

2015-16 Site Progress Report and 2016-17 Site Improvement Plan Sibley Elementary School

Site Vision Statement:

To achieve our mission at Sibley Elementary we must develop our capacity to function as a professional learning community. We envision a school in which staff:

- Work collaboratively to determine a common purpose and clear goals;
- Seek and implement effective strategies for improving student achievement on a continuing basis;
- Monitor each student's progress; and
- Create and sustain a school community that promotes social skills, academic skills and respect for differences

Site Statement of Collective Commitments:

To function as a professional learning community, the Sibley staff is committed to the following core values:

- Promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students;
- Collaborate with one another, students and parents to achieve our shared vision;
- Create a partnership with parents and community to ensure success for all Sibley students;
- Align Northfield School District Curriculum;
- Utilize a variety of instructional strategies;
- Use assessment data to guide and inform instruction; and
- Engage in meaningful, job-related, staff development to enhance professional skills.

Site Improvement Team Members: Tania Will, Becky Gainey, Peg Witt, Karleen Sherman, Andy Jaynes, Maren Wacholz, Amanda Sieger, Paula Seeberg, Rich Guggisberg, Laura McManus, Allison Sweeney and Scott Sannes

Reviewed by Staff: Signature_____ Date_____

Final Approval by
Site Improvement Team: Signature_____ Date_____

Final Approval by
Superintendent: Signature_____ Date_____

Sibley Elementary School

Site Improvement Objective: # 1

Site Improvement Objective: All students will demonstrate measurable gains in reading fluency and comprehension

New/Continuing Objective: Continuing

Length of Objective: 3 Years

Which Year: Year 2

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2015-16 Assessment - The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2015-16 Assessment - Every Professional Learning Community will have a comprehensive formative assessment framework.
- DEPAC 2015-16 Teaching and Learning - Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.
- DEPAC 2015-16 Student Services - Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.
- DEPAC 2015-16 Student Services - Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.
- DEPAC 2015-16 Student Services - Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

Measurable Evidence of Need:

MCA III data indicate reading proficiency rates continue to be above state average. Because reading is a critical element in each child's education, we will again focus on it as one of our building goals. We will focus on three main areas: fluency, comprehension and word knowledge. With the adoption of common core standards for English, it is relevant to build word knowledge and vocabulary in both fiction and nonfiction context. Also in keeping with the common core standards, our reading instruction will reflect an increased focus on nonfiction text and nonfiction reading strategies.

Students are being asked to read more complex texts in content areas, so a focus on academic vocabulary is an important part of our work. As the material becomes more difficult and the volume of work expands, students who are not reading fluently have a difficult time keeping up with schoolwork.

Assessments, authentic and formal, will be ongoing in both comprehension and fluency. We will use MCA scores to measure overall progress. We will use MAP target growth scores to measure individual and classroom progress. And finally, we will use formative assessments as a part of instruction to provide the information needed to adjust teaching and learning while they are happening.

Student SMART Achievement Goal:

- By the Fall of 2016, 50% of Sibley 2nd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 56% of Sibley 2nd Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)
- By the Fall of 2016, 50% of Sibley 3rd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 64.5% of Sibley 3rd Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)
- By the Fall of 2016, 50% of Sibley 4th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 74.7% of Sibley 4th Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)
- By the Fall of 2016, 50% of Sibley 5th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 62.7% of Sibley 5th Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)
- By the Spring of 2016, Sibley 4th grade English Learners will average a greater than zero "Z" score as measured on the MCA Reading assessment. Achievement ~ The Sibley 4th Grade English Language Learners scored a -.16 on the Z score as measured via the MCA Reading Assessment.
- By the Spring of 2016, Sibley 5th grade English Learners will average a greater than zero "Z" score as measured on the MCA Reading assessment. Achievement ~ The Sibley 4th Grade English Language Learners scored a +.23 on the Z score as measured via the MCA Reading Assessment.

2015-16 Action Plan Completion Details:

| Task No. | Tasks | Done | Not Done | Evidence of Completion if Completed |
|----------|--|------|----------|--|
| 1 | Teachers continue to practice Reader's Workshop to allow for differentiated instruction. | X | | |
| 2 | Identify students performing below grade level and match interventions to student needs. | X | | Benchmark data and progress monitoring data reviewed to determine levels of service as students meet goals and exit. Other students are added to caseloads as needs arise. |
| 3 | PLC Team Work | X | | Evidence of Practice PLC documents |
| 4 | Flex Grouping to differentiate reading instruction. | X | | |
| 5 | Small group reading support for | X | | BAS data, DIBELS graphs, LLI notes and Fast Forward graphs. |

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|----|--|---|--|--|
| | students below grade level | | | |
| 6 | MN Reading Corps Tutors (2.5 tutors) | X | | FAST data |
| 7 | Ready, Set, Go Day | X | | Fall Benchmarking data and schedules. |
| 8 | Staff Development | X | | Notes from building staff development. |
| 9 | Training of Accelerate Northfield Tutors to administer reading interventions | X | | |
| 10 | Beyond Words ~ A school-wide celebration of Arts and Literacy | X | | HCI student surveys and Grant recipient survey. |
| 11 | ADSIS | X | | ADSIS documentation, BAS data, DIBELS graphs, LLI notes and Fast ForWord graphs. |

Which of these steps were especially powerful?

We continue to refine our work around our data. We take a close look at all students, especially those performing below grade level to determine both levels of intervention and which intervention is needed to support student growth. The addition of ADSIS services has added another layer of intervention along with more intervention tools. PLC teams work together to plan for literacy instruction to meet the needs of all students. The work of the PLC is paramount to all student growth.

What implications do this year's results have for 2016-17?

Sibley staff has entered into many discussions about the benefits and drawbacks of pullout programs. We know there are students who have many needs and all of those needs are important, yet we worry about how much core instruction is being missed. We struggle to find the balance in supporting readers without creating fragmented days for them. The Reading Support team is constantly refining their work to meet the needs of all students.

Sibley Elementary School

Site Improvement Objective: # 2

Site Improvement Objective: All students will demonstrate measurable gains in math.

New/Continuing Objective: Continuing

Length of Objective: 3 Years

Which Year: 2nd year

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
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- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2015-16 Assessment - The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2015-16 Assessment - Every Professional Learning Community will have a comprehensive formative assessment framework.
- DEPAC 2015-16 Teaching and Learning - Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.
- DEPAC 2015-16 Student Services - Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.
- DEPAC 2015-16 Student Services - Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.
- DEPAC 2015-16 Student Services - Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

Measurable Evidence of Need:

The percentage of students meeting their growth target on the NWEA-MAP (Math) Fall to Fall Assessment:

- 67% of Sibley 2nd Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.
- 44% of Sibley 3rd Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.
- 58% of Sibley 4th Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.
- 44% of Sibley 5th Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.

Student SMART Achievement Goal:

- By the Fall of 2016, 50% of Sibley 2nd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment. Achievement ~ 60% of Sibley 2nd Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)
- By the Fall of 2016, 50% of Sibley 3rd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment. Achievement ~ 73.1% of Sibley 3rd Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)
- By the Fall of 2016, 50% of Sibley 4th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment. Achievement ~ 56.6% of Sibley 4th Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)
- By the Fall of 2016, 50% of Sibley 5th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment. Achievement ~ 71.3% of Sibley 5th Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)
- By the Spring of 2016, Sibley 4th Grade English Learners will average a greater than zero “Z” score as measured on the MCA Math assessment. Achievement ~ The Sibley 4th Grade English Language Learners scored a +.075 on the Z score as measured via the MCA Math Assessment.
- By the Spring of 2016, Sibley 5th Grade English Learners will average a greater than zero “Z” score as measured on the MCA Math assessment. Achievement ~ The Sibley 5th Grade English Language Learners scored a -.34 on the Z score as measured via the MCA Math Assessment.

2015-16 Action Plan Completion Details:

| Task No. | Tasks | Done | Not Done | Evidence of Completion if Completed |
|----------|--|------|----------|--|
| 1 | Teachers will continue to utilize Xtra Math, an iPad app that tracks student progress with fact fluency. | X | | Teachers collected confidential files of individual student progress in fact fluency. DIBELS computational fluency benchmarks occurred 3 times per year. |
| 2 | Teachers will continue to include a 60-minute block of instructional time for math daily. | X | | Blocks of time designated for math instruction were embedded in each grade level schedule. |
| 3 | Identify students performing below grade level and match interventions to student needs. | X | | Spreadsheets of student data were used to determine appropriate interventions. The Student Support Team minutes indicated specific interventions and schedules for students. |
| 4 | Implement a school-wide problem-solving process that supports common language and procedures for solving number stories. | X | | Posters and student guides were distributed to teachers at all grade levels. The Problem-Solving Model was adapted from the Everyday Math model. Lesson plans and presentations reflected the use of this model. |
| 5 | PLC Team Work | X | | Minutes of each weekly meeting were stored in a shared folder. Each team completed an Evidence of Practice reflection. |

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| 6 | Flex Grouping to differentiate math instruction | X | | Lesson plans of flex grouping and minutes of PLC meetings reflected purposeful instruction. |
| 7 | Utilize <u>Math Elevations</u> and <u>Focus Math</u> as targeted and intensive intervention resources. | X | | Lesson plans and learning logs were used to track progress. These resources were utilized as individual student needs were targeted. |
| 8 | MN Math Corps | X | | The Math Corps schedule of student service and record of student progress (STAR Math) were used to track progress. |
| 9 | Staff Development | X | | An outline of monthly Staff Development sessions reflected sessions that directly and indirectly impacted math instruction. |
| 10 | Train Accelerate Northfield tutors to administer math interventions. | X | | Email communication, initial training, progress monitoring sheets, learning logs and fidelity checks all served as pieces of the partnership between Accelerate Northfield and MTSS. |
| 11 | Celebrate Math Week | X | | An overview of activities was used to communicate the learning goals, lessons and activities of the week. An all-school video: “Every Kid Counts!” was a culminating project shared with parents. |
| 12 | <u>Mathematical Mindsets</u> – Overview and Class | X | | Digital presentation and distribution of math norms contributed to laying the foundation for purposefully setting up the math classroom. Several teachers earned local credit by attending the Mathematical Mindsets class. |

Which of these steps were especially powerful?

- The solid 60-minute block of time devoted to math instruction has laid the groundwork for meeting the needs of all learners. Most classrooms exceed this time allotment.
- Implementing a school-wide problem solving model strengthened our language, dialogue and process needed to think through complex problem solving.
- Introducing staff to Mathematical Mindsets, by Jo Boaler, has encouraged teachers to set up their math classrooms utilizing seven positive math norms that support continued learning and a growth mindset.

What implications do this year’s results have for 2016-17?

- We will continue to use at least a 60-minute block of time to optimize the teaching and learning of mathematics.
- We will also continue to strengthen mathematical thinking and dialogue through the use of the common school-wide problem solving model, positive math norms and reflective PLC work.

Sibley Elementary School

Site Improvement Objective: #3

Site Improvement Objective: Educate students, teachers and support staff in ways to create and sustain a school community that is safe, creates a sense of trust and helps students focus and understand the need for social skills, academic skills and respect for differences.

New/Continuing Objective: Continuing

Length of Objective: 3 Years

Which Year: 2nd year

District or DEPAC Strategy/Strategies Supported:

- **Strategic Plan Quality Education** - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- **Strategic Plan Stewardship** - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- **Strategic Plan Climate** - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- **Strategic Plan Communications/Partnerships** - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- **Strategic Plan Curricular Outcomes** - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- **Strategic Plan Diversity** - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- **DEPAC 2015-16 Assessment** - The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- **DEPAC 2015-16 Assessment** - Every Professional Learning Community will have a comprehensive formative assessment framework.
- **DEPAC 2015-16 Teaching and Learning** - Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.
- **DEPAC 2015-16 Teaching and Learning** - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.
- **DEPAC 2015-16 Student Services** - Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.
- **DEPAC 2015-16 Student Services** - Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.
- **DEPAC 2015-16 Student Services** - Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

Measurable Evidence of Need:

Research of other schools showed a significant decrease in disciplinary issues when students are taught, through peer interaction on a daily basis, how to deal with social skills, focus on academic skills and respect all peers inside and outside the classroom. The Northfield Public Schools Climate Survey in 2004 indicated that Sibley students and parents perceived bullying to be a bigger problem than the Sibley staff perceived. While we have made drastic improvements since 2004, we realize that vigilance in this area is ongoing and always in need of fine tuning. Our student population changes significantly each year with 5th graders moving on to the middle school and kindergartners coming in, so this area will be a continual focus for Sibley Elementary School.

Student SMART Achievement Goal:

- In completing the spring survey, 95% of the parents surveyed will agree or strongly agree that students show respect for other students.
Made the switch to thought exchange so exact feedback wasn't solicited.
- In completing the spring survey, 95% of the parents surveyed will agree or strongly agree that teachers show respect for other students.
Made the switch to thought exchange so exact feedback wasn't solicited.
- In completing the spring survey, 95% of the parents surveyed will agree or strongly agree that they feel welcome at Sibley.
Made the switch to thought exchange so exact feedback wasn't solicited.

2015-16 Action Plan Completion Details:

| Task No. | Tasks | Done | Not Done | Evidence of Completion if Completed |
|----------|--|------|----------|--|
| 1 | Train New Teachers in Responsive Classroom I | X | | Four new teachers were trained and two others attended RC II training during in June 2016. |
| 2 | Conduct Five Lockdown Drills | X | | Dates and times kept in school log. |
| 3 | Conduct Climate Survey | X | | Switched to Thought Exchange so No Feedback |
| 4 | Continue the DARE program in 5 th Grade | X | | DARE program continued...all 5 th graders graduated. |
| 5 | Continue Youth Kindness Retreat | X | | Did not complete after district-wide meeting with helping professional group. |
| 6 | Revamp Recess Supervision | X | | Classroom Teachers Supervised Recess – Discipline referrals dropped |

Which of these steps were especially powerful?

Maintaining the Responsive Classroom focus within the building is powerful as all classroom teachers share common knowledge, language and practices to better work with students.

What implications do this year's results have for 2016-17?

We need to continue to work at refining and adapting our educational practices to meet the needs of our specific learners and ever-changing staff. New teachers were trained in Responsive Classroom I and all returned with positive feedback.

2016-17 Site Continuous Improvement Plan

Sibley Elementary School

Site Improvement Objective: # 1

Site Improvement Objective: All students will demonstrate measurable gains in reading fluency and comprehension

New/Continuing Objective: Continuing

Length of Objective: 3 Years

Which Year: Year 3

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
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- DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.
- DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.

- DEPAC 2016-17 Student Services – To ensure student engagement, connectedness and success, Northfield Public Schools will integrate practices and services for social emotional learning and children’s mental well-being.

Measurable Evidence of Need:

MCA III data indicate reading proficiency rates continue to be slightly above state average. Because reading is a critical element in each child’s education, we will again focus on it as one of our building goals. We will focus on three main areas: fluency, comprehension and word knowledge. With the adoption of common core standards for English, it is relevant to build word knowledge and vocabulary in both fiction and nonfiction context. Also in keeping with the common core standards, our reading instruction will reflect an increased focus on nonfiction text and nonfiction reading strategies.

Students are being asked to read more complex texts in content areas, so a focus on academic vocabulary is an important part of our work. As the material becomes more difficult and the volume of work expands, students who are not reading fluently have a difficult time keeping up with schoolwork.

Assessments, authentic and formal, will be ongoing in both comprehension and fluency. We will use MCA scores to measure overall progress. We will use MAP target growth scores to measure individual and classroom progress. And finally, we will use formative assessments as a part of instruction to provide the information needed to adjust teaching and learning while they are happening.

Student SMART Achievement Goal:

- By the Fall of 2017, 50% of Sibley 2nd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.
- By the Fall of 2017, 60% of Sibley 3rd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.
- By the Fall of 2017, 70% of Sibley 4th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.
- By the Fall of 2017, 80% of Sibley 5th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.
- By the Spring of 2017, 100% of EL students in grades 4 and 5 will have positive z scores as measured on the MCA Reading Assessment.

2016-17 Action Plan Details:

| Task No. | Task to be Completed | Begin Date | End Date | Assigned to | Resources Reallocated Time/\$/Materials | Monitoring Dates | Monitoring Indicators |
|----------|--|------------|----------|---|--|------------------|---|
| 1 | Teachers continue to practice Reader’s Workshop to allow for differentiated instruction. | 9/16 | 6/17 | Instructional Coach and Staff | Staff development, PLC Infusion, teacher resources | ongoing | BAS text leveling system, DIBELS, instructional coaching sessions |
| 2 | Identify students performing below grade level and match interventions to student needs. | 9/16 | 6/17 | Instructional coach and Reading support staff | Dibels.net data, Viewpoint, intervention materials | ongoing | FAST, DIBELS, BAS, MAP, OLPA, MCA |
| 3 | PLC Team Work | 9/16 | 6/17 | Staff and Instructional coach | One hour per week, Viewpoint, NWEA | ongoing | PLC documents |
| 4 | Flex Grouping to differentiate reading instruction. | 10/16 | 6/17 | Instructional coach and Staff | 30 minutes 4 times per week | ongoing | DIBELS, BAS, Words Their Way Assessments, PRESS Progress monitoring |

| | | | | | | | |
|----|--|---------|------|--|--|------------------|--|
| 5 | Small group reading support for students below grade level | 9/16 | 6/17 | Instructional coach and Reading Support staff | LLI resources | ongoing | Progress monitor data: DIBELS, LLI, PRESS |
| 6 | MN Reading Corps Tutors (2.5 tutors) | 8/16 | 6/17 | Instructional coach and Tutors | Americorps grant | ongoing | FAST system, monthly integrity checks |
| 7 | Ready, Set, Go Day | 8/16 | 6/17 | Sibley Staff | Additional hourly wage for 4 EAs. | Sept. 1, 2015 | DIBELS, Text leveling system |
| 8 | Staff Development | 9/16 | 6/17 | Instructional Coaches and staff | Monthly meeting with licensed staff | N/A | Feedback surveys |
| 9 | Beyond Words ~ A school-wide celebration of Arts and Literacy | 4/6/17 | | Staff | HCI \$300 Grant and \$200 Sibley funds. Staff volunteer their time prepping and facilitating | N/A | HCI Student surveys and facilitator survey |
| 10 | PRESS Professional Development-Pathway to Excellence in School Sites | 1/27/17 | | Staff | Building Staff Development Funds: | ongoing | Reflection Survey |
| 11 | PLC Infusion | 9/16 | 6/17 | Instructional coaches and staff | Vertical groupings of classroom teachers meet for a total of 3 hours on content specific topics. | ongoing | Reflection survey |
| 12 | Tier One Reading Fidelity Grant | 9/16 | 6/17 | Instructional coach and Building Literacy Team | MDE Grant of \$30,000 (for all 3 elementary buildings) | Monthly meetings | MDE Grant documents |

Sibley Elementary School

Site Improvement Objective: # 2

Site Improvement Objective: All students will demonstrate measurable gains in math.

New/Continuing Objective: Continuing

Length of Objective: 3 Years

Which Year: Year 3

District or DEPAC Strategy/Strategies Supported:

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- DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.
- DEPAC 2016-17 Student Services – To ensure student engagement, connectedness and success, Northfield Public Schools will integrate practices and services for social emotional learning and children’s mental well-being.

Measurable Evidence of Need:

The measureable evidence of need comes from the 2015 MAP scores being lower than desirable. Since receiving those scores, the district has:

- Implemented an update of Everyday Math curriculum (EM4)
- Increased dialogue around mathematical thinking giving insight into understanding and misconceptions
- Increased communication regarding mathematical thinking allowing students to organize and express understanding.
- Continued to emphasize fact fluency and computational fluency embedded in games as well as lessons

Below are the percentages of students meeting their growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015:

- 48% of Sibley 2nd Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.
- 63% of Sibley 3rd Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.
- 42% of Sibley 4th Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.
- 58% of Sibley 5th Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.
- Sibley 4th grade English Learners had a +.075 “Z” score as measured on the MCA Math assessment.
- Sibley 5th grade English Learners had a -0.34 “Z” score as measured on the MCA Math assessment.

Student SMART Achievement Goal:

- By the Fall of 2017, 50% of Sibley 2nd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.
- By the Fall of 2017, 65% of Sibley 3rd Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.
- By the Fall of 2017, 65% of Sibley 4th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.
- By the Fall of 2017, 75% of Sibley 5th Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.
- By the Spring of 2017, 100% of EL students in grades 4 and 5 will have positive z scores as measured on the MCA Math Assessment.

2016-17 Action Plan Details:

| Task No. | Task to be Completed | Begin Date | End Date | Assigned to | Resources Reallocated Time/\$/Materials | Monitoring Dates | Monitoring Indicators |
|----------|--|------------|----------|--|--|---------------------------------|-------------------------------------|
| 1 | Include a minimum of a 60-minute block of instructional time for math daily (K-5). | 9/16 | 6/17 | Instructional Coach and Classroom Teachers | Curriculum and Assessment Materials for Teachers | Ongoing | Classroom Schedules and Visits |
| 2 | Implement the updated Everyday Math curriculum (EM4). | 8/16 | 6/17 | Instructional Coach and Classroom Teachers | Everyday Math Resources (online and hard copy) | Ongoing | Classroom Visits, Tier 1 Checklists |
| 3 | Provide EM4 training (required and optional). | 8/16 | 6/17 | Instructional Coach and Classroom Teachers | Prof. Development Time | 8/16-optional 11/16-required | Attendance Roster |

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|----|--|---------|--------|--|--|---|---|
| 4 | Create digital presentations for EM4. | 10/16 | 6/17 | Instructional Coach and SMART Team | Curriculum Writing money | 6/17 | Collection of EM4 SMART board lessons stored in shared location |
| 5 | Promote <u>Mathematical Mindsets</u> – (Attend MDE seminar and webinars and offer class to teachers.) | 8/16 | 6/17 | Instructional Coach and Teachers | Prof. Dev. Time and Work Time | 8/16, 12/16, 2/17, 5/17 | Attendance Roster |
| 6 | Identify students performing below grade level and match interventions to student needs. | 9/16 | 6/17 | Instructional Coach and Classroom Teachers | PLC, SST, Data Review, interventions, and progress monitoring materials | Benchmarking :8/16, 1/17, 5/17 Ongoing | Viewpoint Data, DIBELS Computation Data |
| 7 | Train Accelerate Northfield tutors to administer math interventions. | 9/16 | 6/17 | Instructional Coach and Volunteers | Intervention Materials | Ongoing | DIBELS Progress Monitoring and Tracking Sheets |
| 8 | PLC Team Work | 9/16 | 6/17 | All Staff | Weekly PLC Meetings | Ongoing | PLC Minutes and EOP |
| 9 | MN Math Corps | 9/16 | 6/17 | Instructional Coach and MMC Tutor | Americorps Grant In Kind Materials: iPad access | Ongoing | Database of student progress, STAR Math |
| 10 | Professional Development | 9/16 | 6/17 | Instructional Coach and Staff | Monthly Meeting Time | Ongoing | Reflection Surveys |
| 11 | Celebrate Math Week | 1/30/17 | 2/3/17 | Instructional Coach and Staff | Classroom Materials | 2/17 | Participation Roster and Events |
| 12 | PLC Infusion | 9/16 | 6/17 | Instructional coaches and staff | Vertical groupings of classroom teachers meet for a total of 3 hours on content specific topics. | ongoing | Reflection survey |

Sibley Elementary School

Site Improvement Objective: # 3

Site Improvement Objective: Educate students, teachers and support staff in ways to create and sustain a school community that is safe, creates a sense of trust and helps students focus and understand the need for social skills, academic skills and respect for differences.

New/Continuing Objective: Continuing

Length of Objective: 3 Years

Which Year: Year 3

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.
- DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.
- DEPAC 2016-17 Student Services – To ensure student engagement, connectedness and success, Northfield Public Schools will integrate practices and services for social emotional learning and children’s mental well-being.

Measurable Evidence of Need:

Research of other schools showed a significant decrease in disciplinary issues when students are taught, through peer interaction on a daily basis, how to deal with social skills, focus on academic skills and respect all peers inside and outside the classroom. We realize that vigilance in this area is ongoing and always in need of fine tuning. Our student population changes significantly each year with 5th graders moving on to the middle school and kindergartners coming in, so this area will be a continual focus for Sibley Elementary School. Based on SWIS Data, Minor Behavior Reports, and Classroom teacher observations, social and emotional skills groups addressing growth in self-regulation will be formed and taught by PALS teacher at the Kindergarten and Grade 1 levels. Collaborating with the District Behavior Specialist along with current research, licensed staff will meet regularly in PLC grade Level Infusion Groups addressing behavioral needs and implementation of best practices. Recognizing the value of connectedness within our school, students will participate in the Responsive Classroom format of daily classroom meetings, quarterly school wide gatherings, and all family events such as the Walk-a-thon and Beyond Words.

Student SMART Achievement Goal:

To improve student behaviors with implementation of best practices, staff will engage in the 4:1 Praise to Reprimand Ratio as measured by classroom observation.

2016-17 Action Plan Details:

| Task No. | Task to be Completed | Begin Date | End Date | Assigned to | Resources Reallocated Time/\$/Materials | Monitoring Dates | Monitoring Indicators |
|----------|---|------------|-------------|----------------------|--|--------------------|-------------------------------------|
| 1 | All School meetings implementing/or modeled in Responsive Classroom | 9/16 | Year Round | RC Team | NA | Daily – Classrooms | Attendance Roster |
| 2 | School wide lunchroom expectations & routines – grade level visits | 9/16 | Year Round | PALS | PowerPoint presentation | Week of 9/19-9/23 | Lunchroom Visits, Tier 1 Checklists |
| 3 | All School Walk-a-Thon – grade level, school wide along with parents & family members | 10/7/16 | 10/13/16 | PTO, PALS, Principal | NA | Quarterly Focus | Attendance Roster |
| 4 | Weekly student support team meetings addressing concerns in math, reading & behaviors | 9/16 | Year Round | SST | NA | Weekly | Classroom Visits, Tier 1 Checklists |
| 5 | Self regulation groups including students identified by classroom teachers | 9/16 | 8 weeks | PALS | NA | Monthly | Classroom Visits, Tier 1 Checklists |
| 6 | Introducing SEL curriculum – Mind Up to Each 2 nd grade classroom | 10/16 | 10/31/16 | PALS | 15 lessons | Nov-Feb | 1 lesson each week |
| 7 | 4:1 Behavior Specific Praise Presentation to staff | 11/3/16 | Ongoing | PALS | Presentation – continued coaching all year | Monthly | Video shared with parents |
| 8 | Coaching classroom teachers and specialists increasing praise to reprimand ratio | 11/16/16 | Ongoing | PALS | NA | Quarterly | Classroom Visits, Tier 1 Checklists |
| 9 | Introducing behavior screener to teachers before SST behavioral referral | 11/16/16 | End of year | PALS | Screener | Monthly | Classroom Visits, Tier 1 Checklists |
| 10 | SWIS data collection-weekly sharing of information trends, patterns, etc. | 9/16 | 6/17 | PTO, PALS, Principal | SWIS Program | Weekly | Monthly Data Analysis |

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|----|--|---|----------|---|--------------------|-----------|-------------------------------------|
| 11 | Monitoring minor behavior reports – gathering data | 9/16 | 6/17 | PTO, PALS, Principal | NA | Weekly | Monthly Data Analysis |
| 12 | Communicating with parents with student behavior concerns – as needed | 9/16 | 6/17 | PTO, PALS, Principal, Classroom teachers, All | NA | As Needed | Monthly Analysis |
| 13 | Staff development presentation by Kelley Foerhkolb, Northfield Schools Behavior Consultant – 4.1 Ratio | 11/3/16 & 11/16/17 | 11/16/16 | PALS | NA | As Needed | Classroom Visits, Tier 1 Checklists |
| 14 | Presentation to Carleton Students on Common Language/behavior expectations as tutors to students | 10/26/16 | | PALS | Professional Leave | As Needed | Classroom Visits, Tier 1 Checklists |
| 15 | Unity Day Awareness, poster signing by students & staff – Bullying presentation | 10/16/16 | Ongoing | PALS | NA | As Needed | Classroom Visits, Tier 1 Checklists |
| 16 | PLC Infusion with grade levels/specialist targeting behavior / best practices grade k/1st | 9/14/16 10/12/16 | 10/12/16 | PALS | NA | Quarterly | Classroom Visits, Tier 1 Checklists |
| 17 | PLC Infusion 4/5 and Specialists on 10 Best Practices with ADHA Student Learners | 11/6/16 12/7/16 5/10/17 | 5/10/17 | PALS | NA | Quarterly | Classroom Visits, Tier 1 Checklists |
| 18 | PLC Infusion 2/3 | 1/11/17 2/8/17 | 2/8/17 | PALS | NA | Semester | Classroom Visits, Tier 1 Checklists |
| 19 | Sibley Staff Development meeting – Connectedness Component | 8/30/16 9/22/16 11/17/16 12/15/16 1/19/17 2/16/17 3/16/17 4/20/17 5/18/17 | Ongoing | PALS | NA | Monthly | Classroom Visits, Tier 1 Checklists |