

**Deer Park Elementary**

**2017-2018 SuP At A Glance**

|  |  |  |
| --- | --- | --- |
| **Goal 1**  Deer Park Elementary will increase writing proficiency by 3% from the beginning of the year to the end.  Math proficiency will increase by 3% as evidenced in Eureka assessments, quarterly assessments, and FSA. | **Goal 2**  Deer Park will put systems in place to help teachers identify resources and monitor Tier II and III instruction after the School Intervention Team identifies student’s at risk using grade level data. SBIT/ISS meetings will be more effective and efficient. Teachers’ level of knowledge and understanding will increase by 25% from the beginning to the end of the school year. | **Goal 3**  Deer Park Elementary will expand the Classroom PBIS preventative and responsive program to include a school-wide behavior and character education system called Discipline without Stress, Punishment or Rewards. The goal is to improve student responsibility and reduce classroom disruptions and office discipline referrals by 10%. |
| **Strategies**   1. Implement a school-wide writing assessment K-5 given at the beginning, middle, and end of year. 2. Use common grade-level rubrics to score. 3. Implement Eureka math curriculum. 4. Attend Eureka math professional developments. | **Strategies**  1) All students will be given screeners at the beginning of the year in ELA and Math.  2) Create student data tracking sheets that are consistent across the school.  3) School intervention team will look at the master schedule to determine additional intervention times.  4)Develop a list of what resources are available for Tier II and Tier III.  5) Revise the checklist of what is needed to come to come to SBiT and ISS.  6) Develop a flowchart of the process.  7) Training of the School Intervention Team and Itinerant Staff. | **Strategies**  1)Purchase the book, Discipline without Stress, Punishment or Rewards for all instructional personnel  2) Purchase posters for all classrooms  3) Distribute books in summer to all who are interested in starting early.  4) DPES Expectations will be put on permanent signs throughout the school.  5) Matrix signs for each specific area will be posted throughout the school (i.e. cafeteria, playground, etc.) |
| **Professional Development**  Writing: (Heidi Smith-Chair; grade level representatives)  Beginning of year (Q1)-Purpose, Focus, and Organization  Q2-Grammar and Conventions  Q3-Evidence and Elaboration  Math: Eureka Trainings (Spring 2017, Summer 2017 and Fall 2017) | **Professional Development**  Detail of how to create graphs-Create screen shots of how to create graphs for a one piece document.  Teachers will be trained in how to manage data tracking sheets.  MTSS support for itinerant staff. | **Professional Development**  1) Introduction during preplanning  2) Before or after school book clubs to add extra support for those who need it. |
| **Monitoring**  Writing: Grade level rubrics from myLearning will be used for fidelity and consistency across grade levels.  Math: Data will be tracked through the Eureka module assessments, quarterly assessments, and fluency tracker. | **Monitoring**  1) School Intervention team will monitor how the data is being completed. Is everything there?  2) Admin will monitor the whole process.  3) LDC will monitor the data tracking sheet. | **Monitoring**  1) SLT will monitor discipline referrals and behavior warnings on a quarterly basis.  2) Implementation will be evident during walkthroughs |
| **SMART Goals/Targets:**  \*Implement a school-wide writing assessment K-5  \*Prompts will be given to grades to ensure consistency across grade levels.  \*Time will be allocated for teachers to calibrate writing scores for fidelity and consistency across grade levels.  \*Data will be used to monitor the effectiveness of implementation. | **SMART Goals/Targets:**  \*implementing a school –wide MTSS identification and monitoring system. | **SMART Goal:/Targets**  \*implementing a school-wide multitiered behavior program.  \*link classroom and school-wide expectations across all areas of the school.  \*enable teachers with an effective instructional design, curriculum, and delivery system  \*use data to monitor the effectiveness of implementation. |