

2018-2019 School Improvement Plan

School: Crossroads Park Elementary

What do we notice from our data?

Data Analysis from 2017-2018		
<p>Student End Goal Measures</p> <p>E1 - All students are ready for postsecondary learning (related to academics)</p>	<p>Areas of Progress: (bulleted summary including data source; be sure to analyze by subgroups)</p> <p>Summary for MTSS reading data:</p> <ol style="list-style-type: none"> Crossroads students were 81% proficient for K-6 grades. Crossroads students were 75% proficient on the aReading measure of the MTSS screener. Crossroads ESOL students were 34% proficient on CBM measures. 22% areading Crossroads free and reduced subgroup was 68% proficient on CBM measures. 56% areading Crossroads special education subgroup was 42% proficient on CBM measures. 33% a Reading <p>Data analysis in regards to Iowa Assessments data:</p>	<p>Areas of Greatest Challenge: (bulleted summary including data source; be sure to analyze by subgroups)</p> <ol style="list-style-type: none"> We have students in our sub-groups who underperform in math and reading. ESOL performance levels in reading and math are concerning when compared to other sub-groups. This is the first year where we had three grade levels not meet the 80% threshold for universal core instruction. We consistently have about 60 students (3-6 grades) every year who are not considered proficient in reading or math on the Iowa Assessments.

<p>E2 - All students are ready for careers (related to attendance and experiential benchmarks)</p>	<ol style="list-style-type: none"> 1. Crossroads students consistently perform well from the third to sixth grades in the area of reading comprehension. We show proficiency rates 76% to 82% for all of our students in grades 3-6 for the past ten years. 2. There is a very small increase (n=3-5 students) in the number of low proficient readers from third to the sixth grades. Often these students are represented in multiple subgroups such as ESOL, low SES, or special education. 3. The Iowa Assessment reading data shows similar achievement gaps within our SES, ESOL, and Special education subgroups. 4. We will work on closing our existing achievement gaps among students in our subgroups who do perform well on the reading comprehension assessment in the Iowa Assessments. The students who are not proficient in third grade in most cases remain non-proficient readers through the sixth grade. 5. Our overall grade level scores for proficient students remain high. All grades proficiency rates remain above 76 % at every grade level since 2007. 	
	<p>We had 92% of our students meet the attendance goal for the 2017-2018 school year.</p>	<p>We will continue to be proactive in our efforts to make school attendance a very high priority for the Crossroads Park School community.</p>

<p>E3 - All students are ready for life (related to behavior, Universal Constructs, social emotional)</p>	<ol style="list-style-type: none"> We had 161 documented referrals (non office) for students in the K-6 classrooms for the 2017-2018 school year. This was a decrease of 32 incidents from last year. We had 193 documented referrals (non-office) for students in the K-6 classrooms for the 2016-2017 school year. In 2017-2018 we had 98% of our students with two or fewer office referrals. 		<ol style="list-style-type: none"> We will work on Tier Two implementation for the PBIS behavior management system this year. We will use Encore time to provide interventions to students who would benefit from additional social or behavioral skills instruction. We will continue to use the PBIS framework as our major student management system for our students, faculty members, and parents. This will result in ensuring school wide expectations are clearly taught daily, and reinforced frequently. The data we collect upon our student's problematic behavior will be acted upon quickly with our Child Study and PBIS teams.
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What have we learned from our data, and what is our planned response?

Problem of Practice: An area that is identified for a focus based on student achievement gaps.

Theory of Action: A clear vision of how the problem of practice can and should be addressed.

<p>Student Learning: Problem of Practice</p>	<p>Student Learning: Theory of Action</p>	<p>Instructional/Teacher Theory of Action:</p>	<p>School/Administrators Theory of Action:</p>
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<p><i>Our school's data indicate students struggle with...</i></p>	<p><i>If students engage in these powerful learning opportunities achievement gaps will close...</i></p>	<p><i>If teachers and PLCs implement these specific practices and strategies, student learning will be supported and achievement gaps will close...</i></p>	<p><i>If the school and administrators focus on these high leverage moves, achievement gaps will close and each student will learn at high levels.</i></p>
<p>We have students who are not meeting proficiency standards for MTSS and Iowa Assessment measures. This is especially true with students who are represented in our designated sub-groups. SES, Special ed, and ESOL.</p>	<ol style="list-style-type: none"> 1. All classrooms will provide universal core reading instruction during the daily 90 minute literacy blocks. This core will meet the learning needs 80% of our students. (minimum) 2. During core instruction, teachers will provide differentiated small group instruction based on a data set which informs teacher's selected small group objective. 3. Encore time will be conducted daily. We will continue to use interventions that have a research base. 4. PLC work will involve use of data to ensure students are making adequate progress with their reading development though the course of our school year. 	<ol style="list-style-type: none"> 1. Well-designed reading units will be delivered during universal core instruction by every classroom teacher. 2. The reading units will align with Iowa Core standards and our essential outcomes. 3. Every reading unit will have a common formative assessment which will create a set of data that the grade level PLC will analyze at the completion of every reading unit. 4. Our PLC's will use the four questions of collective inquiry to guide their weekly collaboration meetings. 5. Teachers with supplementary instruction roles will align their instruction provided to students. 	<p>All Crossroads students will meet established reading benchmarks to ensure they will be college or career ready.</p>

2018-2019 Building Goals

Develop a minimum of one SMART goal for each (be sure to address closing any identified gaps noted in your data analysis and theory of action):

- E1 - All students are ready for college (related to academics)
- E2 - All students are ready for careers (related to attendance and experiential benchmarks)
- E3 - All students are ready for life (related to behavior, Universal Constructs, social emotional)

Connect actions to the Priority SIX!

Student End Goal Measures of Focus	Building Goal	Key Actions	Timeline	Indicators of Progress
<p>E1 - All students are ready for postsecondary learning (related to academics)</p>	<p>All Crossroads students will meet established reading benchmarks leading to college or career readiness.</p> <p>a. Each kindergarten student will meet or exceed spring benchmarks in reading and math. (FAST; confirmed at the classroom level with evidence to support grade level standards).</p> <p>b. Each student will meet or exceed the spring benchmarks in</p>	<p>1. Our school improvement work related to improving the students' reading achievement will focus on the using the Multi-Tiered Systems of Support. We will continue to analyze the universal core used in the K-6 grades to determine what is working and what instructional practices might be adjusted to produce more proficient readers at each grade level.</p> <p>2. We implement K-6 trimester SMART goals for the identified essential reading outcomes students need to learn to read well at their respective grade</p>	<p>August 2018- June 2019</p>	<p>1. CBM and A Reading MTSS measures will increase in proficiency rates during the school year</p> <p>2. All grade levels will have 80% of higher values on the universal screener scores.</p> <p>3. There will be a decrease in number of non-proficient readers through the course of a school year as measured by CBM.</p>

	<p>reading and math by the end of third grade. (FAST; confirmed at the classroom level with evidence to support grade level standards).</p> <p>c. Each student will meet or exceed the spring benchmarks in reading and math by the end of the sixth grade. (FAST; confirmed at the classroom level with evidence to support grade level standards).</p>	<p>level during core instruction. The essential reading outcomes are well aligned with the Iowa Core.</p> <p>3. We will support teachers on their use of reading data during PLC time to help make empirically based instructional decisions to accelerate students' reading progress. We use reading data to guide our supplemental reading instruction (ESOL, SES, and special education students) to students who are not considered proficient with their reading. We will work on increasing the amount of intentional, direct instruction in reading comprehension and decoding text skills during Encore time when interventions are provided by our teachers.</p> <p>3. Universal Core</p> <ul style="list-style-type: none"> • Mini lessons • Lesson alignment to power standard • CFA will be used 		
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<p>E2 - All students are ready for careers (related to attendance and experiential benchmarks)</p>	<p>The percentage of students who miss more than 15 days of school at Crossroads Park will be 8% or less.</p>	<p>in every reading unit. CFA will be analyzed using a data protocol.</p> <ul style="list-style-type: none"> • Small groups will be differentiated. • Small groups will have a structure for teacher delivery of lesson. • Small group lessons will contain a clear teaching point. • Small group lessons will contain a text introduction. • Small groups will have students reading text with some teacher guidance. 	<p>August 2018- June 2019</p>	
	<p>Action Steps for Attendance Goal</p> <ol style="list-style-type: none"> 1. We will identify Crossroads students who missed 15 or more days of school last year. 2. We will monitor all students' attendance. 3. Students who miss 10% or more during a nine 			<ol style="list-style-type: none"> 1. Attendance data. 2. Number of phone calls or parent contacts made by homeroom teachers related to attendance concerns. 3. Success Assemblies and students receiving attendance awards. 4. The number of attendance letters sent to parents.

week period will receive an attendance letter from the principal noting our concerns.

4. Attendance secretary will provide homeroom teachers with names of students who have missed five days of school. Homeroom teachers will contact parents when student misses fifth day of school. Teacher will ask about student's health and act upon any parent concerns related to student's attendance.

5. Students with excellent attendance records will have names read off during our Success Assemblies. Success Assemblies will take place every trimester and will be heavily attended by our parent community. We will teach our students about the importance of attending school daily. We will celebrate good attendance in our school wide Success Assemblies.

6. Teachers will review attendance records with parents during parent-

<p>E3 - All students are ready for life (related to behavior, Universal Constructs, social emotional)</p>	<p>We will have 95% or more of Crossroads Park students exhibit the character and behavior, deemed CRP (careful, respectful, prepared) needed to be successful learners and school citizens by having one or less office referrals.</p>	<p>teacher conferences. 7. If a student misses 10 days of school, the counselor and principal will call the parents to determine plans for improving upon student's attendance. 8. During this entire process we will use Bea Songer, school-community liaison to make parent contacts to ensure parents have adequate resources to ensure student regularly attends school. 9. If student is truant from school we will contact Kathy O'brien to work on mediation or truancy proceedings with parents to have a legal intervention for supporting student's attendance.</p>	<p>August 2018 - June 2019</p>	
		<ol style="list-style-type: none"> 1. Continued deep implementation of PBIS by entire faculty and staff. 2. Continued training on understanding reinforcement systems used with all students. 3. We will use our 		<ol style="list-style-type: none"> 1. Office referral data. 2. Number of students who receive documentations. 3. Success assemblies and number of character awards distributed. 4. Engage in social/emotional learning as outlined in the elementary guidance curriculum and reinforced through daily application,

		<p>behavior interventionist and AEA staff to provide professional development on our teachers' understanding of the functions of students' behavior.</p> <p>4. School wide celebrations for students demonstrating CRP behaviors.</p>		<p>PBIS lessons, and implementations of the of the principles for culturally responsive teaching.</p>
<p>Ongoing Connections Throughout the Year:</p> <ul style="list-style-type: none"> • Connect PLC short-term SMART goals. • Connect professional learning planning. • Connect IPDPs for leaders and teachers. • Monitor SIP progress. 				
<p>Building Leadership Team Members:</p> <p>Dr. Robert G. Davis Principal Lisa Phillips Instructional Coach Lynda Niffenegger Fifth Grade Kelli Ladd Counselor</p> <p>Christina Smith First grade Amy Drake Second Grade Connie Weaver Sixth Grade</p> <p>Felicia Twit ELP Jenny Gustafson Third Grade Jill Kluesner Special Ed.</p> <p>Sara Okones Kindergarten Sarah Sadler Fourth Grade Darci Carver ESOL</p>				