%	100%

2017-18 NEW PROCESSES

- Student-Centered Intervention Model

STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
Implement Co-Teaching model to support resource students	Principal, LC, Teachers	COMPLETION TIMELINE				
Implement Bulldog Block which has a focus of matching student needs to an intervention	Principal, LC, Teachers	0%	25%	50%	75%	100%

Utilize data meetings to support student learning	Principal, LC, Teachers	0%	25%	50%	75%	100%
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PROFESSIONAL DEVELOPMENT	ITEM	LEADERSHIP
	Coaching, short/long observations and one learning walk to monitor the implementation of DeKalb Central Consistent Practices and student learning.	Principal, Lit. Cord., Teachers, Counselor
	Professional Learning Wednesdays and visits with staff developers from The Reading and Writing Project which include coaching and ongoing curriculum planning.	Staff Developers, Lit. Cord., Teachers, Principal, Counselor
	Scheduled monthly data meetings K-5 to monitor student learning and to plan next steps for students of concern. Matching interventions to meet student needs.	Teachers, Principal, Lit. Cord., Counselor
	Establish authentic professional learning through a partnership with The Reading and Writing Project at Columbia University.	Coaches, Lit. Cord, Teachers, Principal, Counselor

MEASURES	INFORMATION SYSTEM	TARGET
% of students reading at grade level by EOY	Benchmarking BOY, MOY, EOY	75%
% of students meeting targeted growth by EOY	NWEA Reading EOY of year test	60%
% of students passing ISTEP+	ISTEP+	80%
% of students passing IREAD	IREAD 3 rd Grade Test	97%

DATA

SCHOOL GOAL	Improve writing across all grade levels, K – 5.
PRIORITY ALIGNMENT	Student Success

CORE PROCESSES	
SCHOOL-WIDE PROCESSES/PROGRAM/SERVICE	LEADERSHIP
Writing Workshop	Principal, LC, Teachers
Mini-lesson structure and language	
Team Planning/Collaboration	Principal, LC, Teachers
Conferring	

2017-18 INTENTIONAL INNOVATION PROCESSES						
STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
		0%	25%	50%	75%	100%
		0%	25%	50%	75%	100%
		0%	25%	50%	75%	100%
		0%	25%	50%	75%	100%

2017-18 NEW PROCESSES						
<ul style="list-style-type: none"> Using pre-assessments to guide instruction and plan small groups. 						

STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
		0%	25%	50%	75%	100%
Complete pre and post on-demand Writing Assessments for the four published units	Principal, LC, Teachers	0%	25%	50%	75%	100%
Utilize information from pre on-demand assessments for strategy group and conferences by sorting and grouping at PLC/Collaboration (4 times a year)	Principal, LC, Teachers	0%	25%	50%	75%	100%
Use writing continuums to score post on-demand assessments for four published units	Principal, LC, Teachers	0%	25%	50%	75%	100%
Create a system to track student data	Principal, LC, Teachers	0%	25%	50%	75%	100%

PROFESSIONAL DEVELOPMENT	ITEM	LEADERSHIP
	Coaching, short/long observations, and one learning walk to monitor the implementation of units of study and student learning.	Principal, Lit. Cord. (LC), Teachers, Counselor
	Professional Learning Wednesdays and visits with staff developers from The Reading and Writing Project which include coaching and on-going curriculum planning with a focus on reading and writing and professional reading.	Staff Developers, LC, Teachers, Principal, Counselor
	Establish authentic professional learning through a partnership with The Reading and Writing Project at Columbia University.	Staff Developers, LC, Teachers, Principal, Counselor

MEASURES	INFORMATION SYSTEM	TARGET
% of students k-5 making at least one year's growth	The Reading & Writing Project Writing Continuum	
% of students 3-5 writing at or above grade level	ISTEP+ Writing Applications Assessments	

DATA

<p>DATA</p>

SCHOOL GOAL	Improve math across all grade levels, K – 5.
PRIORITY ALIGNMENT	Student Success & Intentional Innovation

CORE PROCESSES	
SCHOOL-WIDE PROCESSES/PROGRAM/SERVICE	LEADERSHIP
NWEA	Principal, LC, Teachers
Data Notebook	Principal, LC, Teachers
Collaboration/Team Planning	Principal, LC, Teachers
Math Intervention	Principal, LC, Teachers, Interventionist
Progress Monitoring-Data Meeting	Principal, LC, Teachers
Dreambox	Principal, LC, Teachers, Interventionist

2017-18 INTENTIONAL INNOVATION PROCESSES						
STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
		0%	25%	50%	75%	100%

2017-18 NEW PROCESSES					
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- Implement math performance assessments and pacing guide

STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
Conduct professional development for Envision 2.0	Principal, Teachers, Math Coach, District Math Team Members	0%	25%	50%	75%	100%
Administer and score all math performance assessments	Principal, Teachers, Math Coach, District Math Team Members	0%	25%	50%	75%	100%
Create and use a system to track student data	Principal, Teachers, Math Coach, District Math Team Members	0%	25%	50%	75%	100%
Reflect on results within grade level and plan next steps	Principal, Teachers, Math Coach, District Math Team Members	0%	25%	50%	75%	100%
Students track and reflect over their own performance assessments	Principal, Teachers, Math Coach, District Math Team Members	0%	25%	50%	75%	100%
implement co-teaching model for resource students						

PROFESSIONAL DEVELOPMENT	ITEM	LEADERSHIP
	Grade Level and team planning using DeKalb Central Pacing Guides.	Teachers
	Professional Learning using the 60 minute math block to ensure time spent on small group instruction	Teachers, math interventionist, Principal Rtl coach
	Revisiting of Rtl block and meeting the needs of math students	Rtl coach, principal Teachers

MEASURES	INFORMATION SYSTEM	TARGET
% of students working at or above grade level in math 3-5	ISTEP+ 2016 & ISTEP+ 2017	75%
% of students meeting targeted growth by EOY	NWEA	55%

DATA

SCHOOL GOAL	To provide a safe and positive environment for learning.
PRIORITY ALIGNMENT	Positive Culture and Environment

CORE PROCESSES

SCHOOL-WIDE PROCESSES/PROGRAM/SERVICE	LEADERSHIP
Classroom Codes of Cooperation	School Climate Team, Staff
Focus on Student Mission Statement	School Climate Team, Staff
Positive Recognition: Individual, Classroom, School	School Climate Team, Staff
Bulldog Showcase – twice a year	Staff
School-Wide Expectations	School Climate Team, Staff

2017-18 INTENTIONAL INNOVATION PROCESSES

● OLWEUS/PBIS						
STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
Create new procedural signage that is child friendly	School Climate Team, Teachers, Principal, Guidance Counselor	0%	25%	50%	75%	100%
Analyze behavior data	School Climate Team, Staff, Principal, Guidance Counselor	0%5	25%	50%	75%	100%
Revisit on the spot intervention and the major/minor list	School Climate Team, Teachers, Principal, Guidance Counselor	0%	25%	50%	75%	100%

2017-18 NEW PROCESSES

● Implement tier 2 Interventions to support student needs						
STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
Establish a systematic identification process	School Climate Team, Principal, Guidance Counselor	0%	25%	50%	75%	100%
Implement Check In/Check Out System with at least 15 identified students	School Climate Team, Staff, Principal, Guidance Counselor	0%	25%	50%	75%	100%
Implement small groups focused on social and emotional needs	School Climate Team, Staff, Principal, Guidance Counselor,	0%	25%	50%	75%	100%
Track progress of tier 2 students at monthly data meetings and team meetings	School Climate Team, Staff, Principal, Guidance Counselor,	0%	25%	50%	75%	100%

PROFESSIONAL DEVELOPMENT	ITEM	LEADERSHIP
	Provide OLWEUS/PBIS training to any new staff member	District Coach/MCK Coach and Team
	Scheduled monthly meetings to monitor and discuss student expectations and adjust to meet the behavioral needs of all students	Principal, Staff, School Climate Team
	Focus on OLWEUS Team Meetings and Parent Communication	Principal, Staff, School Climate Team
	Sustain PBIS consistent practices	Principal, Staff, School Climate Team

MEASURES	INFORMATION SYSTEM	TARGET
Decrease in the number of bully-like behaviors by 10%.	MCK OLWEUS OSI Log	49
Decrease office referrals by 10%	Office Referral Log	54
Decrease classroom detentions by 10%	Detention Log	424

DATA

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