

Colby Schoolwide Plan 2018-2021

Insert Data Tables or Summary Data from management systems like Educlimber (*may include but not limited to summative report card data, trends from screeners, local data, summary of common assessments, SIR assessment, BoQ assessment, attendance summary, behavior summary, youth risk behavior survey summary, family engagement summary/surveys, PPG, SLO and PD summary, student surveys, student self evaluations*)

Building Vision: At Colby Elementary School we work together with families and community members to provide a safe learning environment that fosters academic, emotional, social and physical growth for all students.

School Learning Objective: All students have access to highly qualified teachers and a curriculum that will help them reach challenging academic standards

Academic/Behavior Goal: By the end of 2021, Colby Elementary staff will raise academic scores on district assessments in both reading and math by establishing essential standards, revising assessments, implementing English Language strategies in the core curriculum and using technology to support the curriculum. In addition; by the end of 2021, Colby Elementary staff will target the behavior needs of all students by implementing PBIS Tier 2 and Tier 3.

SW Components Met - Research-Based Instruction Address the Needs of All Children Increase Learning Time Highly Qualified Teachers Ongoing Professional Development Increase Parent and **Family** Engagement Transitions Additional Assistance to Identified Students Coordinate Efforts

<u>Tasks</u>	<u>Resource/Plan</u>	<u>Timeline</u>	<u>Who is Responsible</u>	<u>Evidence of Success</u>
<p><u><i>Core Curriculum and Instruction Academic/Behavior (based on need determine priority):</i></u></p> <p><i>Universal (ELA and Math)</i> <i>Universal (PBIS)</i></p>	<p>1. Establish grade level Essential standards in Math and Reading using BYOC</p>	<p><u>Year 1: 2018-19</u> Identify what's essential at each grade level in math</p> <p><u>Year 2: 2019-20:</u></p>	<p>Reading Specialist Schoolwide Teachers Elementary Teachers Principal Curriculum Council EL staff</p>	<p>Documentation of curriculum in BYOC</p>

	<p>2. Continue to provide a multi-level system of support for all students.</p> <ul style="list-style-type: none"> ● Quality core instruction based on CCSS using district purchased materials in Reading and Math ● Provide instruction and support at students' level through differentiation, intervention, enrichment ● Provide support for EL students in Core Curriculum 	<p>Identify proficiency what's essential at each grade level in math</p> <p><u>Year 3: 2020-21:</u> Complete essential standard and vertical alignment in Lang. Arts/Writing</p> <p><u>Year 1: 2018-19:</u> Raise awareness of EL strategies and culture in core curriculum</p> <p><u>Year 2: 2019-20:</u> Raise awareness of EL strategies and culture in core curriculum</p> <p><u>Year 3: 2020-21</u> Utilize and share EL strategies for instruction in core</p>	<p>Reading/Math Interventionists</p> <p>Reading Specialist Schoolwide Teachers Elementary Teachers Principal Curriculum Council EL staff</p>	<p>Documentation of SIOP/ELL training for teachers</p>
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	<ul style="list-style-type: none"> ● Provide Study Team for homework help <p>3. Provide behavior support to meet the needs of all students</p>	<p>curriculum (mini workshops)</p> <p>Implement EL strategies in daily instruction in core curriculum</p> <p><u>Year 1: 2018-19</u> Continue to monitor and invigorate universal systems that are in place in order to build community; continue to analyze data for Tier II purposes</p> <p><u>Year 2: 2019-20:</u> Continue to monitor/ invigorate Universal level; build readiness for implementation of Tier II; use data to provide additional</p>	<p>Elementary teachers PBIS committee Intervention Coordinator Principal</p>	<p>Survey teachers on EL strategy use in their classroom</p> <p>PBIS/RtI meeting notes</p> <p>PBIS staff survey</p>
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		<p>support for students and teachers</p> <p>Begin Conscious Discipline workshops/discussions ; and incorporating elements of CD in our school/classrooms</p> <p><u>Year 3: 2020-21</u> Build capacity and understanding of Tier III; full implementation of Tier II based on staff survey</p> <p>Continue implementation of Conscious Discipline procedures/ workshops/ discussions</p>		
<p><u>Balanced Assessment System:</u></p> <p><i>Current Assessments for (ELA, Mathematics, Science, Social Studies, Other)</i></p>	<p>1. Utilize a Balanced Assessment System to ensure all students make progress towards CCSS/benchmarks</p>	<p><u>Year 1: 2018-19:</u> Begin revising assessments in Math to align with essential standards</p>	<p>Elementary Teachers Reading Specialist Principal (curriculum PLCs) District Administrator</p>	<p>EduClimber Grade level assessment data</p>

<p><i>Current Assessments for (Behavior, Mindset, Mental Wellness)</i></p>	<p>2. Provide time for grade level teachers and TEAM members to review grade level and school data using the PLC model</p>	<p><u>Year 2: 2019-20:</u> Continue to revise assessments in Math to align with essential standards</p> <p><u>Year 3:2020-21</u> Refine assessments in Math and review how it is aligned on the report card.</p> <p><u>Year 1: 2018-19:</u> Increase communication between teachers and programs related to student achievement (SpEd, Intervention, EL, Core)</p> <p><u>Year 2: 2019-20:</u> Schedule monthly enhanced grade level</p>		<p>Intervention records Global PD opportunities</p>
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		meetings to plan instructional groupings based on data that maximizes success for all <u>Year 3: 2020-21:</u> Review/revise PLC practices using data aligned with standards		
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<p><u>Technology support</u></p>	<p>Technology is used as a tool for student achievement. Examples of tools include: iPads, chromebooks, lap tops, smart boards, software program subscriptions, web subscriptions, head sets, Lightspeed sound system, etc.</p> <ul style="list-style-type: none"> ● Provide access to current technology K-5 ● Use technology to support and enhance curriculum and assessment (Chromebooks) ● Utilize technology for a variety of learning experiences (keyboarding) ● Provide professional development in the integration of technology in the learning environment for teachers and students (mini workshops) 	<p>ongoing</p>	<p>All staff</p>	<p>Technology is used to support student achievement, it is accessible and is in good working order.</p>
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Family and Community Engagement Goal: By the end of 2021, Colby Elementary will see an increase in parent and family

engagement as measured by attendance at family nights and other school sponsored events or meetings

SW Components Met - Research-Based Instruction Address the Needs of All Children Increase Learning Time Highly Qualified Teachers Ongoing Professional Development Increase Parent and Family Engagement Transitions Additional Assistance to Identified Students Coordinate Efforts

<p><u>Parent and Family Engagement</u></p>	<p>Involve families and community in the educational process</p> <p>Teachers</p> <p>Secretarial Staff</p> <p>Schoolwide Committee</p> <p>Parent Teacher Club</p> <p>Principal</p>	<p>Ongoing</p>		<p>Family Survey results</p> <p>Open House/ Parent/Teacher conference attendance</p> <p>Student Take Homes/Newsletters</p>
	<p>and spring</p> <ul style="list-style-type: none"> ● Provide communication between home and school utilizing agendas, take homes, curriculum guides, and surveys. ● Provide translated materials for families with EL needs ● Provide families with specific information and resources to engage learning at home. ● Provide opportunities for families and community members to participate in school activities. ● Google Classroom Net Support, Social Media, Remind App 			<p>Family Night attendance</p> <p>Attendance at PTC meetings</p>

Transition Goal: Students at Colby Elementary will be provided a smooth transition from grade to grade, or school to school through coordinated efforts with teachers, administration, and guidance counselors.

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<u>Transitions</u>	<p>To help students make a smooth transition from grade to grade or school to school</p> <ul style="list-style-type: none"> • Provide support for new families and students to our school • Provide support for current students in 3rd grade moving to 4th • Utilize transition sheets to share important information for all students • Continue to revise/improve communication with new students (were they 	Ongoing	Teachers Counselors Principal	Parent/Student feedback
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	<p>in school before, what skills do they have) EL protocol</p> <ul style="list-style-type: none">• Create a community resource packet for new families to the school. Include Library, Food Pantry, Churches, Police, Girl/Boy Scouts, Pharmacies, Unity/Dorchester			
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Professional Development Goal: All staff at Colby Elementary will engage in ongoing professional development to improve the teaching and learning process as demonstrated in district assessment data and documentation of professional development.

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<p><u>Professional Development</u></p>	<p>Provide district professional development that is incorporated into the teaching and learning process and aligned with the state teacher standards.</p> <ul style="list-style-type: none"> ● Create a resource packet for Substitutes (teachers and TA's) Include info on recess, ALICE, PBIS (Brenda has materials) ● Provide district professional development opportunities for ALL staff ● Provide mentors for new teachers and support staff <p>Participate in Professional Development Consortia to receive ongoing professional development in reading/language arts, math, science, social studies, and technology, behavior</p>	<p><u>Year 1: 2018-19</u> Establish Global PD as a professional development resource</p> <p><u>Year 2: 2019-20</u> Utilize district data to determine areas of need for professional development Continue Global PD and mini workshops</p> <p><u>Year 3: 2020-21</u> Review/assess district needs</p>	<p>Elementary Teachers Support Staff Principal District Administrator</p>	<p>Notes from Global PD opportunities</p> <p>District assessment data</p> <p>Staff documentation of professional development</p>
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<i>Grade</i>	<i>Enrollment Number of Students</i>	<i>Number of At-Risk Students</i>	<i>Number of Identified Sp. Ed. Students</i>	<i>Number of ELL Students</i>	<i>Number of Classroom Teachers</i>	<i>Other Grants (SAGE.. etc)</i>		<i>Classroom Organization (single grade, looping, multi-age, combination grade)</i>	<i>Additional Notations: ParaEducators and/or Title I Funded Resource Teachers</i>
						<i>Additional Classroom Teachers</i>	<i>Cumulative Student Teacher Ratio</i>		
<i>K</i>									
<i>1</i>									
<i>2</i>									
<i>3</i>									
<i>4</i>									
<i>5</i>									
<i>6</i>									