

**Iowa City Community School District
Comprehensive School Improvement Plan
School Year 2016-2017
Elementary Plan**

Leadership Team Members: Elementary Building Principals, Assistant Superintendents, ESC Administrators, and the Superintendent of Schools

District Data:

- *The proficiency rates in reading, math and science as measured by Iowa Assessments for the subgroups of low SES, ELL, and Special Education students is lower than their peers in grades 3-6.*
- *FAST Spring 2016 data indicates that the percentage of students who are at benchmark (composite) ranges from 67-75% in grades K-6.*
- *DRA Spring 2016 data indicates that the percentage of students who are benchmark ranges from 73-84% as compared to Spring 2015 benchmark ranges from 70-83% in grades K-6.*

Five Year Goals (2014-2019):

Reading - *To increase student achievement in reading comprehension.*

Writing - *To increase student achievement in writing composition.*

Math - *To increase student achievement in mathematical problem solving.*

Science - *To increase student achievement in scientific knowledge.*

Social Studies - *To increase student achievement in social studies knowledge.*

Climate/Culture - *To increase students' feelings of being safe and connected to school.*

District/Board Goals –

- #1 – *Annually increase the percentage of students who are proficient in Reading, as measured by the Iowa Assessments, with a focus on closing the achievement gap for each-sub group measures under the Elementary and Secondary Education Act.*
- #2 - *Annually increase the percentage of students who are proficient in Math, as measured by the Iowa Assessments, with a focus on closing the achievement gap for each-sub group measures under the Elementary and Secondary Education Act.*
- #3 – *Annually improve the educational experiences for all children through culturally inclusive and responsive school environments and classroom instruction, as measured by various student assessments including the Biennial Youth Survey, with a focus on equitable outcomes for students in protected classes.*

**Professional Development Targets:
Student Achievement Goals**

- **Reading**

We will increase the number of our students who are “proficient” in reading on the Iowa Assessments for grades 3-6.

	<i>Fall 2015 Results</i>	<i>Fall 2016 Goal</i>
<i>3rd Grade:</i>	<i>76%</i>	<i>78%</i>
<i>4th Grade:</i>	<i>75%</i>	<i>77%</i>
<i>5th Grade:</i>	<i>74%</i>	<i>76%</i>
<i>6th Grade:</i>	<i>74%</i>	<i>76%</i>

We will increase the number of our students who are “proficient” in reading on the DRA for grades K-6.

	<i>Spring 2016 Results</i>	<i>Spring 2017 Goal</i>
<i>Kindergarten:</i>	<i>84%</i>	<i>86%</i>
<i>1st Grade:</i>	<i>73%</i>	<i>75%</i>
<i>2nd Grade:</i>	<i>73%</i>	<i>75%</i>
<i>3rd Grade:</i>	<i>78%</i>	<i>80%</i>
<i>4th Grade:</i>	<i>77%</i>	<i>79%</i>
<i>5th Grade:</i>	<i>79%</i>	<i>81%</i>
<i>6th Grade:</i>	<i>83%</i>	<i>85%</i>

We will increase the percent proficient, on the FAST Assessment, in grades K-6.

	<i>Spring 2016 Results</i>	<i>Spring 2017 Goal</i>
<i>Kindergarten:</i>	<i>74%</i>	<i>76%</i>
<i>1st Grade:</i>	<i>72%</i>	<i>74%</i>
<i>2nd Grade:</i>	<i>67%</i>	<i>69%</i>
<i>3rd Grade:</i>	<i>75%</i>	<i>77%</i>
<i>4th Grade:</i>	<i>68%</i>	<i>70%</i>
<i>5th Grade:</i>	<i>69%</i>	<i>71%</i>
<i>6th Grade:</i>	<i>72%</i>	<i>74%</i>

- **Mathematics**

We will increase the number of our students who are “proficient” in mathematics on the Iowa Assessments for grades 3-6.

	<i>Fall 2015 Results</i>	<i>Fall 2016 Goal</i>
<i>3rd Grade:</i>	<i>74%</i>	<i>76%</i>
<i>4th Grade:</i>	<i>73%</i>	<i>75%</i>
<i>5th Grade:</i>	<i>73%</i>	<i>75%</i>
<i>6th Grade:</i>	<i>77%</i>	<i>79%</i>

- **Science**

We will increase the number of our students who are “proficient” in science on the Iowa Assessments for grades 3-6.

	<i>Fall 2015 Results</i>	<i>Fall 2016 Goal</i>
<i>3rd Grade:</i>	<i>86%</i>	<i>88%</i>
<i>4th Grade:</i>	<i>81%</i>	<i>83%</i>
<i>5th Grade:</i>	<i>78%</i>	<i>80%</i>
<i>6th Grade:</i>	<i>76%</i>	<i>78%</i>

- **Equity**
We will decrease the achievement gap by 2% among all subgroups by implementing strategies that will support equity for all students.

District Mandates:

Ongoing district practices that are mandated include:

- *Core Instruction*
 - *Multi-Tiered System of Supports*
 - *Differentiated Instruction*
 - *Explicit Instruction*
- *PBIS*
- *Early Literacy Implementation (ELI)*
- *Cultural Competency/Implicit Bias Training*

Content for Professional Development:

Elementary

- *Major Focus-To create a district systematic approach to implementing a high functioning MTSS framework supported by effective PLC teams*
 - *Common Core Standards-focus on ELA*
 - *Identifying and unpacking Priority Standards*
 - *Lesson Design*
 - *K-3 Early Literacy Implementation (ELI)*
 - *Effective/Explicit Instruction in Whole Group, Small Group, Intervention Group*
 - *Phonics Instruction*
 - *Phonemic Awareness*
 - *Envisions Mathematics Implementation*
 - *Physical Science Kit Implementation*
 - *Data Analysis*
 - *Formative and Summative Assessment*
 - *Data Team Protocols*
 - *Intervention Selection*

Research Base:

Multi-Tiered System of Supports (MTSS) is a nationally recognized framework that integrates assessment and intervention within a multi-level prevention system. The purpose of the framework is to maximize student achievement and to reduce behavioral problems. With MTSS, schools use data to identify students at-risk for poor learning outcomes, monitor student progress, match evidence-based interventions to student instructional needs and adjust the intensity and nature of those interventions depending on a student's responsiveness.

The implementation of MTSS requires that the curriculum be clearly defined, instruction be explicit and differentiated, and student progress be monitored. Data-based decision making must be used to determine student instructional need and movement within the multi-level system. Resources need to be organized to meet student learning needs.

Common Core Standards were developed to ensure that all students are college and career ready in core content areas by the end of high school. The present work was developed by the Council of Chief State School Officers and the National Governors Association. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked.

The Iowa Board of Education has mandated that all schools integrate and teach the CCS (called the Iowa Core) in the District curriculum. The process of unpacking the standards enhances teacher understanding of the standards to support integration into lesson design and classroom instruction.

Early Literacy Implementation (ELI) "promotes effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of the third grade. General requirements of Iowa Code section 279.68 and 281--Iowa Administrative Code 62 are listed below.

- Provision of universal screening in reading for students in kindergarten through third grade
- Progress monitoring for students who exhibit a substantial deficiency in reading
- Provision of intensive instruction – including 90 minutes daily of scientific, research-based reading instruction - for students who are persistently at risk in reading
- Notice to parents that a student is persistently at risk in reading, including strategies the parents can use at home to help the child succeed
- Notice to parents of such a student's subsequent progress
- Provision of an evidence-based summer reading program for students who exhibit a substantial deficiency in reading (Effective May 1, 2017) – delayed 1 year

- Retention of any student who is not proficient in reading by the end of the third grade, did not attend the summer reading program, and does not qualify for a good cause exemption from the retention requirement (Effective May 1, 2017)” – delayed 1 year

Iowa Department of Education Website

Explicit Instruction is defined as a structured, systematic, and effective methodology for teaching academic skills. It is a direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports that guide the students through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved (Archer and Hughes, 2011).

Learning to read is a complex task and requires children to successfully master the foundational skills (often referred to as the Big Five) of Phonemic Awareness, Alphabetic Principle, Fluency, Comprehension, and Vocabulary. District data and teacher feedback indicate that there is a need to provide more explicit instruction in the foundational skills of phonemic awareness and alphabetic principle (specifically phonics).

Phonics Instruction teaches students about the relationship between the letters of written language and the individual sounds of spoken language. An extended and detailed analysis of phonics studies (Chall, 1967 & Adams, 1990) concluded that learning phonics is an important component for children to master when learning to read.

Best practices in phonics instruction require that it be explicit (naming the individual sounds in letters), synthetic (blending the sounds in words together), and systematic (taught in a planned sequence). An analysis of student achievement data for ICCSD students indicated that there was a need for additional phonics instruction for some children as identified through the universal screening process. The 95% Group Materials and West Virginia Phonics program were selected as it met the best practice criteria of being explicit, synthetic, and systematic.

Phonemic Awareness helps children understand that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them when learning to read and spell. The National Reading Panel found that children who learn to read through specific instruction in phonemic awareness improved their reading skills more than those who learned without attention to phonemic awareness (National Reading Panel, 1997).

Envisions Mathematics will be implemented, for the second year, in grades K-6. This update to our mathematics curriculum provides us with a comprehensive program that is based on the Iowa Core and Common Core State Standards including both the content standards and standards for mathematical practice.

New Physical Science Kits will be implemented in grades K-6 this school year. This update to our physical science kits provides alignment to the Iowa Core and the Next Generation Science Standards.

Effective data analysis requires that the purpose of assessment be clearly defined by the District. *Summative assessments* provide information on the performance of the District and individual schools. This information is used to analyze trends for the purpose of guiding District decisions on curriculum development and resource allocation. *Formative assessments* provide the information that teachers need to actively and continuously measure a learner's progress as well as acquire useful data to inform their own instructional practice (Stiggins, 2004). Researchers have found that strengthening formative assessments can raise student achievement overall and be especially helpful to low-achieving students (Black & William, 1998).

Data analysis encompasses the use of both summative and formative assessments. Best practices include the use of a well-defined *data analysis protocol* to provide a systematic approach to the matching of instruction to student need. Best practices also dictate that a data analysis protocol is essential in the development of effective PLC meetings. The purpose of a data team protocol is to focus educators on student learning through collective inquiry into best instructional practice. The six-step data analysis protocol is used to match student instructional need with district approved *interventions*.

Equity Leadership

A key goal of the CCSS and ICC is to deliver an education that prepared all students for life after graduation. This goal is inseparable from the concept of equity and the effort to close the achievement and opportunity gaps. Numerous studies have found that students who are not proficient on CCSS/ICC are less likely to further their education. Therefore, it is essential that all students receive an education that provides instruction in which all students can succeed.

Professional Development Design:

Teachers will work in collaborative teams during the professional development days, weekly early dismissals, and throughout the school day in PLC's. Training will include demonstrations in addition to theory and opportunities for practice. Teachers will develop lessons, analyze data, and solve problems related to implementing new strategies.

A district-wide calendar has been developed regarding professional development topics.

Alignment with Iowa Teaching Standards:

The professional development actions must align with the following Iowa Teaching Standards:

- *Standard 1 – Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.*
- *Standard 2 - Demonstrates competence in content knowledge.*
- *Standard 3 – Demonstrates competence in planning and preparation for instruction.*

- *Standard 4 – Uses strategies to deliver instruction that meets the multiple learning needs of students.*
- *Standard 5 – Uses a variety of methods to monitor student learning.*
- *Standard 6 - Demonstrates competence in classroom management.*
- *Standard 7 – Professional Development.*
- *Standard 8 - Fulfills professional responsibilities established by the school district.*

Implementation Plan:

During the summer and fall of 2016, building level leadership teams will meet to develop an aligned building CSIP plan. Each building will complete the district mandated template and submit the plan for review to the ESC by October 1, 2016.

Monitoring the Implementation:

- *Each building will submit a CSIP plan by October 1, 2016, that is aligned with the district plan. In February, each building principal will verbally report on implementation progress of the professional development plans at a district administration meeting and/or cluster principal meeting.*
- *A final report that includes professional development implementation data will be submitted to the Assistant Superintendent by June 15, 2016.*

Collaborative Teams:

Administrators will participate as team members on assigned district teams and building teams.

- *District professional development team*
The building principal and instructional coach will meet monthly to plan building professional development
- *Building leadership teams*
This team will guide the development and implementation of the building school improvement plan.
- *Professional Learning Communities*
Building teams will meet on a regular basis for the purpose of improving student achievement as determined by the MTSS framework.
- *Student Support Teams*
Building teams will meet on a regular basis for the purpose of addressing the social, emotional and mental health needs of students.

All district teams will be collaborative in nature. Expectations are that meetings/workshops address the following:

- *State objective/goal*
- *Agenda*
- *Review of implementation and student data (periodically)*
- *Theory and demonstrations*

- *Lesson development and implementation*
- *Peer coaching and feedback*
- *Lesson revision*
- *Evaluation*

Formative Data Collection and Analysis:

- *Student Surveys*
- *Parent Surveys*
- *Teacher implementation logs*
- *Personal Reflections*
- *Student work samples*
- *Teacher lesson plans/logs*
- *Fuchs and Fuchs*
- *PLC's minutes*
- *FAST Assessments*

Summative Data Collection and Analysis:

- *Teacher lesson plans/logs*
- *Essential Teaching assessments*
- *Course units and common assessments*
- *Iowa Assessment results*
- *DRA2 results*
- *District science assessments*
- *District office referrals, suspensions, and expulsion rate*
- *District graduation rate*
- *District attendance rate*
- *Student Support Team/DOP data*
 - *Failing grades*
 - *Attendance*
 - *Connection to school*
- *Iowa Youth Survey data*
- *Disaggregated discipline referrals*
- *Disaggregated special education referrals*

Building Level Professional Development Plan 2016-2017 School Year

Building: Hills Elementary School

Principal: Lisa Ann TeBockhorst

Leadership Team Members: Deb Abels, Gina Campbell, Deanna Kleinsmith, Salena Schares, Jill Trimble

Building Data: Iowa Assessment, FAST, DRA, ODR, Attendance, and End of Unit Envisions

District Professional Development Target: *We will decrease the achievement gap by 5% among all subgroups by implementing strategies that will support equity for all students.*

District Goal Alignment:

We will decrease the achievement gap by 2% among all subgroups by implementing strategies that will support equity for all students.

We will increase the percent proficient, on the FAST Assessment, in grades K-6.

We will increase the number of our students who are “proficient” in reading on the DRA for grades K-6.

We will increase the number of our students who are “proficient” in reading on the Iowa Assessments for grades 3-6.

We will increase the number of our students who are “proficient” in mathematics on the Iowa Assessments for grades 3-6.

Building Goals:

- Using 2016 FAST Universal Screening Assessment baseline data, by May 2017, there will be a decrease of at least 2% in the current achievement gap between ELL and FRL students in comparison to non-ELL and non-FRL students as measured by the FAST Universal Screening Assessment for total percent proficient. The overall building percentage of proficiency will increase by 10%.
- By May of 2017, Hills Elementary students will achieve 80% or higher on grade level student learning standards for computation through the use of Mastering Basic Facts linked assessments; K-6 students will achieve 70% or higher on end of unit Envision assessments.
 - Preschool – Numbers identification to 10.
 - K- Number identification to 50 and understanding of bigger and smaller numbers (number sense)
 - 1st – Addition/subtraction with sums through 10.
 - 2nd – Addition/subtraction with sums through 20.

- 3rd – Multi-digit subtraction and multiplication facts (0, 1, 2, 5)
- 4th – Multiplication and division facts (0-10)
- 5th – Fraction, decimals, and percentage relationships
- 6th – Fraction, decimals, and percentage relationships and conversions.

- **By May 2017, Hills Elementary students will achieve 80% proficiency in grade level student learning standards as measured by appropriate assessments in both fluency and comprehension; building proficiency, as measured by FAST, will increase from 56% to 66% and, as measured by DRA, will increase from 67.5% to 75%.**
Preschool – Letter identification and K-6 – FAST and DRA
- **By May 2017, 85% of Hills Elementary students will have 2 or less office referrals and 95% will attend school daily in increase instructional time in the classroom.**

Data supporting need for building goal (FAST):

	American Indian /Alaskan Native	Asian	Hispanic ELL (23%) District (10%)	Hispanic Non-ELL	Black or African American	Multi-Racial	White	FRL 76% District (38%)	Sped 16% District (9%)	Overall % Prof. in the Grade Level	Achievement Gap between Subgroups ELL FRL GOALS	
K	NA	NA	2/7 = 29%		1/1 = 100% ELL- 0/1= 0%	1/1=66% ELL- 1/2=50%	6/9 = 89%	15.38%(2/13) Increase of 4	33.33% (1/3)	11/21 = 52%	≤64% ≤85% 38%=both(8) 0% prof.	71%
1	NA	NA	3/7 = 43%		0/1 = 0%	0/1 = 0%	10/20 = 50%	18.75% (3/16) Increase of 6	25%(1/4)	13/29 = 45%	≤18% ≤57% 13%=both (4) 25% prof.	66%
2	NA	NA	0/4 = 0%		3/6 = 50%	1/3 = 33%	7/13 = 54%	44.44%(8/18) Increase 4	12.5% (1/8)	11/23 = 48%	≤58% ≤56% 17%=both (4) 0% prof.	65%

3	NA	NA	7/13 = 54%		1/4 = 25%	2/3 = 67%	11/18 = 61%	40.74% (11/27) Increase 4	33.33% (1/3)	21/38 = 55%	≤22% ≤50% 26%=both (10) 30% prof.	66%
			3/8 = 38%	4/5 = 80%								
4	NA	NA	10/18 = 56%		NA	2/4=50%	6/12=50%	55.17% (16/29) Increase 5	20% (1/5)	18/36 = 50%	≤42% +26% 27%=both (10) 20% prof.	64%
			2/10=20%	8/8 = 100%								
5	NA	NA	5/11 = 45%		2/3 = 67%	1/2 = 50%	8/17 = 47%	54.17% (13/24) Increase 5	25% (2/8)	16/33 = 48%	≤27% +11% 12%=both (4) 25% prof.	64%
			1/4 = 25%	4/6 = 67%								
6	NA	NA	5/10 = 50%		NA	NA	2/5 = 40%	38.46%(5/13)) Increase 3	0% (0/2)	7/15 = 47%	≤63% ≤62% 33%=both (5) 0% prof.	67%
			0/4 = 0%	5/6 = 83%								

Data supporting need for building goal (Iowa Assessments):

	District Reading Total	Hills Reading Total	Hills Advance Reading	Math District Total	Hills Math Total	Hills Advance Math	District Science Total	Hills Science Total	Hills Science Advance Total	Achievement Gap between Subgroups
Male	69.6%	45.8%	14.6%	72%	50.0%	20.8%	79.6%	66.7%	10.4%	All subgroups have a low percentile in the advance proficient category. Hills data mirrors the District data
Female	80.4%	60.4%	10.4%	74.9%	51.0%	10.2%	83.6%	71.4%	4.1%	

FRL	52.7%	49.3%	5.3%	48.9%	47.4%	11.8%	65.7%	65.8%	2.6%	<p>between males and females in reading. Females show greater proficiency in reading; math and science are similar between male and female.</p> <p>Our ELL subgroup is significantly lower in science and reading; similar to the District average in math.</p> <p>Our Hispanic and Black students are above the District average in both reading and math – and very close in science.</p> <p>Our FRL students mirror the District data in performance in reading, math and science. Our white students scored significantly lower in reading,</p>
ELL	30.0%	15.0%	0.0%	35.5%	33.3%	0.0%	54.6%	31.8%	0.0%	
White	80.2%	52.2%	13.3%	79.5%	50.5%	16.5%	86.6%	70.3%	7.7%	
Black	50.1%	66.7%	0.0%	44%	50.0%	0.0%	58.7%	66.7%	0.0%	
Hispanic	53.3%	57.4%	8.5%	49.6%	55.3%	14.9%	69.4%	66.0%	0.0%	
American Indian	≤40	0.0%	0.0%	≤40	0.0%	0.0%	≤40	100.0%	0.0%	

								<p>math and science.</p> <p>Conclusion: Oral language acquisition and vocabulary are scientifically lower in ELL and FRL students; 50% percent of our white students are FRL. Instructional strategies to access print, meaning and enhanced vocabulary are necessary to increase performance in all sub groups.</p>
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Hills 2015-16 Data

Grade	Measure-FAST AND DRA	Fall % At or Above	Winter % At or Above	Spring % at or Above	District Fall % Proficient	District Winter % Proficient	District Spring % Proficient
K	Concepts of Print	59%	X	X		X	X
	Onset Sounds	55%	63%	X			
	Letter Names	41%	X	X		X	X
	Letter Sounds	48%	47%	70%			
	Word Segmenting	X	57%	73%	X		
	Nonsense Words	X	57%	77%	X		
	Sight Words	X	X	47%	X	X	

	FAST Composite	52%	60% (ICCSD 78%)	63%			
	DRA2	X	70%	63%	X	X	84.5%
	Fuchs and Fuchs						
1st	Word Segmenting	29%	65%	58%			
	Nonsense Words	38%	46%	23%			
	Sight Words	29%	38%	30%			
	Sentence Reading	33%	X	X		X	X
	CMB-Reading	X	38%	34%	X		
	FAST Composite	25%	38% (ICCSD 72%)	30%			
	DRA2	57%	38%	38%	X	X	73.1%
	Fuchs and Fuchs	%c/%msg. #	%c/%msg.#				
2nd	CMR-Reading	39%	53% (ICCSD 66%)	45%			
	DRA 2	53%	64%	58%	X	X	73.2%
	Fuchs and Fuchs	c/%app	%c/% app				
3rd	CMR-Reading	45%	57% (ICCSD 70%)	61%			
	DRA 2	53%	67%	69%	X	X	77.6%
	Fuchs and Fuchs	%c/%app	%c/% app				

Grade	Measure DIBELS and DRA	Fall % At or Above	Winter % At or Above	Spring % at or Above	District Fall % Proficient	District Spring % Proficient
4th	DORF-CW	27%	X			X
	DORF - Acc	33%	X			
	DORF-Retell	64%	X			X
	Daze	48%	X			
	DIBELS COMPOSITE	45%	X		X	
	FAST CBM	X	34% (ICCSD 67%)	36%	X	
	DRA2	35%	X	69%	X	77.1%

	Fuchs and Fuchs	%c/%app	%C/%app			
5th	DORF-CW	38%	X		X	84.5%
	DORF - Acc	63%	X			
	DORF-Retell	63%	X			
	Daze	63%	X			
	DIBELS COMPOSITE	50%	X			
	DRA2	62%	X	73%		78.3%
	FAST CBM	X	44% (ICCS 63%)	53%	X	
	Fuchs and Fuchs	%c/%app	%c/%app			
6th	DORF-CW	79%	X		X	73.1%
	DORF - Acc	86%	X			
	DORF-Retell	86%	X			
	Daze	79%	X		X	73.2%
	DIBELS COMPOSITE	86%	X			
	DRA2	84%	X	78%		83.6%

Building % Proficient		Fall	Winter	Spring
	DRA2	46%	X	67.5%
	FAST-Composite K-3	43%	68%	56.8%
	DIBELS-Composite 4-6	56%	X	X
	FAST Composite 4-6	X	54%	46.77%
	Fuchs and Fuchs	%c/%app		%c/% app

Hills 2016-17

Grade	Measure- FAST AND DRA	Fall % At or Above	Winter % At or Above	Spring % at or Above	District Fall % Proficient	District Winter % Proficient	District Spring % Proficient
K	Concepts of Print	57%	X	X		X	X
	Onset Sounds	57%	%	X			
	Letter Names	29%	X	X		X	X
	Letter Sounds	38%	%	%			
	Word Segmenting	X	%	%	X		
	Nonsense Words	X	%	%	X		
	Sight Words	X	X	%	X	X	
	FAST Composite	48%	%	%			
	DRA2	X	%	%	X	X	X
	Fuchs and Fuchs	40%					
1st	Word Segmenting	72%	%	%			
	Nonsense Words	55%	%	%			
	Sight Words	41%	%	%			
	Sentence Reading	38%	X	X		X	X
	CMB-Reading	X	%	%	X		
	FAST Composite	45%	%	%			
	DRA2	57%	%	%	X	X	X
Fuchs and Fuchs	41%c/62%msg. #	%c/%msg.#					
2nd	CMR-Reading	44%	%	%			
	DRA 2	48%	%	%	X	X	X
	Fuchs and Fuchs	16%c/24%app	%c/% app				
3rd	CMR-Reading	56%	%	%			
	DRA 2	64%	%	%	X	X	X
	Fuchs and Fuchs	11%c/40%app	%c/% app				

PBIS Team Data Analysis Summary

month	2009-10 ODR/day	2010-11 ODR/day	2011-12 ODR/day	2012-13 ODR/day	2013-14 ODR/day	2014-15 ODR/day	2015-16 ODR/day
August	1	17	15	12	1	9	0
September	5	64	25	28	17	35	31
October	18	56	21	42	15	40	44
November	38	38	25	39	25	15	39
December	15	35	21	45	14	8	24
January	52	49	33	38	11	15	38
February	63	27	22	14	20	22	63
March	52	33	28	16	17	24	41
April	66	53	34	41	40	44	65
May	38	25	37	39	21	15	42
June	1	0	0	0	0	0	0
Yearend ODR/day	313/1.73	376/2.08	228/1.26	277/1.53	167/.92	216/.99 179 are during the school day	388/2.2 308 are during the school day 47 bus (12%)
Number/Percent of total in After school	36/12%	101/27%	24/11%	36/15%	16/10%	37/17%	33/9%

2014-2015

Most frequent problem behavior	Most frequent motivation	Most Frequent Locations	Most Freq. time	Students with referrals
Physical aggression- Language - Defiance - Disruption - Bullying- Other - Property damage-	peer attention - Adult attention - Unclear - Avoid task -	Playground - Classroom - Hallway- Lunch/breakfast	34 (19%) of 179 are between 11:30-12:30 91 (51%) of 179 are between 12:30-1:00	1- 19 students 2-5 23 students 6-10 9 students 11-30 3 students 31-50 0 students Total- 54 students (42%)

2015-2016

Most frequent problem behavior	Most frequent motivation	Most Frequent Locations	Most Freq. time	Students with referrals
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Physical aggression Defiance Fighting Disruption	peer attention Adult attention - Obtain items Avoid task -	Playground Classroom Bus	70 (22%) of 308 are between 11:30-12:30 37 (12%) of 308 are between 12:30-1:00 24 (8%) of 308 are between 11:00-11:30 137 (44%) of the 308 are between 1:00-3:45	1 - 39 students 2-5 21 students 6-10 7 students 11-30 10 students 31-50 2 students Total- 79 students (38%)
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	Number of office referrals				% of office referrals			
	12-13	13-14	14-15	15-16	12-13	13-14	14-15	15-16
Girls -	48	18	40 (repeats-11)	97 (repeats - 14)	20%	11%	19%	31%
Boys -	230	150	176(repeats-25)	211 (repeats - 25)	80%	89%	81%	69%

2014-2015

By Grade Level prek	Enrollment	Total ODRs	How many different students got ODRs
	20/15%	8/4%	6/30%
K	21/16%	82/38%	11/52%
1	22/17%	23/11%	7/31%
2	16/12%	49/23%	7/43%
3	20/15%	17/8%	8/40%
4	5/4%	4/2%	3/60%
5	12/9%	27/13%	8/66%
6	13/10%	8/4%	5/38%

2015-2016

By Grade Level prek	Enrollment of the Building	Total ODRs of the Building	How many different students got ODRs
	19/9%	2/1%	1/5%

K	30/14%	12/3%	8/4%
1	26/12%	146/38%	15/58%
2	33/16%	79/20%	16/48%
3	36/17%	81/21%	16/40%
4	33/16%	25/6%	8/24%
5	15/7%	32/8%	6/40%
6	14/7%	10/3%	8/57%

2014-2015

Ethnicity	% overall enrollment	% that ethnicity with ODR
African American	16/13%	58/27%
Latino	25/19%	11/5%
White	85/66%	144/67%
Asian	2/2%	3/2%

2015-2016

Ethnicity	% overall enrollment	% that ethnicity with ODR
African American	22/10%	191/49%
Latino	73/35%	88/23%
White	113/54%	108/28%
Asian	2/1%	1/0%

Data supporting need for building goal: Hills Elementary is on SINA 2 for math; Hills students overall proficiency in math is approximately 20% lower than the District average. Hills Elementary is Delay 3 for reading; the year of SINA 1 for reading was with 58.97% proficiency on Iowa Assessments; currently, 53.1% are proficient and approximately 12% lower than the District average. DRA and FAST indicate difficulties with fluency; particularly with rate – accuracy data is strong. Attendance percentage with regular attendance (defined by no more than 5 absences): 2011-12 was 66%; 2012-13 was 74%; 2013-14 was 84%; 2014-2015 was 90%; 2015-2016 was 83%. Office referral data in 2011-12 was 44% of the students received one more referrals and 2012-13 was 22% received one or more referrals; 2013-14, 39% received one or more referrals; however, the total number of referrals was cut by 30%. Data from 2014-15 (38% with one or more) and 2015-16 (42% with one or more) indicate the need to work with African American males, build relationships, and strengthen PBIS Tier I and Tier II.

Professional Development Targets: EDI (Explicit Direct Instruction), Lesson Design with Student Engagement and SIOP strategies, Revisit PBIS Tier I (Mindset and social skills), Enhance PBIS Tier II Incorporation of Student and Staff Feedback through data binders, walk through and goal setting.
Build capacity of PLC through scaffolded supports to ILT

Content for Professional Development: Explicit Direct Instruction lesson design while Deconstructing Priority Common Core Standards; Book, Explicit Direct Instruction by Hollingsworth; Deconstructing Priority Standards with use of ICCSD protocol. Researched based student engagement strategies with incorporation of SIOP; Book, Making Content Comprehensible. Coaching stems, goal setting and meaningful feedback; Cognitive Coaching, New Teacher Center Matetials; PBIS strategies; Book, Good Ideas (Character Counts), Boystown social skills and growth Mindset. PLC capacity and growth with the ILT team; Book, Learning by Doing, by the DuFours, cognitive coaching strands, and New Teacher Center Materials.

School Improvement Plan 2016-2017 School Year

Building Academic and Equity Goals:

- Using 2016 FAST Universal Screening Assessment baseline data, by May 2017, there will be a decrease of at least 2% in the current achievement gap between ELL and FRL students in comparison to non-ELL and non-FRL students as measured by the FAST Universal Screening Assessment for total percent proficient. The overall building percentage of proficiency will increase by 10%..
- By May 2017, Hills Elementary students will achieve 80% proficiency in grade level student learning standards as measured by appropriate assessments in both fluency and comprehension; building proficiency, as measured by FAST, will increase from 56% to 66% and, as measured by DRA, will increase from 67.5% to 75%.
Preschool – Letter identification and K-6 – FAST and DRA
- By May of 2017, Hills Elementary students will achieve 80% or higher on grade level student learning standards for computation through the use of Mastering Basic Facts linked assessments; K-6 students will achieve 70% or higher on end of unit Envision assessments.
Preschool – Numbers identification to 10.
K- Number identification to 50 and understanding of bigger and smaller numbers (number sense)
1st – Addition/subtraction with sums through 10.
2nd – Addition/subtraction with sums through 20.
3rd – Multi-digit subtraction and multiplication facts (0, 1, 2, 5)
4th – Multiplication and division facts (0-10)
5th – Fraction, decimals, and percentage relationships
6th – Faction, decimals, and percentage relationships and conversions.
- By May 2017, 85% of Hills Elementary students will have 2 or less office referrals and 95% will attend school daily in increase instructional time in the classroom.

Action Steps	Timeline	Person Responsible	Resources Needed	Measurable Indicators	Professional Development	Implementation Data	Evaluation
Peer Observation	Optional peer observations Twice per year or video recording and feedback	Gina Campbell and Lisa TeBockhorst will match teachers. Teachers	Colleagues for observation that are working on the same initiatives; reflection sheet; cover	Lesson planning and formative assessments	Survey need areas; discuss observations and goals	Reflection sheet and new action steps; determine the next steps and look at assessment data impacted by new actions	Teacher feedback and reflection sheet with action steps and linked to assessment data

Action Steps	Timeline	Person Responsible	Resources Needed	Measurable Indicators	Professional Development	Implementation Data	Evaluation
Walk Through and Teacher Feedback	Once per month and/or as requested/needed	Lisa TeBockhorst and staff	classroom and/or record; follow up discussions. ILT and staff agreement on feedback form for walk throughs	Time audits of interventions, small group and whole group instruction; checklist for EDI	EDI lesson design; deconstructing standards, student engagement	Lesson plans; deconstructed standards and student engagement with walk through information	Teacher feedback and reflection sheet with action steps and linked to assessment Data. PLC discussion.
Lesson modeling and co-teaching in reading/math/interventions	Once per trimester or as needed/requested	Gina Campbell and Lisa TeBockhorst, Teachers	Prep time; reflection sheet; follow up discussion	Lesson planning, formative assessments and follow up discussions; PLC work	Connection to unpacking core curriculum standards with curricular materials and lesson design	Reflection sheet and new action steps; determine the formative assessment that would be most impacted by new actions	Progress monitoring data and formative assessments
MTSS – Multitier System of Support through Intervention/Enrichment Block – streamlined through scheduled time, student data binders, explicit PLC agenda with topics (SLS, strategies, concepts) and roles, progress monitoring and targeted skill interventions with SMART goals and SMART targets.	Monthly review in PLC's and weekly review during SST	Gina Campbell, Lisa TeBockhorst, and Teachers	PLC agendas and templates, data binders, menu of targeted interventions based on data and student , intervention database, progress monitoring tools, and MTSS PLC	Progress monitoring data and formative assessments	MTSS – MTSS flowchart, intervention tools, intervention database..	MTSS Meetings and Agendas, Progress monitoring data, and formative assessments, student data binders	

Action Steps	Timeline	Person Responsible	Resources Needed	Measurable Indicators	Professional Development	Implementation Data	Evaluation
			withconnection SST.				
<p>Explicit Direct Instruction with SIOP components. Rephrasing of explicit answers to build vocabulary; oral language acquisition. Vocabulary instruction in HMH and strategies with concentration of SIOP components</p>	<p>Explicit Direct Instruction with SIOP components will be in depth on: building PD days and will revisited in weekly PLC, SINA PD evenings and days, and monthly staff meetings with artifacts. Building walk-throughs will reflect EDI components and SIOP. On-going throughout the year.</p>	<p>Gina Campbell, Lisa TeBockhorst and Teachers</p>	<p><u>Explicit Direct Instruction</u> by Hollingsworth; lesson templates, implementation log and walk through sheet</p> <p>SIOP materials</p>	<p>Building data – both formative and summative</p>	<p>Building PD days extended into the evenings once per trimester with the use of SINA funds. Also will work in conjunction with building TQ plan to integrate these components into lesson designs.</p>	<p>Lesson planning and implementation logs</p>	<p>Building data and teacher feedback – walk through data</p>

Action Steps	Timeline	Person Responsible	Resources Needed	Measurable Indicators	Professional Development	Implementation Data	Evaluation
<p>Mind-set and Above and Below the line – Recognition for attendance and academic achievements through monthly learning assemblies – social skill focus each month to be taught during classroom community/meeting time. Review PBIS Tier I and enhance PBIS Tier II.</p> <p>Literacy Night, Back to School Night, Fun night, Family Game Night, Dance Marathon, Bolt Bonanza Community Breakfast, Magic Math Night, Grandparent’s Day</p>	<p>Continued PD during pre-service. Revisit in staff meetings. Scheduled Times throughout the year.</p> <p>Events Scheduled Monthly</p>	<p>PBIS Tier I and Tier II teams District training and behavior interventionist</p> <p>Gina Campbell, Lisa TeBockhorst and Teachers, SFA</p>	<p>Boystown social skills and character counts Mind-set website and materials. Above/Below the line materials and SMART board lessons.</p> <p>Materials for each events – community donations</p>	<p>Attendance, ODR’s, Lightning bolts and pride ticket counts</p> <p>Family attendance and participation Participation logs, attendance and conference percentages</p>	<p>On-going in PLC’s. Building PD days extended into the evenings once per trimester with the use of SINA funds. Also will work in conjunction with building TQ plan to integrate these components into lesson designs.</p>	<p>Lesson planning Walk through Data</p> <p>Schedule of Events</p>	<p>Building data and teacher feedback – walk through data</p> <p>Building data and teacher feedback – walk through data – communication to staff and families in weekly newsletter and bulletin</p> <p>Parent and Student Feedback and Data, Attendance Data</p>

Action Steps	Timeline	Person Responsible	Resources Needed	Measurable Indicators	Professional Development	Implementation Data	Evaluation

Action Steps	Timeline	Person Responsible	Resources Needed	Measurable Indicators	Professional Development	Implementation Data	Evaluation