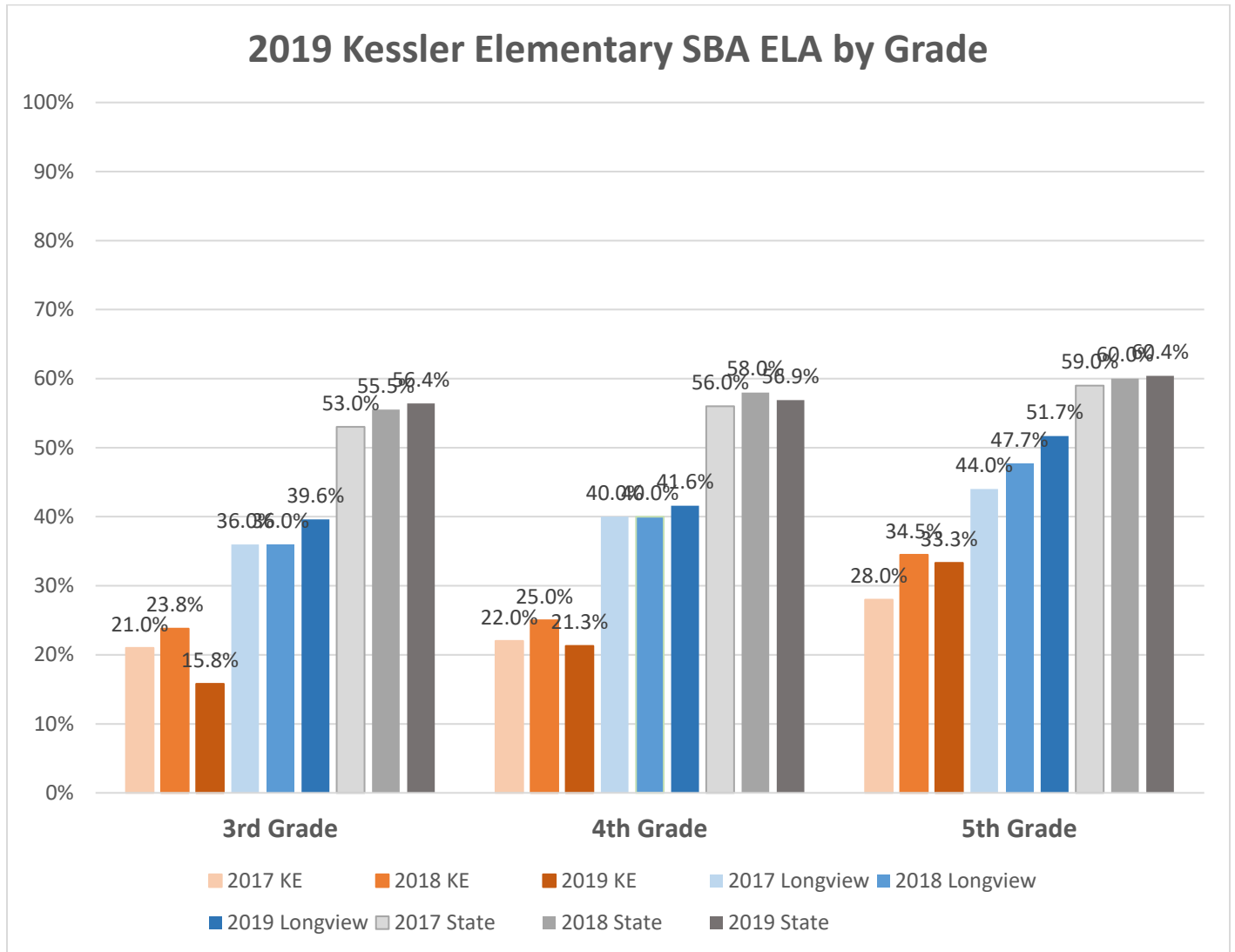


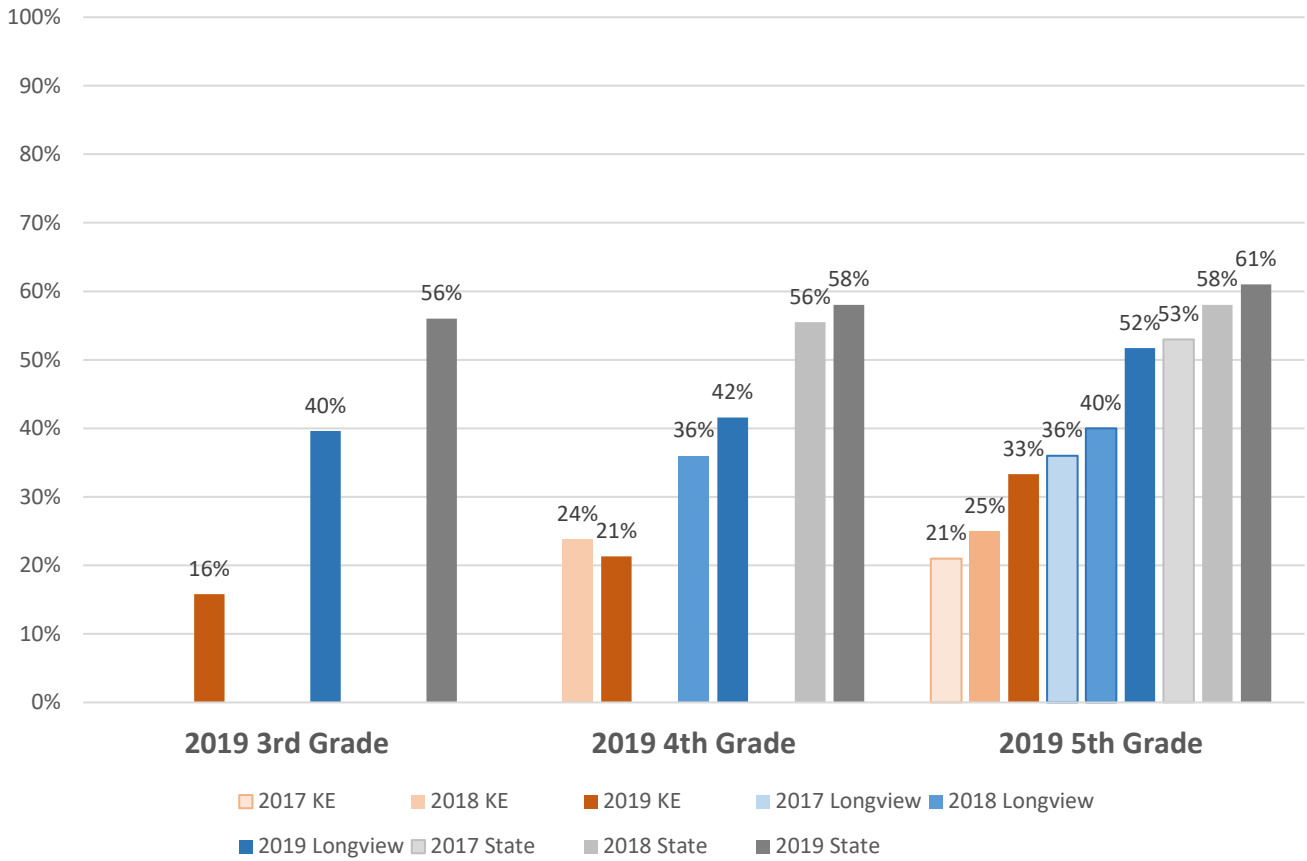
Kessler 2019-20 School Improvement Plan

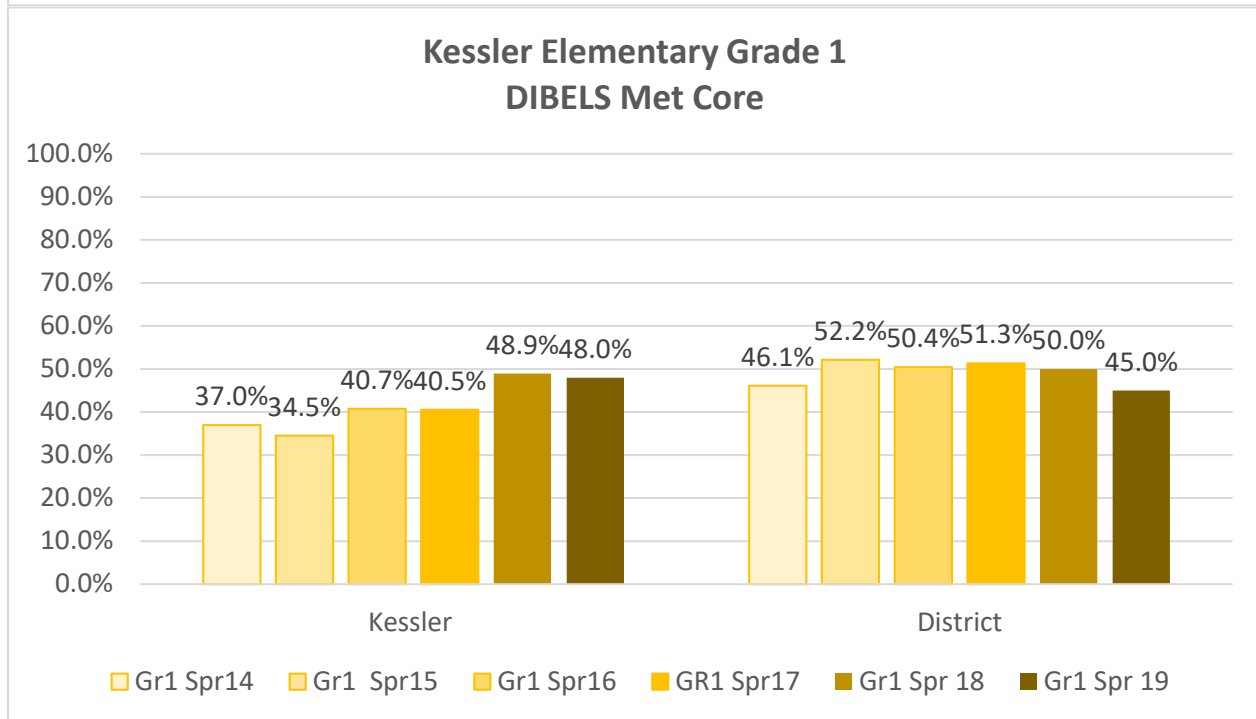
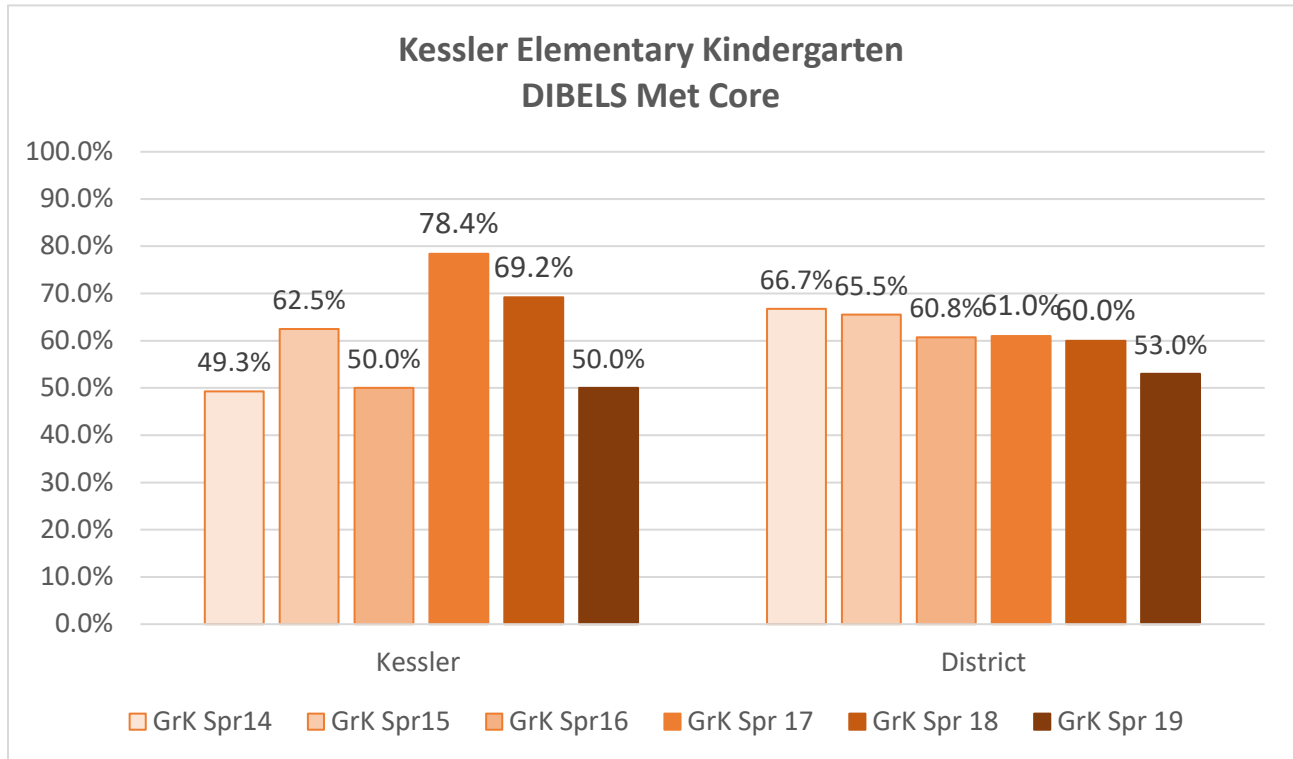
Our Primary Goal: Increase Student Achievement
Our Secondary Goal: Improve the Climate and Culture of our Schools

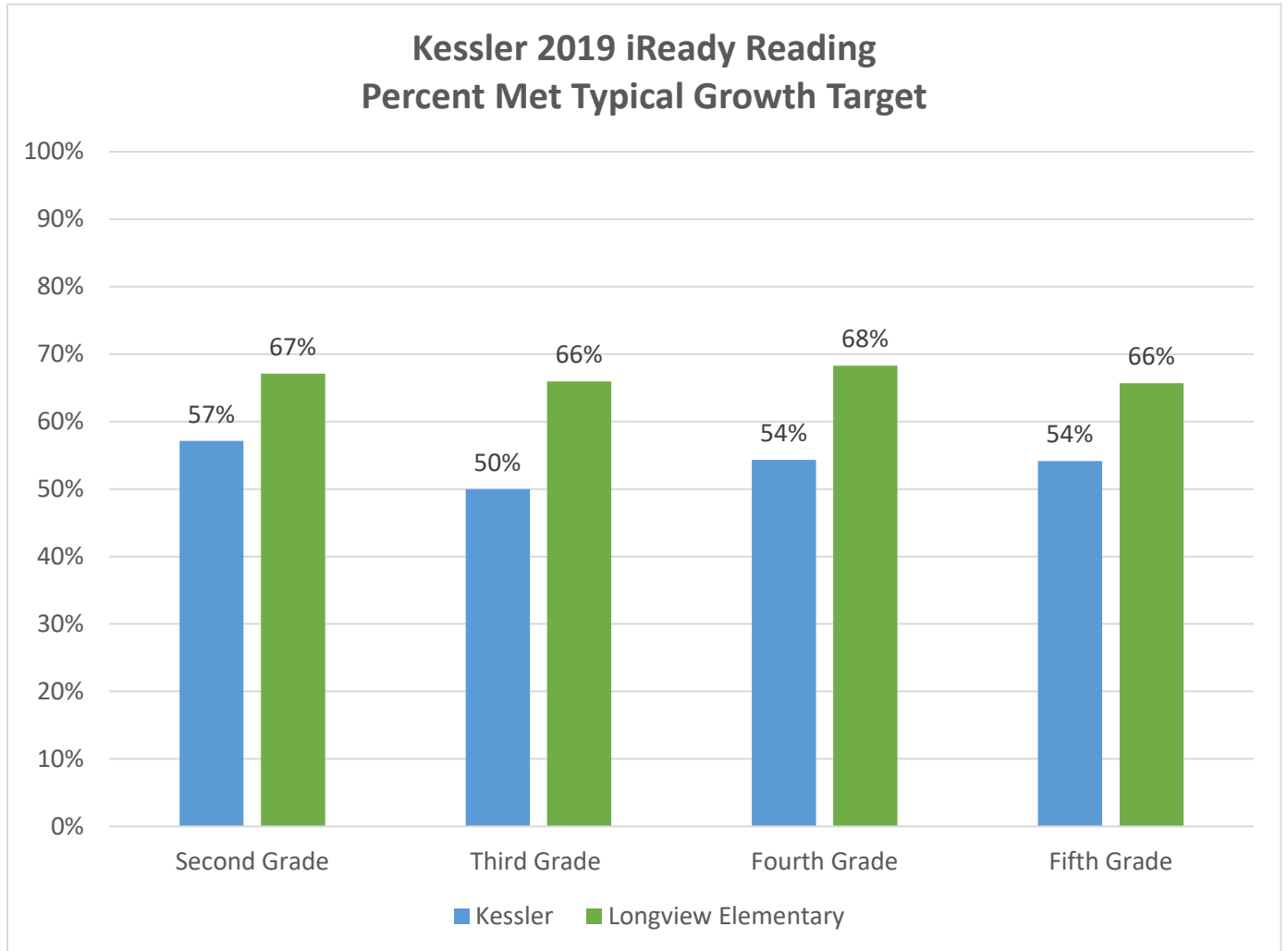
Part 1A - 2019-20 Student Achievement Data and Goals
English/Language Arts



2019 Kessler Elementary SBA ELA Cohort Data







ELA Growth Goals

Grade Level	Assessment	19-20 Measurement/Goals	18-19 Data	% increase needed
Kindergarten	Acadience/DIBELS	75% Core by EOY	50%	25%
1 st grade	Acadience/DIBELS	70% Core by EOY	48%	22%
2 nd grade	Acadience/DIBELS	68% Core by EOY	48% in 1 st	20%
	i-Ready	77% to meet growth target by EOY	57%	20%
3 rd grade	i-Ready	77% to meet growth target by EOY (Cohort)	57% in 2 nd	20%
	SBA	30% Proficient	17%	13%
4 th grade	i-Ready	70% to meet growth target by EOY (Cohort)	50% in 3 rd	20%
	SBA	32% Proficient (Cohort)	15.8% in 3 rd	16.2%
5 th grade	i-Ready	74% to meet growth target by EOY (Cohort)	54% in 4 th	20%
	SBA	40% Proficient (Cohort)	21.3% in 4 th	18.7%

Kessler 2019-20 School Improvement Plan

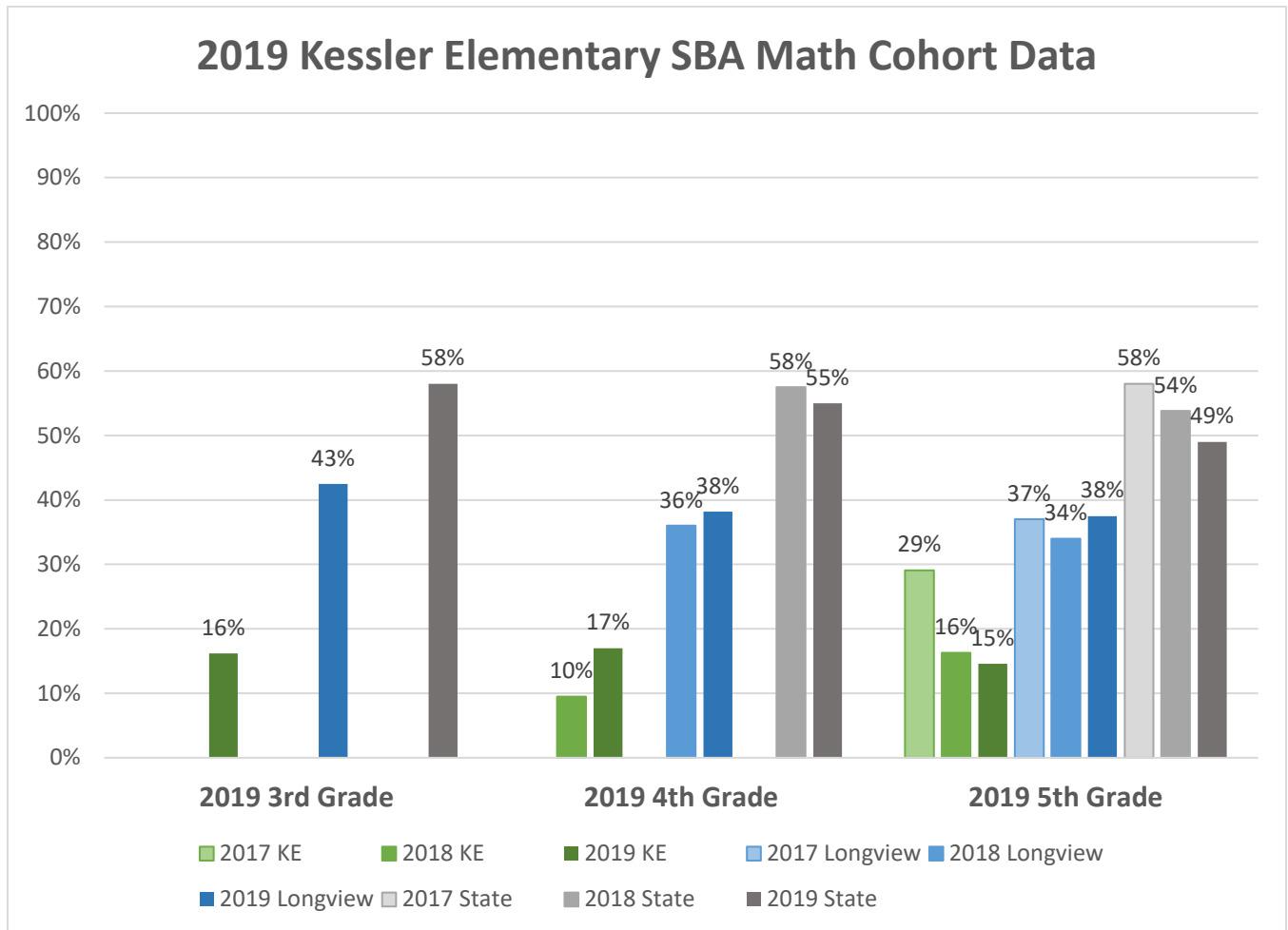
Rigor and Relevance (ELA)

- The leadership team will continue to use the Title and SIP plans to monitor our progress using I-Ready, DIBELS/Acadience, and 95% data.
- The literacy facilitator and district ELA coaches will work with staff to improve instruction. Special education and classroom teachers participated in a 2-hour training with the district coaches to look at curriculum maps and online resources. They were able to lesson plan with the coaches
- Teachers in grades K, 1st, and 3rd will participate in 1 ½ days of professional development using the Studio model.
- Teachers can choose to participate in a book study with the book *Hacking Questions: 11 Answers That Create a Culture of Inquiry in Your Classroom*. This book was referenced by the coaches in the Studio PD model. In addition 3rd-5th grade teachers will read and use *How to Teach Students to Critically Think About Text*, which is also recommended by the district ELA coaches.
- We have instituted a writing lab where every student and teacher in the building will receive the same language framework. All grade levels use the “stop light” structure from Step up to Writing. All classes are also using the 4 Square writing tool. The consistency of having the same structure at each grade level will help cement the process for our students.
- Frequent classroom observations and ensuing conversations will focus on rigor, and that teachers are teaching to grade-level standards during Core instruction.

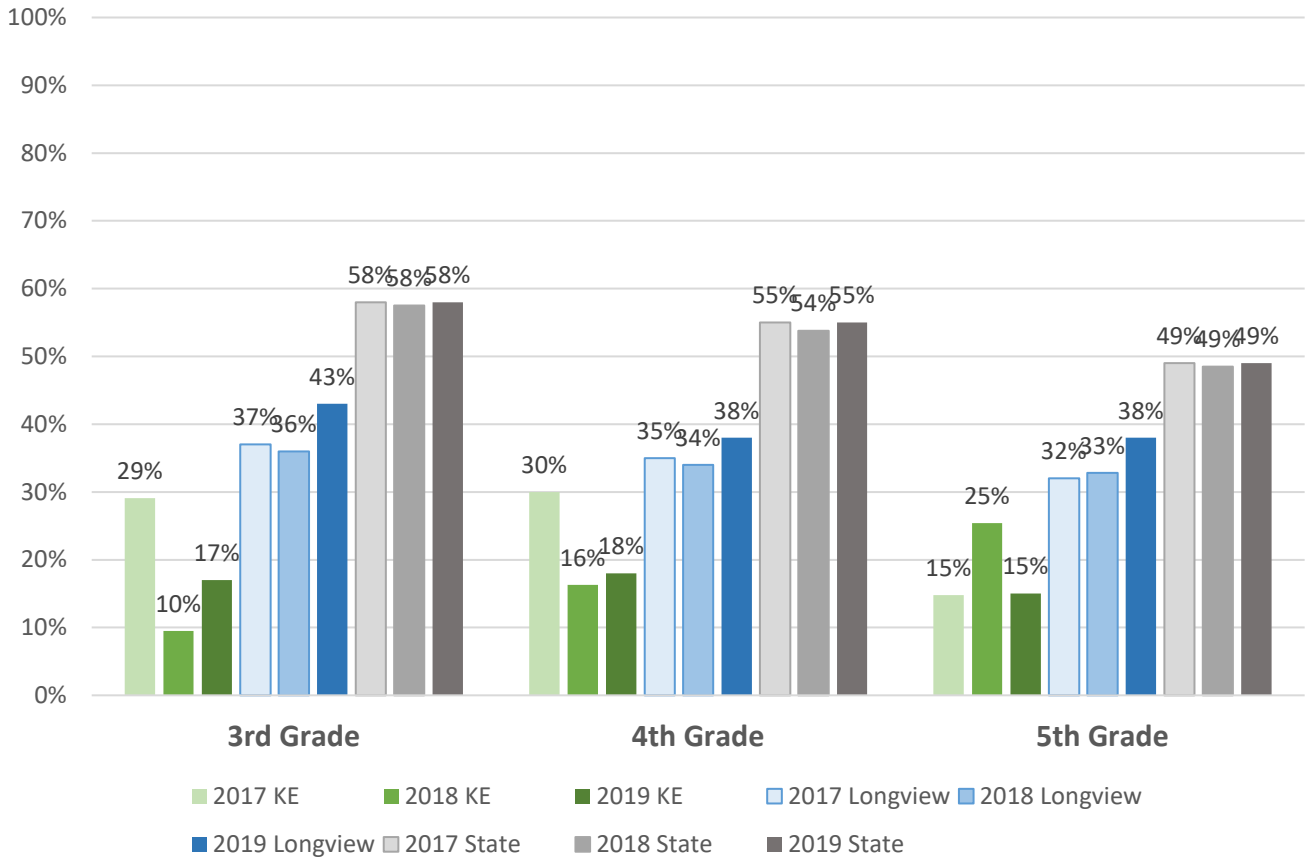
Focused Intervention (ELA)

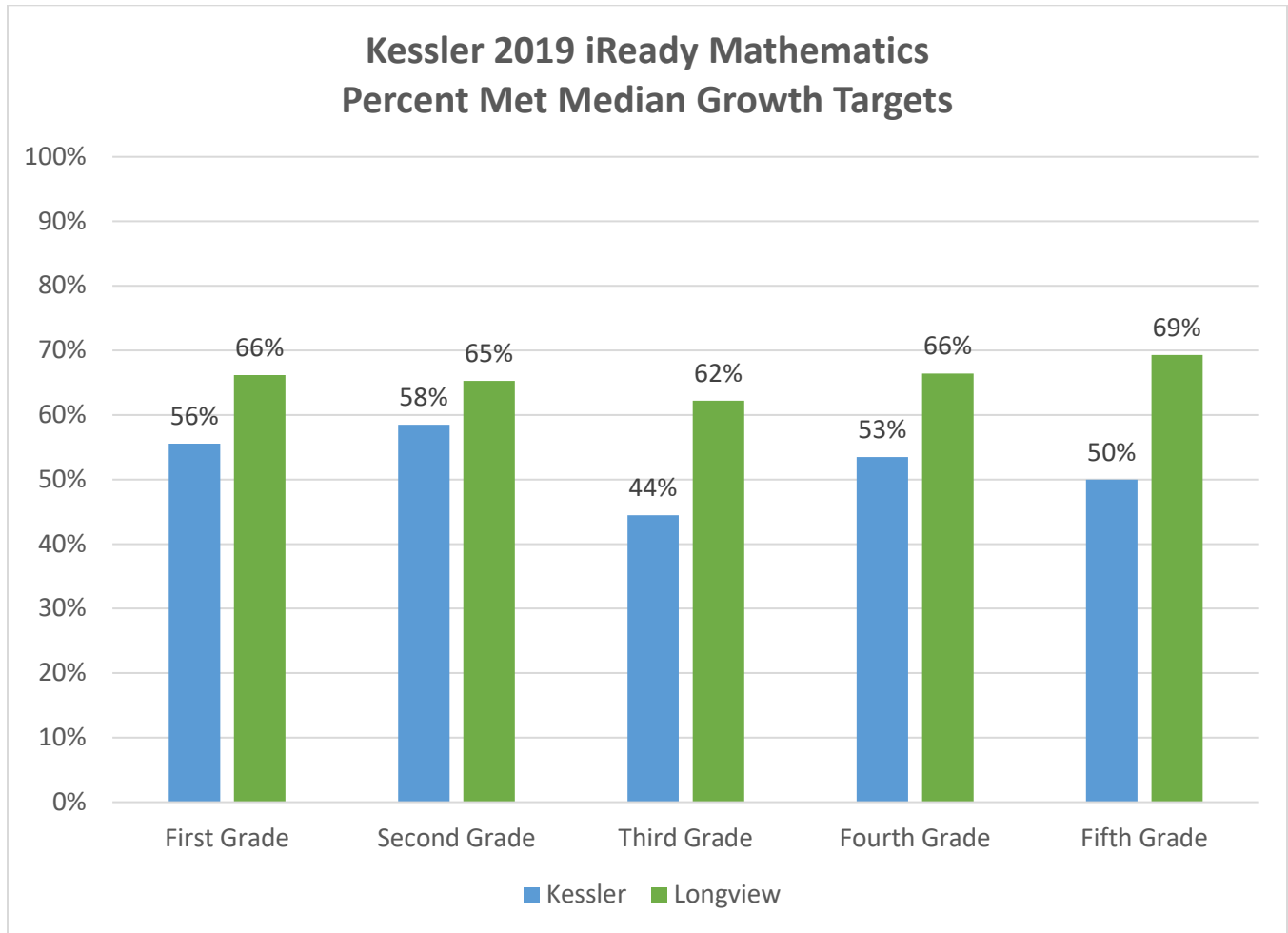
- Kindergarten through 2nd grade students receive the 95% Curriculum as a targeted instruction using the walk-to-intervention model. Four para educators and the special education teachers will join the teachers for this intervention 3rd-5th grade students who still need the phonics instruction will receive 95% in a pull-out model. 3rd grade students receive the 95% vocabulary instruction.
- The literacy facilitators are consultants for all classroom teachers and will help teachers analyze their data to provide targeted instruction and interventions.
- Volunteers work with students who need basic reading skills practice.
- In addition, all students in grades K-5 have access to Chromebooks. We feel part of the reason for our low SBA scores is a lack of familiarity with the technology and the format of the test.
- Weekly Student Support Team meetings will focus on students of concern (1 grade per week), and will track interventions.
- There is a 40 minute block of time at the end of the day to use in expanding ELA instruction in conjunction with social studies and science.

Mathematics



2019 Kessler Elementary SBA Math By Grade





Math Growth Goals

Grade	Assessment	19-20 Goals and Measurement	18-19 data	Increase needed
Kindergarten	i-Ready	75% to meet growth target by EOY	NA	NA
1 st grade	i-Ready	75% to meet growth target by EOY	NA	NA
2 nd grade	i-Ready	56% to meet growth target by EOY	76%	20%
3 rd grade	i-Ready	58% to meet growth target by EOY	78%	20%
	SBA	30% Proficient	17%	13%
4 th grade	i-Ready	53% to meet growth target by EOY	73%	20%
	SBA	32% Proficient by Spring 2020 (Cohort)	16% in 3rd	16%
5 th grade	i-Ready	53% to meet growth target by EOY	73%	20%
	SBA	35% Proficient by Spring of 2020 (Cohort)	17% in 4th	18%

Kessler 2019-20 School Improvement Plan

Rigor and Relevance (Math)

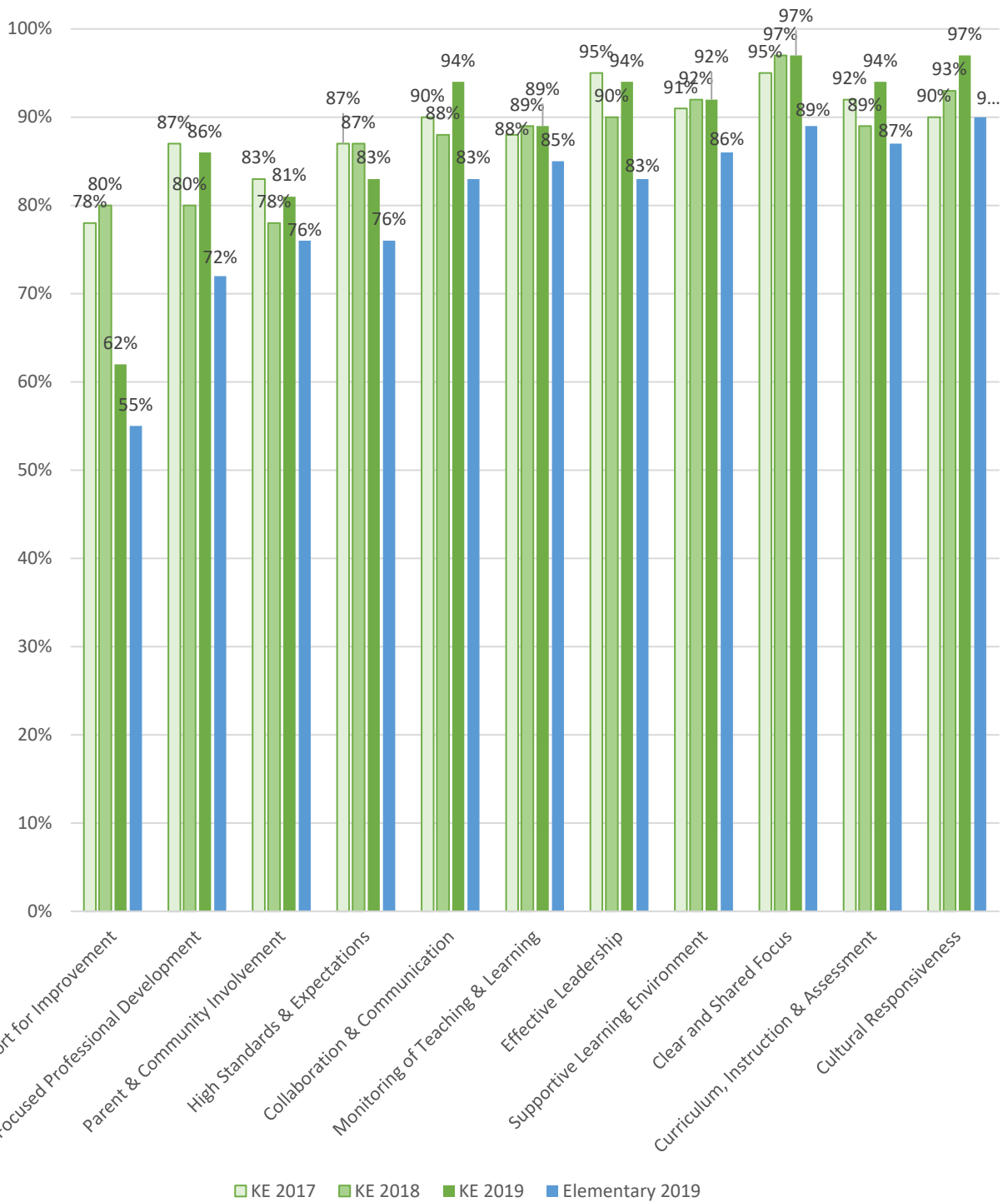
- The leadership team will continue to use our I-Ready and K Common Math Assessment data to monitor our progress for this plan and the Title plan.
- District math coaches will work with teachers who ask for help with math instruction.
- Classroom teachers participated in a two-hour workshop with the district math coaches in September to work on scope and sequencing, and i-Ready expectations. They were given time to lesson plan with the coaches using the online resources.
- Teachers can choose to participate in a book study with the book, *Talk Moves*. This book was referenced by the coaches in the Studio PD model, and it focuses on student discourse, which is a building goal.
- The special education teachers and teachers in 5th, 4th, 2nd grade will participate in the Studio professional development model for 1 ½ days.
- Frequent classroom observations and ensuing conversations will focus on rigor, and that teachers are teaching to grade-level standards during Core instruction.

Focused Intervention (Math)

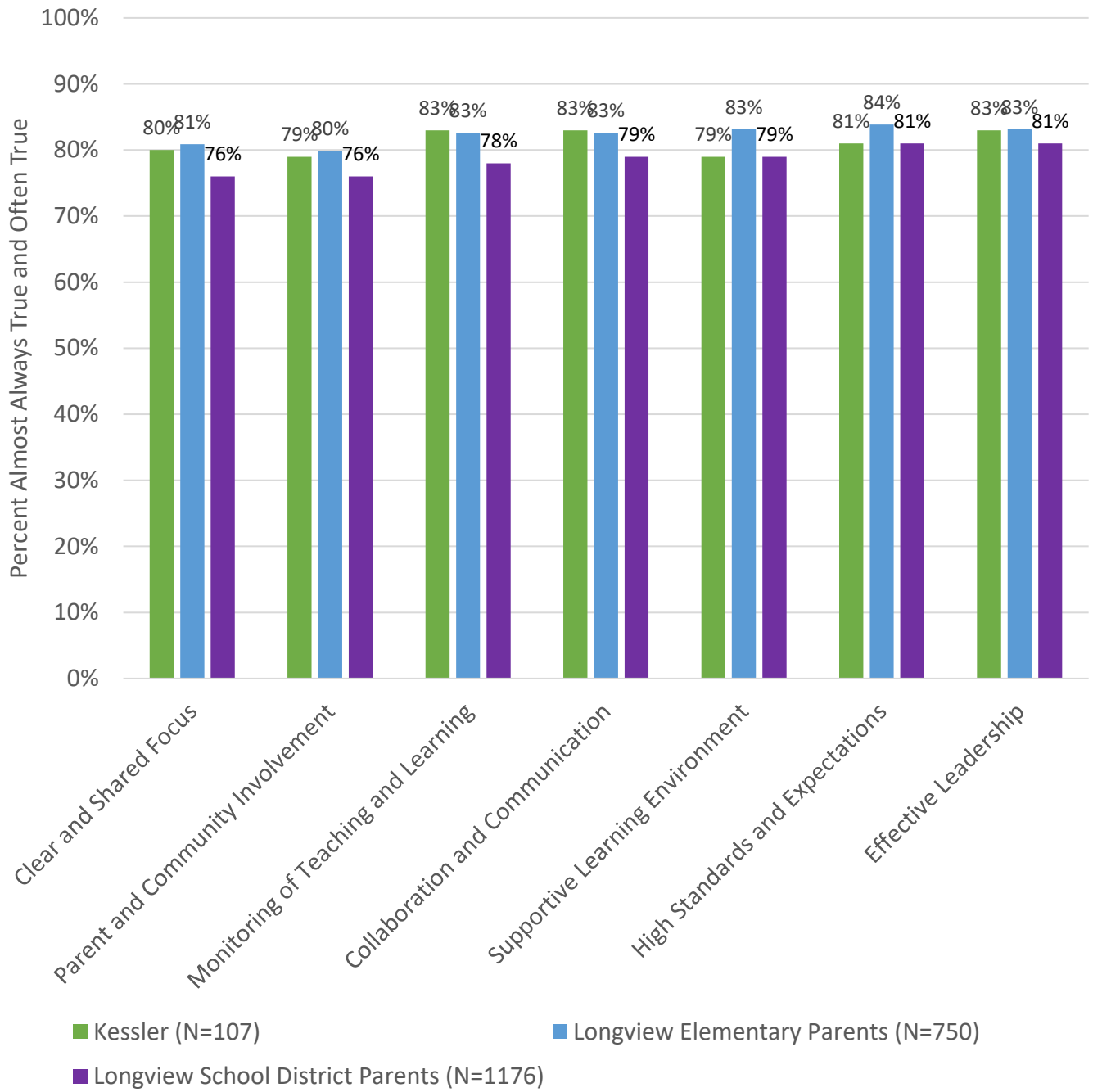
Many students at Kessler are two or three years behind grade level, and although many students made more than a year's growth last year (as measured by I-Ready scores), it was not enough for them to be successful on state level tests. However, we will continue to provide targeted interventions to help students gain as much ground in one year as possible.

- Kindergarten teachers will use the data from the K Common Math Assessment, and classroom assessments to determine deficits and provide targeted interventions.
- One teacher will provide morning math facts and fluency tutoring for 1st grade, which will be reassessed every six weeks.
- A para-educator provides intervention in upper grades using materials provided by the district math coaches.
- 1st-5th grade teachers will use I-Ready data to determine student deficits and provide targeted Tier 2 intervention during a daily 30 minute class period.
- Special education teachers will provide specially designed instruction to students who qualify.
- Volunteers will pull students to help students practice basic math skills.
- Teachers will use I-Ready intervention modules targeted to student deficit areas.
- Students will practice targeted skills on Moby Max.
- Weekly Student Support Team meetings will focus on students of concern (1 grade per week), and will track interventions.

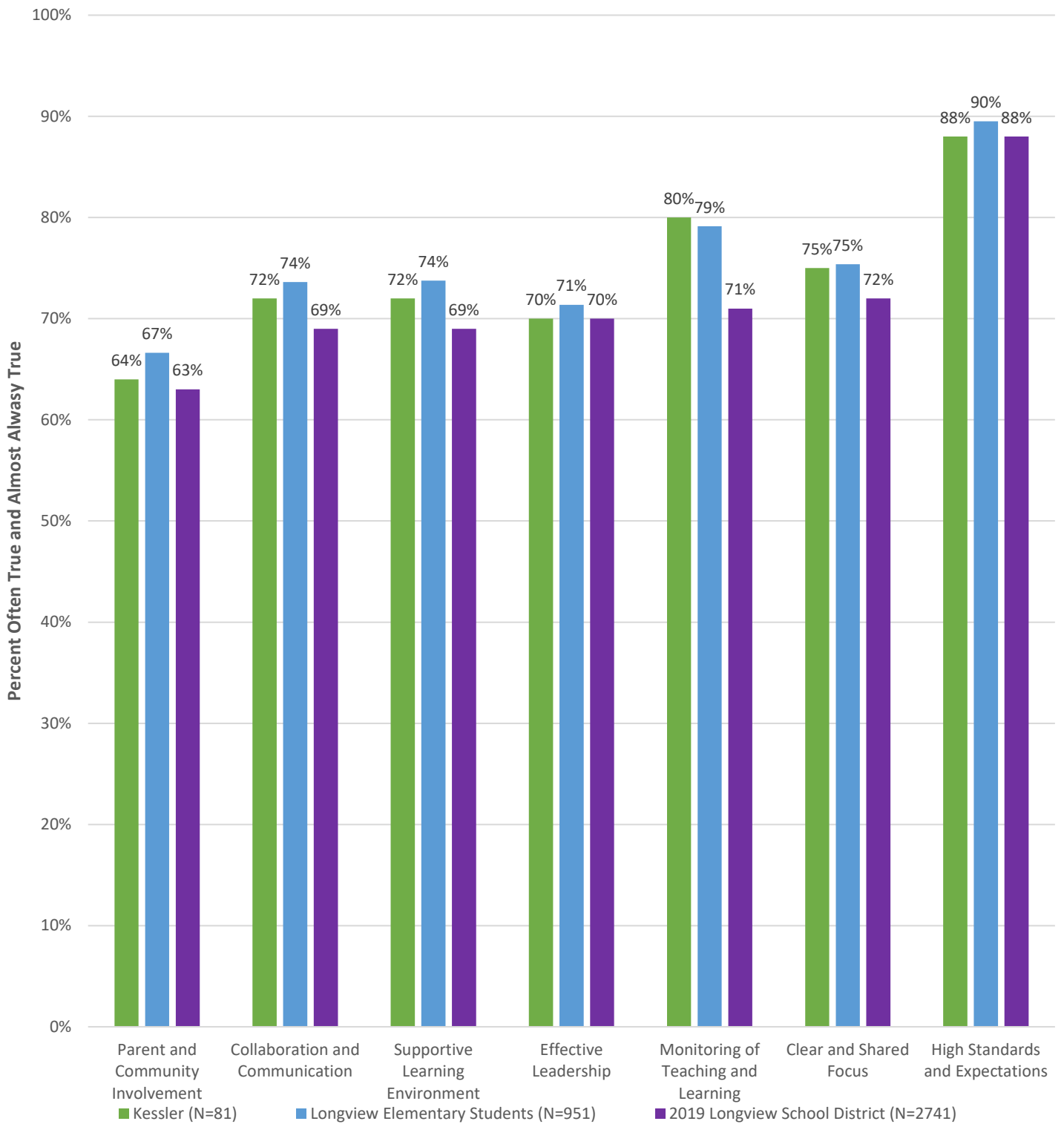
Kessler Elementary School Staff Educational Effectiveness Survey - 11 Characteristics



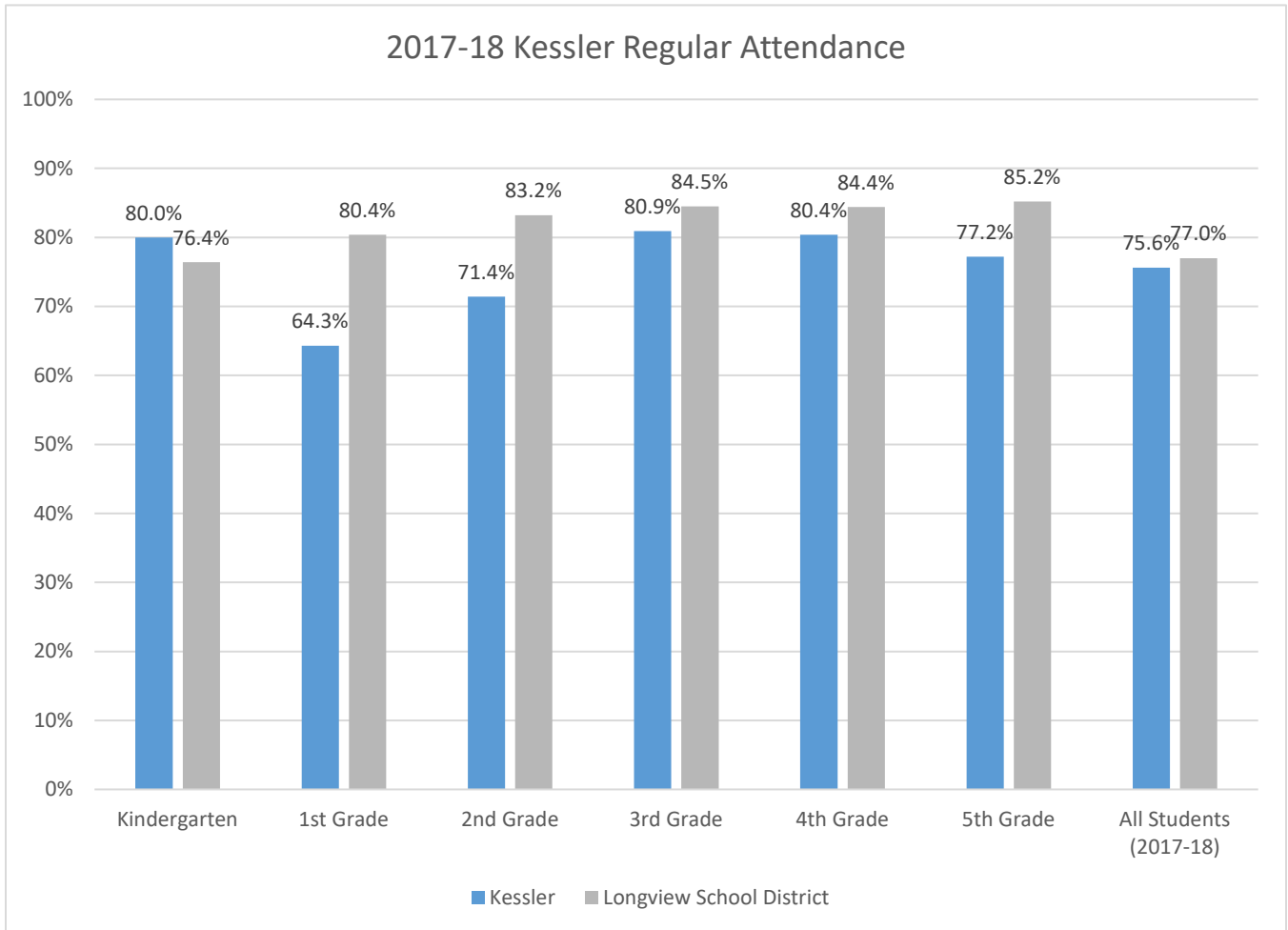
2019 Kessler Educational Effectiveness Survey - Parent

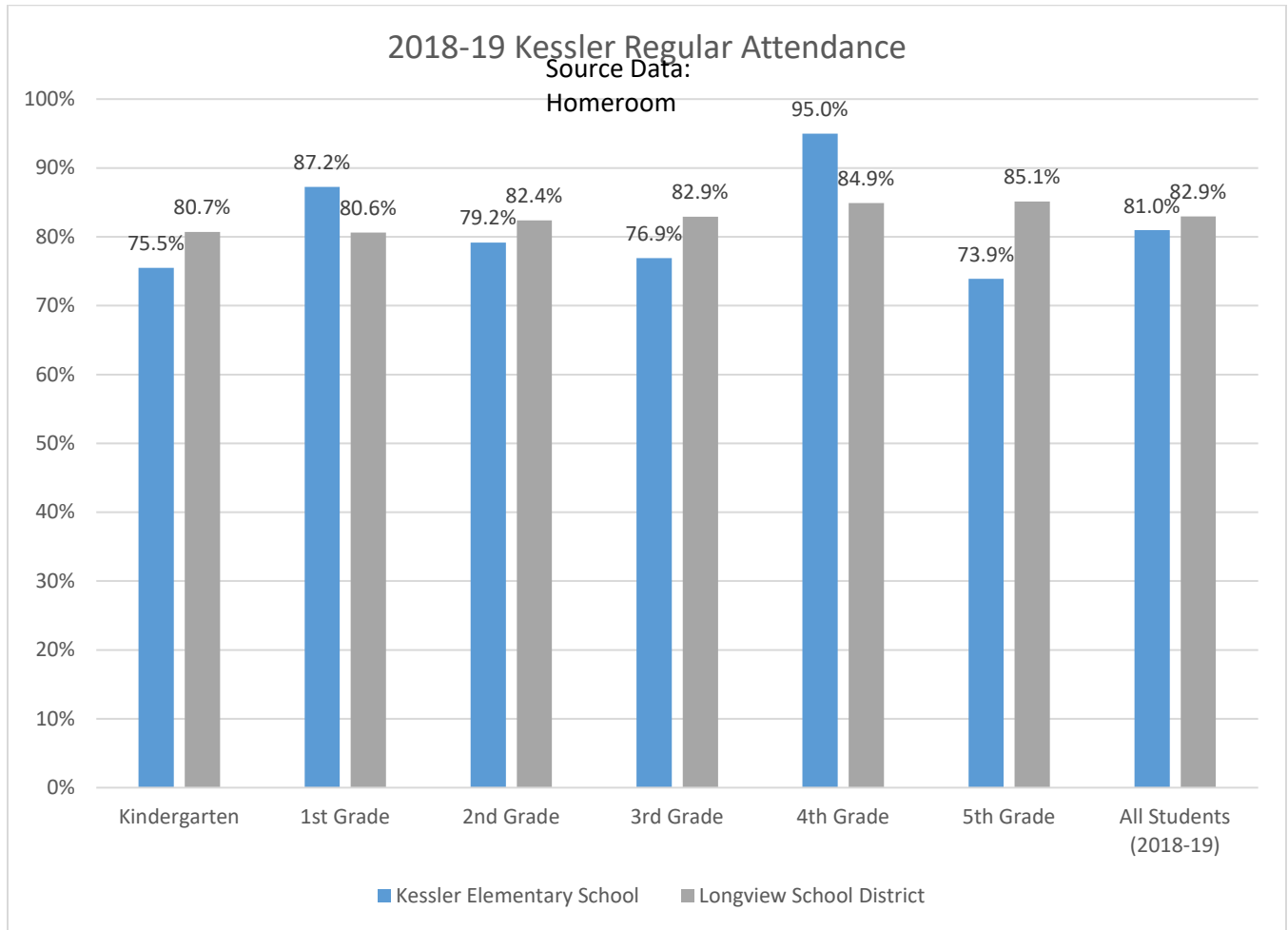


2019 Kessler Educational Effectiveness Survey - Student



Kessler 2019-20 School Improvement Plan





2019-20 Building Climate and Culture Goal:

Increase our regular attendance rate (all students) to 91 %, which is a 10% increase from last year, and a continuation of our upward trend. We will also focus on and monitor all cohorts under 80%, this year’s 1st, 3rd, and 4th graders.

Student Connectedness

- Continuing to focus on the School Family using Conscious Discipline (CD) techniques. Daily school family rituals and monthly school family assemblies are designed for students to connect with adults and other children.
- Every adult and student in the school traced and cut out their hands to put into our Kessler Family Butterfly in the main hallway to give a concrete symbol of their connection. When new students arrive they will prepare their handprints as they register. When a student leaves their hands stay to show they’re still a member of our family.
- Some students check in at the beginning of the day, and check out at the end of the day, with one of the adults in the Opportunity Room, or with one of the special education teachers. This gives them one more person to connect with each day.

Kessler 2019-20 School Improvement Plan

- Kessler continues to partner with mental health services. This, along with CD rituals and supports, will help support our students' social/emotional needs. 1st-5th grade students are greeted at the door by the principal, and all students are greeted ritually with their classroom teachers every day, and then again with specialists.
- One third of our para-educators, and 84% of our certificated staff have attended a week-long Conscious Discipline training, with four of our team serving as table leaders. Mrs. Winters is teaching each child and teacher the basics of the Safe Place and the Feeling Buddies the first weeks of school.
- Special education teachers provide social-emotional learning in small groups using several curricula.
- Our counselor provides social-emotional learning in small groups during lunch using our Conscious Discipline Feeling Buddies curriculum.
- We now have a sensory room accessible to both general and special education students. Many of our students have sensory issues. We also have sensory items in each classroom.
- The Opportunity Room is used for two purposes. Students can take an earned break as part of their daily plan, or students may be sent for a needed break to de-escalate.
- Teachers can choose to participate in a book study of the book, *Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom*. There is an accompanying workbook.
- Our family liaison, with the help of a two-hour para-educator, focuses on attendance and working with families to overcome barriers keeping our students from attending school. Students are recognized for good and improved attendance weekly/monthly with "Brag Tags", and students want to get to school on time so they can visit the Comet Stop. In November we use "Dinovember" to encourage kids to attend in a month with a lot of non-school days.
- Playworks strategies teach our students how to play without fighting, and give more structure to our less-structured times (recess, lining up). Fewer issues on the playground lead to faster and calmer transitions back to class, and ultimately more learning time.
- School garden lessons teach students important STEM skills and, along with our snack program, introduce them to healthy foods.
- Participation in parent nights remains high, and we plan to use those nights to encourage more parents to become involved in school in any way they can. We encourage whole-family attendance and start with a meal (removing one barrier to attendance). This year we are responding to the student survey and one of our family nights will be a world culture night.
- Our PTO has struggled over the years. This year we have two meetings per month—one at 8:30 in the morning (to relieve some child care concerns), and then one in the evening. Our goal is to get more parents to participate.