

School Growth Plan  
Silver Creek Elementary  
2017-2018

*Our mission is to provide a rich, nurturing and differentiated environment in a diverse multiage learning community where students feel safe and cared for. We create and support an environment where students are taught and practice self-regulation skills, personal and social problem solving and restitution.*

Learning goal #1: To improve reading skills.

Rationale: Reading Literature Performance Standards, end of June, 2017

	K	1	2	3	4	5	6	7	8
% EX/ME not including IEP's	50	43	50	50	75	67	25	50	100
% EX/ME including IEP's	54	38	43	40	50	50	17	50	80

In our primary years, fewer than half of our students are fully meeting and beyond in reading. Scores improve in grades 4 and 5 then dive again. The scores in reading correlate to scores in writing. Since reading is our main goal, we know that improving reading skills across the grades will improve grades in all subject areas.

Measurement: We will assess student's growth using PM Benchmarks (primary children up to and including level 30) and Fountas and Pennell Benchmark Assessment System (BAS) for intermediate students reading beyond level 30. Measurement will take place in September/October and May/June. Students will self assess using Core Competency checklists and self reflection. We aim to improve reading in all of our students at all levels of intervention. We expect that those students who are capable will be fully meeting expectations in reading at the end of the year.

Strategies:

RTI level 1 (all students)	RTI level 2 (some students)	RTI level 3 (few students)
Identify reading level of all students in the fall, using PM Benchmarks and Fountas & Pinnel BAS		
Identify needs of students for RTI	Small groups intervention, one to one reading program, home based reading	Direct support from CEA and LRT
School wide focus on Reading at assemblies	Guided reading	Learning Assistance using LIT model
Reading strategies: LASS, CAFÉ, Beanie Babies, ( <a href="http://www.norwood.k12.ma.us/sites/awatson/Talking-Word-Strategies.cfm">http://www.norwood.k12.ma.us/sites/awatson/Talking-Word-Strategies.cfm</a> )	Reading Rave Model	Individual pull out for specialized support
Balanced Literacy (shared reading, guided reading, independent reading, shared and independent writing, word work)	Small group instruction for skills by teacher, CEA or LRT	Technology: Augmented Language Learning (ALL)
Home reading promotion	Software programs (reading A-Z, Starfall)	Counsellor support for concurrent needs
Parent education on reading strategies, modelling, reading with their own kids, assembly start	Read Naturally, Great Leaps programs	Psychological Testing
Jen Kelly: Pro-D, book club, team teaching, mentoring	Parents as partners	WIAT-3 Assessments
Reading strategies, share at staff meeting and share via email	IPAD apps for small groups	
Reading challenges (minutes, number of books)	Student reading coaches (trained)	
Assembly: share a book, read aloud		
Adrienne Gear, Reading power		
Core Competencies: Communication Self assessment		
Daily independent reading/buddy reading		
Communication Core Competency: Teach goal setting and student self assessment		
Daily 5 strategies, next steps, Parent Pipeline		
School wide writing, publish and share		
Buddy reading: model strategies to younger kids		

## Learning Goal #2: Improve student behaviour

Rationale: Generally, our students are respectful and self regulated and follow the Code of Conduct. We have a number of students who struggle with behaviour and are designated by the MOE. Being a small school, these students stand out more than in larger schools and at times, have a great influence on the behaviour of others. The RTI approach will focus on these students specifically at level 2 and 3. Data collected is based on June performance standards and includes students with IEP's. Kindergarten results are from Performance Standards in February 2017. Students with more than 3 office referrals/incidences are coded as \* per grade. These students will be targeted at tier 2 and 3.

	K	1	2	3	4	5	6	7	8
% EX/ME SRE (contributing to class and school)	67 ***	50	43 ****	80	50 **	63 **	83	50 **	80
% EX/ME SRP (solving problems in peaceful ways)	42	75	29	80	50	63	100	50	40

Measurement: Social Responsibility-Contributing to School and Classroom and Social Problem-Solving Performance standards comparison fall and spring, Student self assessment on Personal and Social Responsibility Core Competency and Office Referrals. **Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.** We aim to improve the general behaviour of all of our students especially at the RTI level 2. We will measure this by looking at number of office referrals and Performance standards for Personal and Social Responsibility in June. We expect a reduction of office referrals.

Strategies:

RTI level 1 (all students)	RTI Level 2 (some students)	RTI level 3 (few students)
School wide assemblies:Code of Conduct, expectations, zones of regulation, WITS	Floating book (home-school)	FBA: Cat H Karmen Krahn
Review and re-introduce Code of Conduct and Expectations	Parent contact: establish a team approach	Lunch monitors for some: students and teachers
New: Levels of Behaviour Chart in every classroom and correlated office referral form	Parent and Student books available to take home to review	Daily behaviour monitoring communication with parents
Zones of Regulation taught in class	Goal setting for some	Individual student counselling
“Gotchas”, celebrations last two weeks of month	Social skills teaching	Behaviour plans: R and H
Parent information about behaviour sent home in newsletters	Superflex program	Collaborative home/school approach
Parent presentation, Karmen Krahn and Jonaire Bowyer-Smythe	Dawn Reithaug strategies for monitoring and teaching expected behaviour	Community involvement “wrap around”
Recognition assemblies for improvement and excellence	Break cards for kids	Partial days at school
Pro-D- Behaviour	Good behaviour phone calls and notes	Student contracts
Virtues Project, Building Moral Intelligence book study	Compliance check ins for work completed	
Restitution in classes and office		
Growth Mindset focus		
PS Core Competency, teaching goal development and self assessment		