

School Improvement Plan 2018-2019



School: Canyon Lake Elementary School			
Our Mission: Collaborating to ensure academic, social, and emotional growth for every child, every day.			
We Believe: We believe in an educational environment that places value on a learner’s cultural and linguistic resources while acknowledging differences in access to cultural resources. We acknowledge the contrasts between the ways in which knowledge and values are constructed in particular racial and social class perspectives while understanding the perspective of the individual outside of cultural generalizations, versus the dominant models that privilege the white, upper-middle-class perspective. We believe in creating school and classroom opportunities to objectively examine our own cultural values, beliefs, and perceptions in order to address bias, including implicit, structural, and institutional bias; challenge stereotypes; and confront prejudices by unpacking, deconstructing, and noticing the invisible and the plentiful so that students develop a critique of the world and systems outside of school the school environment. We believe in an inclusive, open school culture of high expectations that focus on an equity pedagogy that requires consciously implementing strategies to support and elevate each learner through cultural affirmation, increasing agency, and collaboration among school, families, and the community so that all learners can meet rigorous expectations.			
Our Collective Commitments:			
Goal 1: ELA K-2 using TRL <ul style="list-style-type: none"> ● K - from 50% Proficient or Advanced to 65% ● 1 - from 33% Proficient or Advanced to 65% 	Goal 2: Math The percentage of students scoring proficient or higher in mathematics will be 65% by the end of the 2018 school year. <ul style="list-style-type: none"> ● Average scale score will increase... 	Goal 3: Attendance The overall percentage of students attending 90% or more of school days will increase from 88.14% to 91.14%. <ul style="list-style-type: none"> ● Focus area: increase the 	Goal 4: PBIS During the 2017-18 school year, the eight most referred students had 169 total referrals (major and minor) from December to end of May; extrapolated to a full school year, the expected number of

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<ul style="list-style-type: none"> ● 2 - from 44% Proficient or Advanced to 65% <p>Average scale score will increase...</p> <ul style="list-style-type: none"> ● 3rd grade - from (ICA Fall 2018) to 2432 ● 4th grade - from (ICA Fall 2018) to 2473 ● 5th grade - from (ICA Fall 2018) to 2502 	<ul style="list-style-type: none"> ○ 3rd grade - from (ICA Fall 2018) to 2436 ○ 4th grade - from (ICA Fall 2018) to 2485 ○ 5th grade - from (ICA Fall 2018) to 2528 	<p>daily attendance percentage of kindergarten students from 93.77% to 94.84%.</p>	<p>total referrals would be 220.</p> <p>This year's goal is to reduce the total referrals for the school year to 110 for the eight most referred students.</p>
<p>Our Strategic Actions:</p>			
<p>1: Weekly Learning Coach Sessions learner goal setting (Hattie ES = 0.56)</p>	<p>1: Weekly Learning Coach Sessions for learner goal setting (Hattie ES = 0.56)</p>	<p>1: Create a welcoming environment</p> <ul style="list-style-type: none"> ● Culturally relevant artifacts posted throughout hallways and classrooms ● When entering the classroom in the morning, all learners will be greeted by name. 	<p>1: Adult mentor (Hattie ES = 0.52)</p>
<p>2: Frequent, flexible grouping and regrouping of learners in mixed age and ability classrooms based on regular formative assessment.</p>	<p>2: Frequent, flexible grouping and regrouping of learners in mixed age and ability classrooms based on regular formative assessment.</p>	<p>2: Family outreach and information</p> <ul style="list-style-type: none"> ● Live stream "Parent University" quarterly, with emphasis on attendance 	<p>2: "Cool Down" area in each classroom to reduce anxiety (Hattie ES = 0.42)</p>

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<p>3: Standardize the rigor of TRL assessment at CLES by differentiating professional development opportunities</p>	<p>3: Create digital versions of worked examples (Hattie ES=0.57) to be shared via Canvas learning management system for point of need instruction.</p>	<p>3: Incentives</p> <ul style="list-style-type: none"> • Trimester pizza lunch for students with 3 or fewer absences • Weekly classroom competition for highest average attendance 	<p>3: “Teacher Aide” opportunities during SIGs</p>
Our Monitoring Plan:			
Evidence:	Evidence:	Evidence:	Evidence:
<ul style="list-style-type: none"> • Individual conferring during learning coach block • Small group instruction during reading block 	<ul style="list-style-type: none"> • Individual conferring during learning coach block • Small group instruction during math block • learners using Canvas to watch worked example videos 	<ul style="list-style-type: none"> • Artifacts on walls • Greeting students by name at entryways • Betty the Bear in classrooms (attendance trophy) 	<ul style="list-style-type: none"> • Cool Down area in use by students • Students mentoring younger students during 4th and 5th grade SIGs
Artifacts:	Artifacts:	Artifacts:	Artifacts:
<ul style="list-style-type: none"> • Learning coach forms completed • Grouping documents in DIBELS reports and Wonders Balanced Literacy • Instructional Coaching documentation 	<ul style="list-style-type: none"> • Learning coach forms completed • Videos uploaded to Arc within Canvas 	<ul style="list-style-type: none"> • OSEU Elder Quotes • Woose Sakowin posters • Archived videos on Facebook 	<ul style="list-style-type: none"> • Big Joe chair • Posted standard operating procedures • SIG enrollment • SIG catalog