



2020-2021 Sandstone Elementary School Improvement Plan

(TSSA, TSI, Title I)

Ensuring High Levels of Learning for Every Student

Step 1: Determine your Current Level of Performance Look at your most recent, relevant assessment data:																										
Focus Area 1: Student Learning	Focus Area 2: Safe Learning Environment	Focus Area 3: Leadership Culture Coaching Collaboration Professional Learning																								
Possible Data Sources Datagateway School Report Card TSSA Summary School Improvement Development Guide	Possible Data Sources PowerSchool Attendance Data Office Referral Data Sharp Survey Data SEL/Wellness Room Data	Possible Data Sources CSIP Coaching Survey (Teacher Perception of Helpfulness) Coaching Log (Frequency) PLC survey (culture)																								
<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">55</td><td>% MGP RISE 4th grade Math</td></tr> <tr><td style="text-align: center;">48</td><td>% MGP RISE 4th grade Language Arts</td></tr> <tr><td style="text-align: center;">40</td><td>% MGP RISE 5th grade Math</td></tr> <tr><td style="text-align: center;">62</td><td>% MGP RISE 5th grade Language Arts</td></tr> <tr><td style="text-align: center;">69</td><td>% MGP RISE 5th grade Science</td></tr> <tr><td style="text-align: center;">87</td><td>% MOY Typical & Above Growth Acadience Kindergarten</td></tr> <tr><td style="text-align: center;">82</td><td>% MOY Typical & Above Growth Acadience 1st</td></tr> <tr><td style="text-align: center;">61</td><td>% MOY Typical & Above Growth Acadience 2nd</td></tr> <tr><td style="text-align: center;">75</td><td>% MOY Typical & Above Growth Acadience 3rd</td></tr> <tr><td style="text-align: center;">47</td><td>% MOY Typical & Above Growth Acadience 4th</td></tr> <tr><td style="text-align: center;">61</td><td>% MOY Typical & Above Growth Acadience 5th</td></tr> <tr><td></td><td>% overall parent participation in SEP meetings</td></tr> </table>	55	% MGP RISE 4th grade Math	48	% MGP RISE 4th grade Language Arts	40	% MGP RISE 5th grade Math	62	% MGP RISE 5th grade Language Arts	69	% MGP RISE 5th grade Science	87	% MOY Typical & Above Growth Acadience Kindergarten	82	% MOY Typical & Above Growth Acadience 1st	61	% MOY Typical & Above Growth Acadience 2nd	75	% MOY Typical & Above Growth Acadience 3rd	47	% MOY Typical & Above Growth Acadience 4th	61	% MOY Typical & Above Growth Acadience 5th		% overall parent participation in SEP meetings	Wellness Room Data Trimester 1 data = 1,052 student visits Trimester 2 data = 702 student visits Buddy box vs. tootle tickets = 10x more positive entries vs negative. Weekly attendance tracking and class attendance rewards. P200 club and monthly celebrations. Think time forms and monthly celebrations	Weekly collaboration meetings planning tier 1 reading instruction with learning coach. Backward design sessions trimesterly with learning coach.
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Based on your data, how are you doing in these key subgroups?																										
<i>Students who are identified as economically disadvantaged</i>	This sub group has and will be a high focus area for us. Through our data we know they struggle. With office referrals, we have more students who qualify for free or reduced lunch than not. Same with reading and math data. More of our students are in this subgroup who are struggling. This year we did make great progress though with reading scores in kinder and first. Our OEK class is majority disadvantaged and they really performed well reaching 87% by mid year.																									
<i>Students with disabilities</i>	We have been focusing our collaboration with this subgroup more strongly. We meet regularly to make sure the content they are being taught in all three tiers is consistent and aligned. We want their academic holes to be filled and the collaboration helps us stay on the same page. We felt going into this testing year our students were going to do well.																									
<i>Students who are identified as English learners</i>	This subgroup we are very well aware of. Approximately 30% of our students qualify here. We monitored this subgroup much the same as students with disabilities.																									
<i>Students in major racial and ethnic groups</i>	This subgroup also falls into the previous three categories in many cases but not all. Regardless we are focusing using the same technique of aligning the three tiers of instruction to fill their most immediate academic needs.																									



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<i>What Tier 1 changes might help those subgroups and your school's current level of performance?</i>	With tier 1 instruction we have made it a priority to plan this together instead of leaving each teacher on their own. Besides the use of PLC time which incorporates GVCs and common formative assessments, we have been working on backward design and the use of recording lessons to reflect on our teaching practices.
<i>What additional interventions might help those subgroups?</i>	Currently students receive varying interventions based upon needs. All students are eligible to receive tier 2 intervention whether that is reading, math, or science. Our ELL students depending on their needs also receive an additional intervention. Our students with disabilities receive tier 2 intervention and based upon need receive an additional tier 3 intervention.
<i>How will your plan address the area that qualifies you as a TSI school?</i>	Our plan will continue to focus on all students but specifically we will our students with disabilities and our ELL students. Last year we made great progress with our students with disabilities. We will continue our model of aligning interventions to make sure we all three tiers are focusing specifically on filling their largest academic needs first. We will continue to do the same with our ELL students.

Step 2: Outline your school's specific, measurable goals for the year
Step 3: Define specific actions your school must make and how you will measure their success
Step 4: Define the funding source and amount

Focus Area 1: Student Learning

Student Centered PEERS Goal(s)	Success Measure(s)	Action(s)	Funding Source(s)	Amount	Completed	
All 4th & 5th grade teams achieve a MGP score of 50% or higher. Kinder & 1st reach 80% or above typical growth. 2nd - 5th achieve 75% or above typical growth.	<ul style="list-style-type: none"> ● Rise MGP ● Acadience MOY, BOY, EOY ● Progress monitoring ● 	<ol style="list-style-type: none"> 1. .5 FTE 1st grade teacher. 2. .5 OEK teacher 3. Music Teacher 4. Reading paraprofessionals (8) @18 hrs 5. 27.5 hour computer lab paraprofessional 	<ol style="list-style-type: none"> 1. Title I 2. Title I 3. TSSA 4. Trustland 5. Title I 	<ol style="list-style-type: none"> 1. \$28K 2. \$32K 3. \$10K 4. \$65K 5. \$13K 		

Focus Area 2: Safe Learning Environment

Student Centered PEERS Goal(s)	Success Measure(s)	Action(s)	Funding Source(s)	Amount	Completed
We will continue improving and developing our social/emotional support through PBIS.	<ul style="list-style-type: none"> ● Wellness Center Data ● Educators Handbook ● PBIS/Tiered Behavior 	<ol style="list-style-type: none"> 1. .3 FTE Counselor 2. Wellness room paraprofessional (15hrs) 3. School culture building PBIS programs 	<ol style="list-style-type: none"> 1. TSSA 2. TSSA 3. TSSA 	<ol style="list-style-type: none"> 1. \$25K 2. \$7K 3. \$7K 	



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	Systems. <ul style="list-style-type: none"> ● SEL Survey ● Attendance ● Think time sheets 	4. Parent night trainings on mental health/academics	4. Title I	4. \$3K	

Focus Area 3: Leadership Culture Coaching Collaboration Professional Learning

Student Centered PEERS Goal(s)	Success Measure(s)	Action(s)	Funding Source(s)	Amount	Completed
Improve Tier 1, 2, and 3 instruction through effective collaboration and professional development.	CSIP data using 4 PLC questions	1. Weekly tier 1 instruction planning time <ul style="list-style-type: none"> a. GVCs/CFAs b. Backward design c. Swivl trainings d. Observations/walkthroughs (substitute costs) 	1. Title I	1. \$5k	