2017-18 GRANVILLE ELEMENTARY SCHOOL

BUILDING CONTINUOUS IMPROVEMENT PLAN (CIP)

The Granville Exempted Village Schools are committed to our mission of Learning for Life. The district’s focus on continually improving the learning and achievement of its students results in Continuous Improvement Plans or (CIP) at the district and building level. CIPs start with a review of all data available to identify strengths and target opportunities for improving student achievement. Each year from these data, the district, buildings and departments identify targets for improvement and implement strategies to achieve results.

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| **Building Strengths:** (What do our kids do well and how do we know?)  (August)   * All third grade students met the provisions of the third grade guarantee for reading and were promoted to fourth grade. * During its inaugural year, 2nd grade K-Kids completed over 50 service projects for the school and the community. * Based on surveys of exiting third graders, 97 percent of students like being at school, and 98 percent say they are learning new things at school. * Every student received at least one “Awesome’ during the year as recognition for good character and/ or leadership at school. * Students feeling stressed at school decreased by 13 percent in one year. | |
| **Building Areas for Improvement:** (What do our kids need and how do we know?)  (August)   * Continue implementing and building a shared understanding of the K-6 Balanced Literacy Framework with a focus on workshop structure and assessment. * Build a shared understanding of applying the workshop approach to mathematics instruction. * Provide appropriate and effective intervention and progress monitoring for students who may be at risk for off track in reading and math. | |
| **Focus**:(Where do we start? What one area of improvement is the highest priority? Why?)  (August)   * Teachers will focus on the development of consistent approaches to math and literacy instruction and assessment in order to improve growth and achievement in all grade levels. | |
| **Actions:** (What will we do?)  (September) | **Mid Year Check:** (Are we completing the improvement actions?)  (January) |
| **District Initiative**:   1. Implement Project-Based Learning as an instructional methodology 2. Continue to build a shared understanding of the K-6 Balanced Literacy program and implement the strategies and best practices at the classroom level 3. Implement 1 to 1 in grades 7 – 12, supported by Schoology and technology professional development. Provide all staff with ongoing opportunities for continued growth in the use of Schoology in both classroom instruction and assessment   **Building Initiative**:   1. The staff will implement effective and consistent instructional practices related to balanced literacy. 2. Develop shared understanding of best practices in teaching mathematics problem solving strategies.   **Department/Grade Level Goals**  Kindergarten:   1. Collaborate and plan for flexible math groups (plan, organize, maintain workshop/small group model within that block) 2. Collaborate and plan for new curriculum resources within the balanced literacy framework.   First Grade:   1. Increase the number of students who feel good about coming to school by participation in STARS Character Education program (in addition to PAX). 2. Increase the percentage of students who meet AYP in math and reading through focused instruction based on data about student strengths and needs.   Second Grade:   1. Teachers will gain an understanding of Fundations in order to implement lessons within the classroom to positively impact student learning and growth. 2. Identify consistent mini-lessons for instruction and collect common mentor texts for modeling with students.   Third Grade   1. Consistent implementation of workshop structure with the use of additional resources to support the balanced literacy framework in order for all students to show growth across multiple data points.   Reading Intervention   1. The reading specialists will collaborate with classroom teachers to provide instructional strategies and resources necessary for teachers to plan and deliver lessons that build the foundational skills necessary for students to be effective and efficient readers.   Specials   1. Special area teachers will collaborate with one another to plan and implement each of the cross curricular grade level project.   Enrichment:   1. The Advanced Learner Specialist will collaborate with classroom teachers to provide enrichment resources necessary for providing differentiated instruction to meet the needs of all students.   Guidance   1. Students will participate in the lessons from the “Too Good For Drugs” program throughout the year. 2. Students will be recognized for being PAX leaders while focusing on a specific trait each week and participate in the good behavior game on a regular basis. 3. Students will participate in small group sessions with the school counselor as needed for social/emotional needs. | **District Initiative**:   1. Fall/ Winter/ Spring: A) Teachers participate in professional development led by staff of BIE and led by GES staff B) Teachers planning and implementing PBL projects accordingly 2. **Fall/ Winter/Spring**: Teachers will spend professional days, staff meetings, and other common periods working with instructional coaches and teachers from GIS to deepen and build a common understanding of balanced literacy 3. N/A   **Building Initiative**:   1. **Fall/ Winter**: Several staff members have begun completing a book study related to balanced literacy practices. (*Teaching Reading in Small Groups* by Jennifer Serravallo) **Fall/ Winter/ Spring**: A) Pairs of teachers at each grade level are piloting the Units of Study for Writing as a tool for writing workshop instruction. The large group meets monthly to discuss progress, concerns, and celebrations. B) All classroom teachers will participate in professional development facilitated by instructional coach, administration, and each other during Ace Day collaboration and staff meetings. C) Admin will monitor implementation through walkthroughs. 2. **Fall/ Winter**: A) Math Committee will meet monthly and participate in a shared book study of the book *Mathematical Mindsets* by Joe Boaler. B) The committee will begin developing professional development sessions around the book’s topics. **Winter/ Spring**: Members of the math committee will facilitate professional development based on the book study and other best practices in math   **Department/ Grade Level Goals**  Kindergarten:   1. **Fall/Winter**: Teachers will meet during Ace Days and team meetings to review, plan, align standards, and organize math groups as needed. (Ie: pre-assessments, post assessments, standards to cover/focus on, adjust groups/students as needed (flexibility)) 2. **Fall/Winter/Spring**: Teachers will use allotted collaboration time to work as a team and with instructional coach to implement balanced literacy within the classroom.   First Grade:   1. **Fall/ Winter/ Spring**: A) During Ace Days all 1st grade students will participate in activities facilitated by teacher to learn positive character and behavior traits. B) Teachers will use PAX Awesomes to recognize students for exhibiting positive traits. 2. **Fall/ Winter/ Spring:** A) Teachers will meet during Ace Day and Thursday mornings to review current instructional guides and adjust as necessary. B) Teachers will use allotted collaboration time to work as a team and with instructional coach to implement balanced literacy in all classrooms. C) Teachers will work with administrators to review data more intentionally and implement instructional strategies based on assessment data.   Second Grade:   1. **Fall/Winter/Spring:** Teachers continue participating in balanced literacy professional development. Teachers implement Fundations and provide additional support for those scoring less than 80 percent. Teachers work with instructional coach, students, and other grade levels to review data, CCSS, and students’ interests related to Fundations. 2. **Fall/Winter/Spring:** Teachers continue participating in balanced literacy PD. Teachers work with instructional coach to review data, CCSS, and trends to identify commonly required mini-lessons. Teachers collaborate with grade level and instructional coach to understand and implement new resources   Third Grade   1. **Fall/Winter/Spring:** Teachers continue participating in balanced literacy professional development.   Reading Intervention   1. **Fall**: Literacy teachers have shared instructional strategies and guidance for students who have qualified for RIMPs. **Fall/ Winter/ Spring**: Literacy intervention teachers will collaborate with teachers regarding foundational skills instruction.   Specials   1. **Fall/ Winter/Spring**: Specials teachers have and will be planning PBL projects within their content areas and in collaboration with each other   Enrichment:   1. **Fall/ Winter/ Spring:** Advanced Learner Specialist will collaborate with individual teachers and grade levels during appropriate periods to provide instructional support and strategies meeting the needs of higher achieving kids.   Guidance   1. **Fall/ Winter/ Spring:** Counselor will present monthly lessons in each classroom from “Too Good for Drugs.” 2. **Fall/ Winter/ Spring:** All staff will be responsible for recognizing students with Awesomes. Counselor will support staff. 3. **Fall/ Winter/ Spring:** Small group sessions addressing veracious social/ emotional topics will be scheduled during lunches, recesses, and other times by grade level. |
| **Results we expect:** (How will we know it worked?)  (September) | **Mid Year Check:** (What evidence do we have that the plan is working? Do we need to edit the plan?)  (January) |
| **District:**   1. All staff begin implementation of at least one PBL project in all buildings. 2. Implementation of Schoology to support instruction, assessment and curriculum materials at all levels. 3. All students in grades 7 – 12 receive a Chromebook with instructional use in the classroom. 4. Balanced Literacy Framework is embedded with fidelity in grades K – 6.   **Building Initiative**:   1. Consistent implementation of balanced literacy instructional tools and practices which result in increased achievement and engagement with literacy. 2. Consistent implementation of research-based, best practice math resources and instructional strategies resulting in improved performance on assessments and increased math engagement.   **Department/ Grade Level Goals**  Kindergarten:   1. Consistency of instruction within grade level 2. Consistency of organization and use of flexible instruction (workshop)   First Grade:   1. More students will feel better about coming to school based on 1st grade exit survey results. 2. Increased growth based on MAP scores.   Second Grade:   1. Increase in student growth on district and classroom assessments   Third Grade   1. Increase in demonstrated growth on classroom, district, and state assessments   Reading Intervention   1. By collaborating with classroom teachers we expect their classroom instructional strategies to be effective, which will increase student achievement as measured by MAPS, DRA and Dibels assessments.   Specials   1. As a result of our collaboration, we expect for all students to be actively engaged and to participate in their grade level project opportunities to show their skills in music, art, literacy and movement.   Enrichment   1. Classroom instructional strategies will result in improved engagement and performance by highest achieving students.   Guidance   1. Students will show an increase in goal setting, decision making, identifying and managing emotions, bonding with others, and communicating effectively. 2. Students will show an increase in “expected” behaviors and a decrease in “unexpected” behaviors. 3. Students will feel calm and safe in the school environment | **District**:   1. Attendance at PBL sessions; staff feedback from PBL sessions; planning guides for PBL projects; artifacts and testimonies from implemented PBL projects 2. N/A 3. N/A 4. Administrator documentation of implementation of Balanced Literacy; artifacts from completed professional development   **Building Initiative**:   1. Administrator documentation of implementation of Balanced Literacy; artifacts from completed professional development; notes and artifacts from collaboration opportunities; student and staff anecdotal notes; assessment data 2. notes and artifacts from collaboration opportunities; student and staff anecdotal notes; assessment data   **Department/ Grade Level Goals**  Kindergarten:   1. Updated curriculum guides, Updated assessment tools (pre- and post-), Anecdotal records of collaboration, classroom schedules 2. Updated curriculum guides, Updated assessment tools (pre- and post-), Anecdotal records of collaboration, classroom schedules   First Grade:   1. student survey results; awesome recipients 2. assessment data   Second Grade:   1. Notes and artifacts from collaboration; analysis of data and surveys 2. Notes and artifacts from collaboration; analysis of data; anecdotal records from small groups and conferring   Third Grade   1. Notes from collaboration, lesson plans, student artifacts, assessment data   Reading Intervention   1. records from collaboration opportunities; assessment data   Specials   1. notes and records from collaboration; student artifacts   Enrichment:   1. notes and records from collaboration; assessment data   Guidance:   1. lesson plans, assessments 2. Awesomes, data gathered of recipients and staff who have recognized students, PAX traits 3. Notes from lessons, artifacts, lesson plans |
| **Link to District Benchmarks:** (What district benchmark results will get better because we improve our results?)   * Focus Area: Implement PBL as an instructional tool that connects to previous professional development on formative instructional practices that:   + Clearly articulate quality learning targets that directly align curriculum to assessment and instruction.   + Provide descriptive feedback to students on their progress towards learning targets.   + Engage students in ownership of their learning.   + Create high quality formative and summative assessments that inform instruction.   + Utilize technology to enhance instructional practices. * Benchmark 2:  World Class Education | |