

# Belfair Elementary School 2016-2017 Success Plan

*By committing to these success goals we will cultivate a school community that includes teachers, support staff, and parents working together to help students reach greatness as 21<sup>st</sup> century leaders and learners.*

<b>Turnaround Principle 2:</b> Ensuring that teachers are effective and able to improve instruction by providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.		
<b>Goal:</b> To effectively implement <i>Learning in the Fast Lane</i> and <i>Guided Language Acquisition Design (GLAD)</i> strategies in all classrooms.		
Action Steps	By Whom	When
1. Provide 6-day GLAD Workshop & Demo training for teachers and administrators not previously trained	<ul style="list-style-type: none"> <li>• GLAD Trainers</li> </ul>	<ul style="list-style-type: none"> <li>• August 2016</li> </ul>
2. Provide 1-day GLAD follow-up training for teachers who attended 6-day training last year		
3. Provide initial Learning in the Fast Lane professional development to new teachers	<ul style="list-style-type: none"> <li>• Lisa Roberts, ELA Coach</li> </ul>	<ul style="list-style-type: none"> <li>• On-going staff development throughout the school year</li> </ul>
4. Provide on-going professional development about implementing Learning in the Fast Lane and GLAD strategies	<ul style="list-style-type: none"> <li>• Principal, ELA Coach</li> </ul>	<ul style="list-style-type: none"> <li>• On-going staff development throughout the school year</li> </ul>
5. Provide follow-up Learning in the Fast Lane professional development to all teachers	<ul style="list-style-type: none"> <li>• All teachers</li> </ul>	
6. Engage teachers in Learning Walks for observing colleagues using GLAD and Fast Lane strategies		
Success Indicators	Measured By	When
<ul style="list-style-type: none"> <li>• Majority of teachers trained in using GLAD</li> <li>• New teachers have read Learning in the Fast Lane and participated in Fast Lane professional development</li> <li>• Teachers attending monthly GLAD breakfasts with ELA coach</li> <li>• GLAD and/or Fast Lane strategies being used daily in every classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Training rosters</li> <li>• Walk-through and learning walk data</li> </ul>	<ul style="list-style-type: none"> <li>• August training dates</li> <li>• Monthly</li> <li>• On-going throughout the school year</li> </ul>

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**Turnaround Principle 4: Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.**

**Goal:** Develop and implement a coherent K-5 writing curriculum aligned with the Common Core State Standards and ELA Common Core Shifts (Complex Texts, Academic Language, and Using Evidence from Texts)

Action Steps	By Whom	When
1. Implement <i>Units of Study</i> by Lucy Calkin at each grade, K-5	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• ELA coach</li> </ul>	<ul style="list-style-type: none"> <li>• On-going throughout the school year</li> </ul>
2. Ensure ALL students participate in writing 40 minutes or more each school day		
3. Conduct on-going professional development focused on best teaching practices for teaching <i>Units of Study</i>	<ul style="list-style-type: none"> <li>• Grade level teams, principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• On-going throughout the school year</li> <li>• On-going throughout the school year</li> </ul>
4. Focus on writing during Monday Collaboration (planning and writing lessons, analyzing student writing assessments, and identifying next steps for teaching)		
5. Include Common Core-aligned writing within the ELA, Science, Math, and Social Studies content areas		
6. Provide frequent opportunities for students to practice keyboarding and writing for purpose on the computer	<ul style="list-style-type: none"> <li>• Teachers, Library Tech</li> </ul>	<ul style="list-style-type: none"> <li>• On-going throughout the school year</li> </ul>

Success Indicators	Measured By	When
<ul style="list-style-type: none"> <li>• Students performing at standard in writing</li> <li>• Collaboration and professional development time is focused on writing</li> <li>• ELA Common Core writing lessons and units designed and implemented in all content areas</li> <li>• Fast Lane and/or GLAD strategies being implemented at all grade levels</li> <li>• Writing aligned with Common Core Standard and ELA Shifts is implemented in the content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom/curriculum-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>• As they occur within each writing unit</li> </ul>
<ul style="list-style-type: none"> <li>• Students feeling more confident using keyboard and writing on the computer</li> </ul>	<ul style="list-style-type: none"> <li>• Wpm increases during typing tests</li> </ul>	<ul style="list-style-type: none"> <li>• On-going walk-throughs</li> <li>• During library time</li> </ul>

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**Turnaround Principle 6: Establish a school environment that improves school safety and discipline, while addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.**

**Goal:** To Implement a system of school-wide Positive Behavioral Interventions and Supports (PBIS)

Action Steps	By Whom	When
<ol style="list-style-type: none"> <li>1. Provide PBIS Tier 1 Training to building PBIS leads (team of 5)</li> <li>2. Operationalize a PBIS (Tier I) Implementation Team to develop and implement a PBIS action plan that includes the following components:                             <ul style="list-style-type: none"> <li>• a PBIS purpose statement</li> <li>• a plan for providing on-going professional development for staff</li> <li>• a Behavior Expectations Matrix</li> <li>• a plan for on-going teaching of schoolwide expectations for students</li> <li>• a reward/incentive system as a way to acknowledge student positive behavior</li> <li>• a parent and community PBIS communication plan</li> <li>• an revised Office Referral (ODR) form and a referral process flow chart (protocol)</li> <li>• a mechanism for data-driven progress monitoring in order to provide behavior supports when/where needed</li> </ul> </li> <li>3. Provide Social Emotional Learning (SEL) lessons to all students</li> </ol>	<p>NW PBIS Network</p> <p>PBIS Intervention Team:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Counselor</li> <li>• Discipline Para</li> <li>• P.E. Teacher</li> <li>• Primary Teacher</li> <li>• Intermediate Teacher</li> <li>• Special Education Teacher</li> <li>• Parent Representative</li> </ul> <p>• Counselor, Teachers</p>	<ul style="list-style-type: none"> <li>• August &amp; Throughout the Year</li> <li>• On-going/Bi-weekly PBIS Tier I Team Meetings (Every other Monday morning)</li> <li>• On-going throughout the year</li> </ul>
Success Indicators	Measured By	When
<ul style="list-style-type: none"> <li>• Reduction in number of discipline referrals</li> <li>• Increase in students feeling safe at school</li> <li>• Students taking ownership and having pride in the school</li> <li>• Improved student attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Referral data in Skyward and SWIS</li> <li>• School Climate survey</li> <li>• Attendance data compared to previous years)</li> </ul>	<ul style="list-style-type: none"> <li>• Each Trimester</li> <li>• Winter and Spring</li> <li>• Each Trimester</li> </ul>