

Continuous School Improvement Plan

"All students college and career ready."

School Name: Butler Elementary	School Year: 2016-2017
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Use school CSIP Self Assessment and Improvement Summary to complete this plan. See CSIP Guide for clarification. Attach completed plan to improvement summary.

LITERACY				
Problem Statement: 2 out of 6 grade levels have met the 85% proficiency level for Curriculum Based Measures. Based on current CFA data proficiency levels in 1 st - 5 th grades range from 60% -79%. (1 st - 79%, 2 nd - 75%, 3 rd - 61%, 4 th - 60%, 5 th - 68). We believe this is a result of inadequate core instruction coupled with partial implementation of skill-based reading instruction.				
Performance Goal(s): By May 2017, 85% of students will reach proficiency on the Curriculum based measures(CBM) in Kindergarten through 4th grade, and 3rd through 5th grade will reach 80% proficiency on the Scholastic Reading Inventory(SRI).				
	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students?	Master schedule to ensure implementation of ELA block schedule. Intensified routines used throughout the block.	Teachers will... <ul style="list-style-type: none"> • Implement the explicit instructional routine during CORE instruction. • They will use intensified routines found in the curriculum map to support all learners. 	<ul style="list-style-type: none"> • PD on instructional priorities, core and skill based instruction. • Teacher video self-reflections. • Observation of other teachers within the building or the district. • Coaching cycles. 	<ul style="list-style-type: none"> • Progress monitoring of CBMs. • Common formative assessments.
What will be implemented to promote continued growth for proficient	Fidelity walk through to ensure use of materials and implementation of instructional priorities	<ul style="list-style-type: none"> • They will increase OTRs 		

students?	during the ELA block. Intensified routines throughout the block.	and feedback sequences. • They will routinely meet with all students for skill-based instruction.	• Push-in intervention during skill-based instructional time. • IPLC discussions.	
What will be implemented to accelerate learning of students who are not proficient?	Push-in Intervention during skill-based. Intensified routines and graphic organizers.			

BUDGET

Expenditure	Cost	Source
Intervention Aides (Literacy, Math, & PBIS)	\$18,000.00 (Literacy/Math/PBIS)	
Professional Development/Substitutes	\$2,300.00 (Literacy/Math/PBIS)	
Technology to support observations		

STEM				
Problem Statement: 4 out of 6 grade levels are performing at or above 80% on CFAs and all grade levels are above 80% on M-COMP.				
Performance Goal(s): By May 2017, 90% of students will be at or above benchmark on the Curriculum Based Measures (CBM;s) in the following grade levels: Kindergarten - Missing number (MN); 1st - MN; 2nd to 5th - Math Computation (MCOMP).				
	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	Master schedule to ensure implementation of the Math block. Skill groups are data driven. Practice stations include additional opportunities to engage in DOK 3 and 4 tasks.	Teachers will ... <ul style="list-style-type: none"> • Implement the explicit instructional routine during CORE instruction. • Use the C-R-A model with fidelity. • They will increase OTRs and feedback sequences. • They will routinely meet with all students for skill-based instruction. • Provide additional DOK 3 & 4 opportunities. 	<ul style="list-style-type: none"> • Effective implementation of envision 2.0. • PD on instructional priorities. • Teacher video self-reflections. • Observation of other teachers within the building or the district. • Coaching cycles. • IPLC discussions. 	<ul style="list-style-type: none"> • Progress monitoring of CBMs. • Common formative assessments.
What will be implemented to promote continued growth for proficient students?	Master schedule to ensure implementation of the Math block. Skill groups are data driven. , C-R-A model implemented with fidelity. Practice stations include additional opportunities to engage in DOK 3 and 4 tasks.			
What will be implemented to accelerate learning of	Skill based group time, reflex math, differentiated practice stations, C-R-A			

students who are not proficient?	model implemented with fidelity.			
BUDGET				
Expenditure	Cost		Source	
Intervention Aides Professional Development/Substitutes Technology to support observations	\$14,000 \$500.00			

PBIS				
<p>Problem Statement: TFI school wide data shows an overall score of 60% for implementation of school wide PBIS. 71% of teachers provide a 3:1 ratio of positive to corrective feedback. Based on ODR data, 46% of ODRs are related to classroom incidents. We believe this is a result of inconsistent implementation of common expectations and procedures, as well as limited use of feedback during instructional opportunities.</p>				
<p>Performance Goal(s): Increase the use of feedback to support learning opportunities as well as increase the effectiveness of classroom expectations and procedures within instructional settings. Increase positive/corrective ratio to 85% based on observation protocols. Increase implementation of PBIS on the TFI to 80%.</p>				
	<p>Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i></p>	<p>Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i></p>	<p>Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i></p>	<p>Evaluation <i>How will progress towards goals be measured?</i></p>
What strategies and structures will be implemented for schoolwide PBIS?	Explicit teaching of PRRS expectation and routines in common areas and classrooms. Revision of school matrix and major/minor chart.	Teachers will continue to... <ul style="list-style-type: none"> Align classroom PRRS with school wide PRRS. Explicitly teach routines for classroom and common areas. Utilize strategies to increase feedback (precision commands, feedback loops, positive/corrective ratio). 	<ul style="list-style-type: none"> PBIS PD PBIS fidelity walkthroughs PBIS support personnel IPLC and BLT discussions 	<ul style="list-style-type: none"> TFI data Fidelity walkthrough data ODR IPOP COFF
How will classroom PBIS be aligned to schoolwide PBIS?	PRRS matrix posters will be taught and displayed in common areas and classrooms.			
How will the school support students who routinely fail to meet school and classroom expectations?	BLT will determine interventions based on data.			
BUDGET				

Expenditure	Cost	Source
BLT Collaboration Meeting PBIS aide	\$1,400.00 - Teacher in-service rate (\$22.73) \$1700	