

# Bridgewater Elementary School

2016-2017 School Improvement Plan Presentation  
November 28, 2016

# Purpose of Our Plan and Our Daily Work

To share our successes and challenges as we work to improve academic and social outcomes for **all** Bridgewater students.



# 2015-2016 SIP Goals

## **We purposely developed one academic goal:**

80% of students K-5 will demonstrate mastery of literacy and math standards as indicated by a score of 80% or higher on the quarterly common assessments in reading and math.

## **Climate goals:**

90% of our students will receive no more than one fix-it plan for the school year.

95% of staff will agree they are supportive of their colleagues.

95% of staff will agree they contribute to a positive climate.

90% of parents agree that their child's social and academic needs are being met at school.

# Major Learning From Our 15-16 Goals

## Academic Goals:

- Our intention was to have staff and students focus on mastery of reading and math standards in a shorter feedback cycle. Our hypothesis was that this approach would lead to increased proficiency on macro assessments such as the MCA and MAP.
- Successful implementation of common assessments requires time and staff to develop, refine and monitor. The process must be ongoing.

## Climate Goals:

- Reduce the number of goals to improve focus and strategies.
- Develop ways to better utilize the Thought Exchange feedback to improve our climate.





## 2016-2017 Goals

### **Grade Level Student Achievement Goals:**

K: The number of students in the low-risk category on the spring FAST screener will be 75% in both reading and math.

1: The number of students meeting their fall to spring MAP target growth will remain at 80% or higher in both reading and math.

2: The number of students meeting their fall to spring MAP growth target will be 70% in reading and 60% in math.

3: The percentage of students outperforming the fall MAP predictor of proficiency will be more than 20% in reading and 10% in math.

4: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 60% in reading and 75% in math.

5: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 55% in reading and 55% in math.

### **Building Climate Goals:**

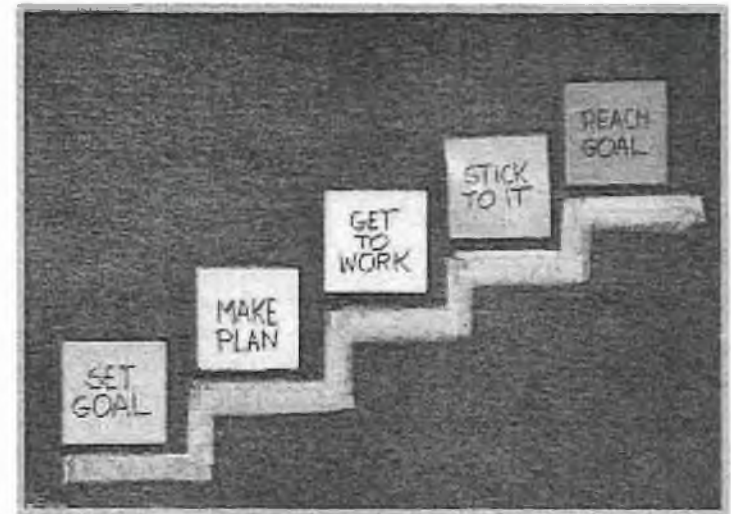
90% of students will receive no more than one fix-it plan for the 16-17 school year following the Bridgewater Behavior Guidelines of work, respect, belong and safety.

Conference attendance will be above 92% by one or both parents.

# Anticipated Strategies to Meet Academic and Climate Goals

## Primary Academic Goal Strategies:

1. Short cycle PLC goals
2. Adoption of EM4
3. Full implementation of Reading Street in Grade 4
4. Intervention process
5. STEAM initiatives
6. Teacher coaching and mentoring



## Primary Climate Goal Strategies:

1. Parent events planned by grade level teams
2. Character building events for students such as Kindness Retreat and DARE
3. Community events such as Veterans Day celebration and Bus Driver Appreciation Breakfast
4. Monitor fix-it plans and implement behavior interventions via coaching by Behavioral Specialist
5. Weekly communication to parents

**Thank you!**

**Any Questions?**



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

### Site Vision Statement:

We believe the best way to achieve our mission is to work as a professional learning community.

We will:

- Work together to achieve building goals.
- Research and implement best practice for improving student achievement.
- Monitor each student's progress; and
- Reinforce social skills and respect for all.

### Site Statement of Collective Commitments:

To achieve the vision of Bridgewater Elementary School, we commit to:

- Provide an inviting school environment for students—an environment with clear expectations, consistent consequences, and specific academic goals.
- Understand and use methods of assessment to monitor progress and inform instruction.
- Engage in meaningful staff development to enhance professional skills.
- Involve parents and the community in the education of our children so that as a team, we work together to increase student achievement by modeling the qualities and characteristics we hope to instill.

### Site Improvement Team Members:

Nancy Antoine, Paul Bernhard, Pam Charlton, Natalie Czech, Adam Danielson, Brenda Hand, Inger Hanson, Dana Holden, Hope Langston, Elizabeth Larson, Darren Lofquist, Diane Nagy, Brent Rauk and Lahna Tran.

Reviewed by Staff: Signature Hope Langston Date 11/20/16

Final Approval by Site Improvement Team: Signature Nancy Antoine Date 11/20/16

Final Approval by Superintendent: Signature Matthew J. Hillen Date 11/28/2016



### Bridgewater Elementary School

#### Site Improvement Objective: # 1

Site Improvement Objective: All students will demonstrate growth towards grade level proficiency or above in reading and math as measured by the MCA in grades 3-5, MAP in grades 1-2 and the Northfield Kindergarten Benchmarks for kindergarten students.

New/Continuing Objective: Continuing    Length of Objective: 3 years    Which 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 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 foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

**Measurable Evidence of Need:**

- Spring 2015 and Fall 2015 MCA and MAP results indicated the need for continued improvement to ensure acceleration for all students in the areas of reading and math.
- Current Data:
  - The following percentage of students 1-5 met their individual growth target on the Fall 2015 MAP measuring growth from fall 2014 to fall 2015: 55.11% in Math and 57.5% in Reading.

Grade	Measure	13/14 Results	14/15 Results
1	Meet Fall to Spring MAP Growth Target	Reading 39.4%	68.8%
		Math 54.8%	61.2%
2	Meet Fall to Spring MAP Growth Target	Reading 64.6%	64.6%
		Math 51.9%	64.6%
3	MCA Proficiency	Reading 56.2%	65.5%
		Math 67.6%	77%
4	MCA Proficiency	Reading 66.3%	70.4%
		Math 87.1%	84.3%
5	MCA Proficiency	Reading 86.7%	81.1%
		Math 64.4%	75.5%

**Student SMART Achievement Goal:** 80% of our students K-5, will demonstrate mastery of literacy and math standards as indicated by a score of 80% or higher on the quarterly common assessments in reading and math.

**2015-16 Action Plan Completion Details:**

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Common Assessment Development	√		Teachers completed this during PLC time
2	Identify and support the growth of students in each subgroup	√		PLC and PST weekly and biweekly meetings
3	EL Training for Staff	√		Scheduled during Building Staff Development Meeting.
4	Ensure LEP students receive services while testing is done.	√		Student's schedules adjusted during testing to ensure services were met.

5	Common assessment data collection	√	Completed during PLC and reflected in shared folder.
6	Teacher coaching/mentorship	√	Instructional coach held monthly meetings with newer staff and offered assistance throughout the year.

**Which of these steps were especially powerful?** Task 1, 5 and 6 were most powerful for our teachers. They spent time during their PLCs creating common assessments and tracking student progress. The coaching/mentorship provide a safety net and a means of accountability for our newer teachers.

**What implications do this year's results have for 2016-17?** We will hire a teacher mentor to assist new teachers. We will also add a staff member to address general education behaviors and assist with behavior interventions.

%%%

**Site Improvement Objective: # 2**

**Site Improvement Objective:** All students and staff will contribute to a respectful, safe and welcoming environment.

**New/Continuing Objective:** Continuing    **Length of Objective:** 5 years    **Which 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 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 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 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:**

- 94% of students received one fix-it plan or less for the school year. 87% of students did not receive a single fix-it plan.
- 96% of parents agreed that their child's social and academic needs are being met at school.

**Student SMART Achievement Goal:**

- 90% of students will receive no more than one fix-it plan for the school year following the Bridgewater Behavior Guidelines of work, respect, belong and safety.
- In completing the climate survey, 95% of staff will agree that they are supportive of their colleagues.
- In completing the climate survey, 95% of staff will agree that they contribute to a positive climate at Bridgewater.
- In completing the parent survey, 90% of parents will agree that their child's social and academic needs are being met at school.

**2015-16 Action Plan Completion Details:**

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Parent Events planned by grade level teams.	√		At least one event per grade level was planned and executed with nearly 100% participation.
2	Kindness Retreat for fourth grade students	√		Held on 10/8/15
3	D.A.R.E. Program for fifth grade students	√		Spring 2016
4	Veterans Day Assembly	√		Held on 11/11/15
5	Bus Driver Appreciation Breakfast	√		Held on 10/23/15
6	Grandparents Day	√		Held on 11/24/15
7	Monitor Fix-It Plans and implement behavioral interventions	√		Fix-It Plans were collected, organized and tabulated. Results were shared with Problem-Solving Team.
8	Volunteer Appreciation	√		Volunteer Appreciation Week—April 11-15, 2016
9	Staff Connections	√		Staff Connection Fridays were planned where licensed staff connected with others before school over coffee or breakfast outside of school.
10	Staff Ed Camps	√		Held on Building Staff Development Days every fifth Wednesday.
11	Continue communication with parents through the use of Skylert	√		Weekly communication with parents through the Friday Update.

**Which of these steps were especially powerful?** All of the steps were important for the climate of our building.

**What implications do this year's results have for 2016-17?** We will continue these steps since they make a positive difference for our stakeholders.





## 2016-17 Site Continuous Improvement Plan

### Bridgewater Elementary School

#### Site Improvement Objective: #1

Site Improvement Objective: All students will demonstrate growth towards grade level proficiency or above in reading and math as measured by the MCA in grades 3-5, MAP in grades 1-2, and FAST in Kindergarten.

New/Continuing Objective: Continuing    Length of Objective: 3 years    Which Year: 3

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable.)

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:**

Kdgn: 60% of kindergarten students were low-risk on the Reading FAST assessment, and 62% on the Math FAST in the fall of 2016.

Grade 1: 80% of first graders met their MAP growth target from fall to spring in reading. 81% of first graders met their MAP growth targets from fall to spring in math.

Grade 2: 65% of second graders met their MAP growth target from fall to spring in reading. 51% of second graders met their MAP growth targets from fall to spring in math.

Grade 3: 45.7% of the third grade class were predicted to pass the 2016 Reading MCA. 67% of the third grade class were predicted to pass the 2016 Math MCA. Actually, the pass rate was 66.3% in reading and 81.2% in math!!

Grade 4: 42% of fourth students had positive z-scores on the 2016 Reading MCA. 69% of fourth grade students had a positive z-score on the 2016 Math MCA.

Grade 5: 46% of fifth grade students had positive z-scores on the 2016 Reading MCA. 37% of fifth grade students had a positive z-score on the 2016 Math MCA.

**Student SMART Achievement Goal:**

K: The number of students in the low-risk category on the spring FAST screener will be 75% in both reading and math.

1: The number of students meeting their fall to spring MAP target growth will remain at 80% or higher in both reading and math.

2: The number of students meeting their fall to spring MAP growth target will be 70% in reading and 60% in math.

3: The percentage of students outperforming the fall MAP predictor of proficiency will be more than 20% in reading and 10% in math.

4: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 60% in reading and 75% in math.

5: The number of students meeting or exceeding their MCA target score based on prior year scale score will be 55% in reading and 55% in math.

**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	Adopt EM4	Sept 2106	June 2017	Classroom teachers	EM4 curriculum	On-going	Student assessment results
2	Pilot Full Implementation of Reading Street in grade 4	Sept 2016	June 2017	Grade 4 teachers	Reading Street curriculum	On-going	Student assessment results
3	We are maintaining a system of interventions by classroom teachers and volunteers	Sept 2016	June 2017	Classroom teachers, Problem-Solving Team	Time	Weekly	PST Notes and Interventions

4	Adopt short-cycle goals in PLCs	Sept 2016	June 2017	Teachers	Time	Jan 2017, June 2017	Evidence of Practice
5	STEAM initiatives to encourage innovation and creativity for all students.	Oct 24, 2016	June 2017	STEAM Team	In-kind funds from BBC, time	On-going	Checkout calendar of makerspace carts
6	Teacher coaching/mentorship	Sept 2016	June 2016	Instructional Coaches & Teacher Mentor	Time and Money to pay staff for meeting after contractual hours.	Quarterly	Participation Numbers

%%%

**Site Improvement Objective: #2**

**Site Improvement Objective:** All students and staff will contribute to a respectful, safe and welcoming environment.

**New/Continuing Objective:** Continuing    **Length of Objective:** 5 years    **Which Year:** 3

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable.)

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:**

- 168 fix-it plans were written over the course of the 15-16 school year; this encompasses 77 students=13% of BW students.
- Conference attendance was over 90% by one or both parents.
- Parent survey was given via ThoughtExchange, but did not specifically address the two questions that were in the 15-16 SIP.

**Student SMART Achievement Goal:**

- 90% of students will receive no more than one fix-it plan for the 16-17 school year following the Bridgewater Behavior Guidelines of work, respect, belong and safety.
- Conference attendance will be above 92% by one or both parents.

**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	Parent Events planned by grade level teams.	Sept 2016	June 2017	Teachers	Invitations, Food, Time	Discuss at PLC meetings	Percentage of parents attending each event
2	Kindness Retreat for fourth grade students.	10/6/16	10/6/16	Fourth Grade Teachers, Behavior Specialist,	In-king funding from BBC, high school volunteers, teacher time	On-going	Individual Student Behaviors



				Youth Frontiers Staff			
3	D.A.R.E. Program for fifth grade students	Mar 2017	June 2017	D.A.R.E Officer, Fifth Grade Teachers, Students	In-kind funding from Nfld Police Department, Time in fifth grade schedule	6/5/17	D.A.R.E. graduation
4	Veterans Day Assembly	11/11/16	11/11/16	Staff and Students	Invitations, Posters, Projects and Refreshments for Veterans	11/14/16	Assembly participation by classes and attendance by veterans
5	Bus Driver Appreciation Breakfast	10/28/16	10/28/16	Staff and Students	Food prepared by staff. Cards, performances created by staff and students.	10/28/16	Bus Driver Attendance and feedback
6	Parent Communication via Skylert Friday Updates	August 2016	June 2017	Principal	Skylert program and time	On-going	Parent feedback
7	Initiating PBIS with character trait of the month with monthly drawings.	September 2016	June 2017	Licensed staff	Prizes and time	Monthly	Student feedback
8	Monitor Fix-It Plans and implement behavior interventions via coaching from Behavior Specialist	September 2016	June 2017	SST, Office Generalist and Behavior Specialist	Time, Skyward	Quarterly	Number of fix-it plans and interventions

# SIBLEY ELEMENTARY SCHOOL

*School Improvement Plan*  
**2016-2017**

# 2015-16 MCA PROFICIENCY

READING

Grade 3

60%

Grade 4

68%

Grade 5

74%

MATH

73%

81%

67%



# READING SMART GOALS

*50% of Sibley 2<sup>nd</sup> - 5<sup>th</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.*





# MATH SMART GOALS

*50% of Sibley 2<sup>nd</sup> - 5<sup>th</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment.*





# ENGLISH LEARNERS GOALS

*By the Spring of 2016, Sibley 4<sup>th</sup> and 5<sup>th</sup> grade English Learners will average a **greater than zero** “Z” score as measured on the MCA Reading and Math assessments.*

Reading

- Grade 4: -0.16\*
- Grade 5: +0.23\*

Math

- Grade 4: +.075\*
- Grade 5: -0.34\*

*\*Cell size is too small for statistical relevance.*

*By the Spring of 2017, **100%** of EL students in grades 4 and 5 will have positive “Z” score as measured on the MCA Reading and Math assessments.*



# SCHOOL CLIMATE SMART GOALS

*2015-16: In completing the spring survey, **95%** of the parents surveyed will agree or strongly agree that:*

students show respect for other students.

teachers show respect for students.

they feel welcome at Sibley.

Exact feedback was not solicited due to the switch to Thought Exchange.

*2016-17: 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.*





Connectedness



# 21<sup>st</sup> Century Skills



Communication



Collaboration

Growth Mindset



READING



MATH



CLIMATE

*Critical Thinking, Creative Thinking, Communication,  
Collaboration & Connectedness*

**SIBLEY TEACHING AND LEARNING**





# READING

- Reader's Workshop – Continued Training & Support
- Tier 1 Reading Fidelity Grant – Leading & Meeting
- MTSS – Interventions (PRESS) & Extensions
- PLC – Support & Vertical Conversations
- Beyond Words – April 6, 2017  
“A Celebration of Art & Literacy”

**SIBLEY TEACHING AND LEARNING**





# MATH

- **Everyday Math (EM4)** – Implementation & Training
- **Mathematical Mindsets** – Resources & Training
- **MTSS** – Interventions & Extensions
- **PLC** – Support & Vertical Conversations
- **Celebrate Math Week** – Week of Jan. 30th

**SIBLEY TEACHING AND LEARNING**



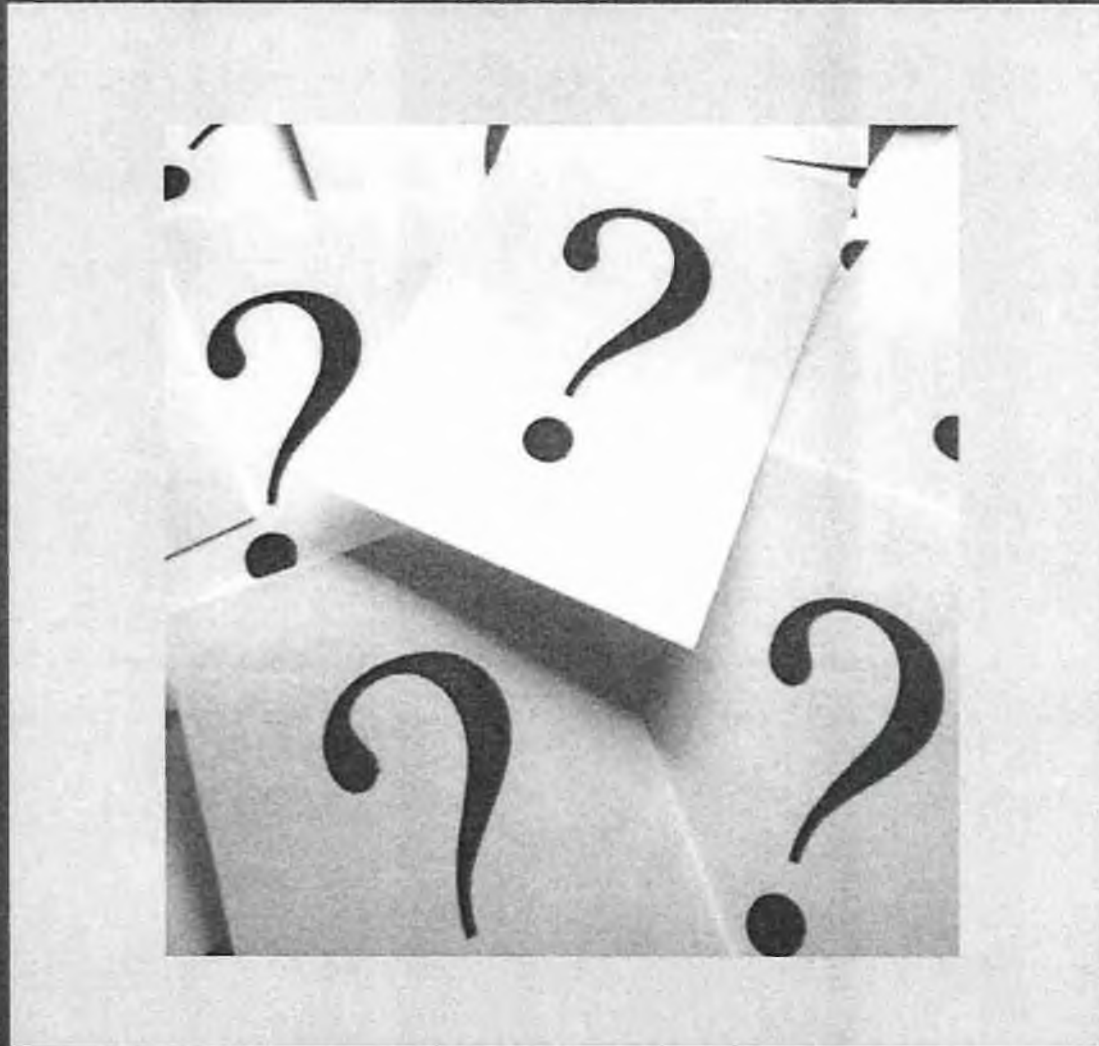
## CLIMATE

- **PALS** – Coaching, Training, Student Groups & SST
- **Responsive Classroom** – School Routines & Meetings
- **SWIS Data Collection** – Communication & Analysis
- **MTSS** – Interventions & Training
- **PLC** – Support & Vertical Conversations

**SIBLEY TEACHING AND LEARNING**



# QUESTIONS OR COMMENTS





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 *Dan Sibley* Date 11-21-16

Final Approval by Site Improvement Team: Signature *Allison Sweeney* Date 11-21-16

Final Approval by Superintendent: Signature *Matthew J. Hillen* Date 11-21-2016

## Sibley Elementary School

### Site Improvement Objective: # 1

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

New/Continuing Objective:            Length of Objective: 3 Years            Which Year: Year 2

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable)

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 2<sup>nd</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 56% of Sibley 2<sup>nd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)*

*By the Fall of 2016, 50% of Sibley 3<sup>rd</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 64.5% of Sibley 3<sup>rd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)*

*By the Fall of 2016, 50% of Sibley 4<sup>th</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 74.7% of Sibley 4<sup>th</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)*

*By the Fall of 2016, 50% of Sibley 5<sup>th</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Reading) Fall to Fall Assessment. Achievement ~ 62.7% of Sibley 5<sup>th</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Reading)*



*By the Spring of 2016, Sibley 4<sup>th</sup> grade English Learners will average a greater than zero “Z” score as measured on the MCA Reading assessment. Achievement ~ The Sibley 4<sup>th</sup> Grade English Language Learners scored a -.16 on the Z score as measured via the MCA Reading Assessment.*

*By the Spring of 2016, Sibley 5<sup>th</sup> grade English Learners will average a greater than zero “Z” score as measured on the MCA Reading assessment. Achievement ~ The Sibley 4<sup>th</sup> 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 students below grade level	X		BAS data, DIBELS graphs, LLI notes and Fast Forward graphs.
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 Forward 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.



## 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: (Delete all strategies that are not applicable.)

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:**

*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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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:

Length of Objective: 3 Years

Which Year: 2

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable)

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:**

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

*67% of Sibley 2<sup>nd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.*

*44% of Sibley 3<sup>rd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.*

*58% of Sibley 4<sup>th</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.*

*44% of Sibley 5<sup>th</sup> 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 2<sup>nd</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.  
Achievement ~ 60% of Sibley 2<sup>nd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)*

*By the Fall of 2016, 50% of Sibley 3<sup>rd</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.  
Achievement ~ 73.1% of Sibley 3<sup>rd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)*

*By the Fall of 2016, 50% of Sibley 4<sup>th</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.  
Achievement ~ 56.6% of Sibley 4<sup>th</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)*

*By the Fall of 2016, 50% of Sibley 5<sup>th</sup> Graders will meet or exceed their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment.  
Achievement ~ 71.3% of Sibley 5<sup>th</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math)*

*By the Spring of 2016, Sibley 4<sup>th</sup> Grade English Learners will average a greater than zero "Z" score as measured on the MCA Math assessment.  
Achievement ~ The Sibley 4<sup>th</sup> Grade English Language Learners scored a +.075 on the Z score as measured via the MCA Math Assessment.*

*By the Spring of 2016, Sibley 5<sup>th</sup> Grade English Learners will average a greater than zero "Z" score as measured on the MCA Math assessment. Achievement ~ The Sibley 5<sup>th</sup> 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.
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: # 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: (Delete all strategies that are not applicable.)

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:**

**The measurable 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 2<sup>nd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.*

*63% of Sibley 3<sup>rd</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.*

*42% of Sibley 4<sup>th</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.*

*58% of Sibley 5<sup>th</sup> Graders met or exceeded their individualized growth target on the NWEA-MAP (Math) Fall to Fall Assessment in 2015.*

*Sibley 4<sup>th</sup> grade English Learners had a +.075 “Z” score as measured on the MCA Math assessment.*

*Sibley 5<sup>th</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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
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	Americorps Grant	Ongoing	Database of student

				Coach and MMC Tutor	In Kind Materials: iPad access		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:** 2

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable)

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	<i>Train New Teachers in Responsive Classroom I</i>	<i>X</i>		<i>Four new teachers were trained and two others attended RC II training during in June 2016.</i>
2	<i>Conduct Five Lockdown Drills</i>	<i>X</i>		<i>Dates and times kept in school log.</i>
3	<i>Conduct Climate Survey</i>	<i>X</i>		<i>Switched to Thought Exchange so No Feedback</i>

4	Continue the DARE program in 5 <sup>th</sup> Grade	X		DARE program continued...all 5 <sup>th</sup> 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.*

## 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:            Length of Objective: 3 Years    Which Year: Year 3

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable.)

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 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 <sup>nd</sup> 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
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 –	8/30/16 9/22/16	Ongoing	PALS	NA	Monthly	Classroom Visits, Tier 1

	Connectedness Component	11/17/16 12/15/16 1/19/17 2/16/17 3/16/17 4/20/17 5/18/17					Checklists
--	-------------------------	---	--	--	--	--	------------