

Ralph D. Butler Elementary School
School Improvement Plan
2015 – 2016

<u>Committee Members</u>	<u>Position</u>
Darrin B. Reynolds	Principal
Michelle McLaughlin	Parent Member
Melissa McDonald	Parent Member
Karen Romans	Assistant Principal
Lee Coleman-Shea	Faculty Member
Peter Violet	Faculty Member

Avon School District Mission Statement:

To educate all students to be life-long learners and responsible citizens in a global society.

Avon School District Guiding Beliefs

We believe:

- All students are capable of learning.
- Students have different learning needs.
- All students are entitled to an excellent education.
- All members of the school community are held to the highest performance standards.
- Education is a shared responsibility among students, family, school, and community.
- All students are responsible for their actions.
- Diversity enriches our lives.
- Students and staff have a right to a safe, healthy, and well-maintained learning environment.

Avon School District Vision Statement:

Avon Public Schools is committed to excellence in teaching and learning and is a source of pride in the community. We respect and appreciate individual difference. We encourage diverse teaching and learning and foster an atmosphere of creativity and intellectual pursuits.

Our district is committed to educating students to enable them to adapt to the challenges of an ever-changing world.

Our Mission

Ralph D. Butler Elementary School

Mission Statement

Our mission at the Ralph D. Butler Elementary School is to challenge students to strive for excellence in a safe and supportive environment that recognizes and appreciates each person's uniqueness and ability for success. We value academic achievement, good citizenship, as well as, the social, emotional, and physical well-being of all members of the school community.

Our Vision

Ralph D. Butler Elementary School

Vision Statement

The Ralph D. Butler Elementary School will be a place where all students will learn and grow academically as thoughtful and considerate members of the community. The administration will strive to maintain a positive learning environment that is safe, supportive and appreciative of everyone's differences. Teachers will challenge students academically while helping them to develop and maintain positive attitudes about themselves and learning. Students will be encouraged to give their best effort in all areas and practice self-discipline, respect, and consideration for others. Parents and community members will be welcomed into the school and will collaborate with the staff in order to provide the best possible learning opportunities for our students. The school itself will be well maintained, appealing, and an inviting learning environment where safety and security will prevail.

Ralph D. Butler Elementary School Constitution

Teacher's Rights and Responsibilities

Rights:

Teachers have the right to teach in a safe and secure environment.

Teachers have the right to be treated respectfully.

Teachers have the right to have their concerns addressed in a timely manner.

Teachers have the right to discipline a child if needed.

Responsibilities:

Teachers shall educate children to the best of their ability.

Teachers shall be respectful of the principal, other teachers, staff, students and parents.

Teachers shall address students' and parents' concerns in a timely manner.

Teachers shall notify parents of any issues or concerns involving their child.

Student's Rights and Responsibilities

Rights:

Students have the right to learn in a safe and secure environment.

Students have the right to receive the best education available.

Students have the right to receive extra help when needed.

Students have the right to have their concerns addressed in a timely manner.

Students have the right to be treated equally.

Responsibilities:

Students shall be respectful of the principal, teachers, staff, themselves and their peers.

Students shall complete their work in a timely manner.

Students shall be respectful of school and others property.

Students shall not bully, name call, harass or hit other students.

Students shall tell a teacher or staff member if they need help.

Parent's Rights and Responsibilities

Rights:

Parents have the right to know their children are in a safe and secure environment.

Parents have the right to know their children are receiving the best education available.

Parents have the right to have their concerns addressed in a timely manner.

Parents have the right to be notified of any problems involving their child.

Responsibilities:

Parents shall be respectful of the principal, teachers, staff and students.

Parents shall see that students' work is completed on time.

Parents shall reinforce the students' and teachers' rights and responsibilities.

Parents shall address any issue arising in a timely manner and meet with the principal or teacher if needed.

GOAL 1

Nature of Problem:

There is a range in understanding of Response to Intervention (RTI) within the Ralph D. Butler Elementary School. Because our students require a wide variety of interventions, it is important that the Butler teachers and staff have both the understanding and capacity to deliver the necessary types of instructional interventions.

Principle Causes and Contributing Factors:

Although the Ralph D. Butler School has many great resources, there is a continuing demand for more clarity with interventions. There is a need for a more systematic approach.

Goals or Performance Target(s):

The Ralph D. Butler School will provide expertly delivered interventions for all learners, including struggling learners and accelerated learners.

Improvement Objectives

1. The Butler School will have a tool kit of several diagnostic screeners and interventions.
2. Assessment data will be utilized to inventory which skills students have mastered, and which skills are deficit.
3. All students in grades 1-6 will develop and maintain a digital portfolio.
4. All Butler teachers will be provided with on-going technology professional development.

Summary of Strategies to Accomplish Improvement Objectives:

- (July) Administration will develop schedules to facilitate more teacher collaboration.
- (Summer 2015) The Title I Model will be adjusted to better meet the needs of our struggling students. Title I teachers will provide more support in Kindergarten and Grades 1 & 2.
- (October) Teachers in Grade 3 will receive Orton-Gillingham training. Kindergarten, Grade 1 & 2 Teachers will continue their implementation from the previous school year.
- (On-going) The Butler Staff will develop a clear document explaining roles, responsibilities and resources for each of the three tiers of interventions.
- (On-going) All students that are designated “intensive” or “strategic” will be progressed monitored (every 2-3 weeks).
- (On-going) Data will be regularly discussed at grade level meetings.

Indicators of Success:

1. The Butler School staff will have a clear consensus of our RTI Model.

2. Students will receive the necessary interventions and accurate data will be maintained regarding student responses to intervention.

Expected Results:

The staff of the Ralph D. Butler Elementary School will develop clarity and consistency in identifying students at risk for poor learning outcomes, monitoring student progress, providing evidence-based interventions and adjusting the intensity and nature of those interventions depending on a student's responsiveness, and identifying students with learning disabilities or other disabilities.

GOAL 2

Nature of Problem:

Although Professional Learning Communities (PLCs) have existed for two years at the Butler School, teachers continue to struggle with finding regular time to delve deep into assessment data and develop curriculum. Weekly common planning time lacks the necessary time and structure needed to conduct rich conversations about how the data should be utilized to impact instructional decisions.

Principle Causes and Contributing Factors:

The Ralph D. Butler Elementary School utilizes a wide range of assessments. Time continues to be a major hurdle in efficiently and effectively exploring that assessment data. Another contributing factor is the lack of structure in conversations that promote learning and understanding.

Goals or Performance Target(s):

Through the further development of highly structured grade level and vertical teacher teams, the Butler staff will increase its capacity to look collaboratively at curriculum and assessment data in order to better make decisions about classroom instruction and student learning.

Improvement Objectives

1. All staff will regularly discuss curriculum and student learning.
2. All students will participate in regularly scheduled benchmarking assessments.

Summary of Strategies to Accomplish Improvement Objectives:

- (Summer 2015) Administration will develop a school master schedule that is conducive to supporting the development and growth of PLC teams, including at least two weekly common planning times each week for each grade level team.
- (Summer 2015) Administration will create a PLC meeting schedule for the school year. The schedule will allow PLC teams to meet for the purposes of curriculum development and discussing student learning. This will be a rotating schedule that allows for the PLC teams to regularly meet.
- (Sept) Staff will develop grade level meeting notes logs on Goggle Docs.
- (Sept) Initial benchmarking for all students, utilizing DIBELS and MAP.
- (Sept-Oct) Initial Grade Level PLC meetings conducted.
- (Jan) Mid-year benchmarking for all students.

- (Feb) Vertical team PLC professional development meeting.
- (April) Vertical team PLC professional development meeting.
- (May) End of year benchmarking.

Indicators of Success:

1. PLCs will operate as powerful, on-going professional development.
2. Grade Level Meeting Logs, notes and feedback forms.
3. An increase in students demonstrating mastery.

Expected Results:

Because of this goal, the Ralph D. Butler Elementary School teaching staff will create a culture of a trusting community of professional learners that will regularly discuss and address critical issues involving student learning. The Butler staff will continue to develop a clear consensus on student mastery.