

**2019-2020  
Dodge Elementary  
School Improvement Plan  
through**



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Shared Decision Making

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## BUILDING AND SCHOOL IMPROVEMENT PLAN CHECKLIST Dodge Elementary 2019-2020

### ***Your building SDM plan should contain:***

- ✓ Shared Decision Making Team Mission Statement
- ✓ Operational Principles
- ✓ Changes in basic school plan, if any
- ✓ List of meeting dates and times for the current school year
- ✓ Communication plan (PTA newsletter, posting minutes, etc.)
- ✓ Previous year successes, challenges, concerns and how data was gathered
- ✓ Identification of building SDM's self-assessment tool used in the spring of each year
- ✓ Team Roster indicating stakeholder group represented, dates and term of signature

## WILLIAMSVILLE SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

This is the area where you will input the initial data team SMART goals for Cycle 1:

### ***Remember to include:***

- ✓ School name and current year
- ✓ SMART goals, from data teams and character development goal

# **SCHOOL IMPROVEMENT PLAN**

## **Dodge Elementary 2019-2020**

### **I. Mission Statement**

The mission of the Dodge Elementary Shared Decision Making Team is to assist in the development and implementation of our continuous school improvement (specifically student achievement and character development) and increase meaningful parental involvement in the process!

Our school mission is: WE ARE ALL IN!

### **II. Operational Principles**

oWe will make the students of Dodge Elementary School the number one priority in all of our decisions and dialogue

oStrive for consensus so we can publicly support every decision before our respective constituent groups. Honest, respectful and civil dialogue will get us there.

oSet agenda together at the end of each meeting. All members should feel free to alert us if we appear stalled, and encourage us to move along.

oMaintain confidentiality about individual statements made at meetings. All members will actively contribute to the work of the team. Discussions and planning will always come from a growth mindset.

### **III. Changes in Basic School Plan**

## SCHOOL IMPROVEMENT PLAN Dodge Elementary 2019-2020

Our School Improvement Plan is specific to the areas that our school needs to improve upon. The data results from individual grade level teams are targeted to Dodge Elementary's overarching goals. Our focus is to continue to improve student achievement and character development. As the data teams update their progress and challenges throughout the school year, we will alter our goals dependent upon the student results. We will provide professional development and support one another to ensure that solutions come forward. The Data teams create new goals periodically, as goals are reviewed, however, only their first data goal is shown in this plan. The literacy, math and wellness teams monitor the impact of their efforts through discussion and sharing at monthly meetings.

1.) After reviewing the New York State math assessments in grades 3 and 4 from the 2018-2019 academic school year, even though students performed extremely well, with approximately 80% receiving a 3 or 4 on the state assessment, our team noticed that our school needs to continue to improve on the explanation of their learning, as well as a strong focus on all students. Using the data from the 2018-2019 assessments, vertical teaming techniques will be used to analyze and plan for instruction to address areas of need for the students. Post data from the 2019-2020 assessments will be used to compare progress. This has been a constant goal at Dodge and we have improved our assessment scores in mathematics by over 17.5% over a 5 year span, due to the constant communication and intentional laser like focus.

Across all grade levels we will be focusing on multi step word problems with varying readability and complexity dependent upon student needs. The reason that this a focus of Dodge Elementary is because we have noticed a trend on the New York State Elementary assessments in grades 3-4, as well as other grade level data that indicates that our students are not transferring the information from concrete to abstract at the proficiency that we are expecting, therefore we have made a calculated decision to make this an area that we will focus on across all grade levels.

2.) After thoroughly reviewing the New York State English Language Arts assessments in which our grade 3-4 students were collectively 80% proficient, we confirmed that our school needs to improve in the area of overall reading progress. Through the use of the reading benchmarks, in which our school establishes based on the cohorts of students, our school will identify trends based on the post assessments in reader's and writer's workshop. Data will be collected often throughout the year to analyze the progress of our students and their work. We are focusing on all students and trying to find ways to maximize each students learning experience. This to has been a constant goal at Dodge and we have improved our assessment scores in English Language Arts by over 22% over a 5 year span, due to the common language and tenacity in which we teach.

Dodge is fully implemented in Lucy Calkin's Reader's and Writer's Workshop for the 3rd year and is a project school, teaming up with Columbia University's Teacher College. Staff developers will be coming to Dodge Elementary 10 times for the 3rd consecutive year to provide hands on staff development to help with furthering our knowledge of the workshop model, as well as ways to further our teaching, which we thoroughly believe will help our students be stronger readers and writers.

Knowing that the state assessments historically utilize text levels that are above grade level with a strong emphasis on comprehension, we will continue to raise our expectations. Without comprehension, reading is simply following words on a page from left to right while sounding them out. While people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information; whether for fact gathering, learning a new skill, or for pleasure. Together, we are continuing to emphasize the importance of comprehension and how it makes a difference in the reader's confidence and ability to grapple with more complex text.

Dodge has created book rooms of leveled readers and every teacher has their own personal leveled library in their classroom, which is accessed daily for instruction. In addition every classroom is equipped with the Lucy Calkin's leveled library. The literacy team will support a yearlong PARP (Pick a Reading Partner) that will have students reading across a variety of genres. Our PTA will continue to be heavily involved in this project. We are very proud of our PTA and the PARP for winning the state award for Picking a Reading Partner, as well as receiving local recognition year in and year out. We have also partnered up with local businesses for our PARP initiatives, which further establishes our relationships and stakeholders.

Also, we are placing our students in Response to Intervention groups focusing on specific skills and strategies that individual students need based on their immediate and long term needs. We have used multiple forms of data to properly place children in appropriate groups based on specific needs of individual children. The groups are also fluid dependent on growth of individual students. By having fluid groups, the instruction will continue to be individually based and focused.

Reader's workshop libraries in every classroom provides children with appropriate leveled text that are at the student's instructional and independent level. By adding substantially to the book room and in the classrooms our children and classroom teachers will have more titles and genres to choose from allowing instruction to take multiple avenues. Readers who experience only one kind of book may develop a narrow range of strategies for processing text. Instead, we want young readers to use their skills in a flexible way for many different purposes.

## **SCHOOL IMPROVEMENT PLAN Dodge Elementary 2019-2020**

3.) Dodge Elementary School has been implementing PBIS since 2009 and as a result, our school now has school wide rules and expectations for both children and adults. This year, we have designed a system of online data tracking to collect information on student infractions and behavioral needs. Through the use of this data, the PBIS Tier 2 team will be determining students in need of a reteach session of specifically identified skills. In addition, the curriculum extension teachers rotate the reteaching of particular skills through a mini-lesson. We will also be notifying parents through the use of the Dodge Spotlight of the skills being focused on in the curriculum extension areas.

### **IV. Meeting Dates**

September 11, 2019	2:30-3:30
October 14, 2019	2:30-3:30
December 9, 2019	2:30-3:30
April 6, 2020	2:30-3:30

### **V. Communications Plan**

- 1.) Meeting minutes will be shared with SDM members and the entire school staff via e-mail and posted via Dodge Elementary's webpage for community members and parents.
- 2.) Additional meetings will be added within the group depending on the needs of the team and the discussions that take place. For example, planning for the Dodge Dash and Dining with the Dodgers required the team to hold several meetings throughout the summer months. We were able to work with local businesses to help in the support of this event that brings the community together.
- 3.) Highlights/accomplishments will appear on the website to also keep parents up-to-date.
- 4.) If you have any item that affects the 2019-2020 School Improvement Plan, contact a committee member.

### **VI. Summary**

## **SCHOOL IMPROVEMENT PLAN Dodge Elementary 2019-2020**

### **Successes**

*The SDM team has had a tremendous amount of success in improving the climate and culture of Dodge Elementary School. The Dodge Dash and Dining with the Dodgers event was well attended by Dodge families and staff (over 500 attendees, as a way to celebrate the beginning of the school year, and all our hard work thus far. Additionally, our PARP/Title 1 night, which is a school wide night, focusing on reading, will have over 500 people in attendance as well. This positive and upbeat climate and culture has directly impacted student achievement through the following items:*

*Creating and establishing a building plan that focuses on student growth and achievement.*

*A building wide mission statement was created at the beginning of this year in addition to grade level mission's statements that had been created previously. "We ARE ALL IN."*

*In addition, one of the SDM team members led the fourth summer reading initiative that was overwhelmingly successful. Over 250 children participated and completed the summer reading program in which an amazing school wide celebration took place in the month of September.*

*Our Social Emotional Learning team that focuses on mindfulness, wellness and character development has put peace corners in every classroom, with pop up professional development occurring.*

*Communication across all grade levels that is consistent through every committee and grade level meeting.*

### **Challenges**

*To meet and update our Specific, Measurable, Attainable, Relevant and Timely goals as they are assessed and met. More importantly, our team is always looking to learn and grow.*

*Maintaining fidelity with all building wide assessments, specifically Reading Inventories and Diagnostic Reading Assessments.*

*To further implement our PBIS program within the school walls as well as outside of them.*

### **Concerns**

*To continue to gain insight and knowledge of teaching and supporting students that live in poverty as well as those with specific social, emotional, and academic needs.*

### **Data Gathering Process**

*Each team gathered data from a variety of sources including but not limited to:*

- 1.) NYS summative assessments*
- 2.) District benchmark and summative assessments*
- 3.) Common team-level pre-assessments and post-assessments, formative assessments and summative assessments*
- 4.) Trend data over time (over the calendar year and throughout previous years)*
- 5.) Observational and anecdotal data collected over time*

*Each team will report out periodically at team meetings, which will drive their next set of instructional decisions for groups and individual students.*

**SHARED DECISION MAKING TEAM ASSESSMENT**  
**Dodge Elementary 2019-2020**

*This assessment is intended as a tool to reflect on your team's functioning, progress, and/or successes. This tool is to be completed in June (of the preceding school year, for inclusion in the SDM plan completed in the fall). Rate each item as a strong (5) or a weak (1) area for your team. You may complete this assessment individually and then discuss your answers as a team.*

		5	4	3	2	1
1.	Our SDM Team has established a process insuring that our School Improvement Plan is focused on strengthening student achievement and character development/wellness.	X				
2.	Operational Principles guide our meetings.	X				
3.	Our team has agreed on procedures for holding efficient and effective meetings.	X				
4.	All SDM members have equal opportunities to share creative, innovative ideas.	X				
5.	Each member of our team takes responsibility for doing his/her fair share of work.	X				
6.	We communicate SDM plans and progress with all stakeholder groups.	X				
7.	We collaborate with the entire school community to meet our SDM goals/plans.	X				
8.	We celebrate and publicize our SDM success.	X				
9.	Our team is most proud of: The building wide consistency of the data team goals, which has created a laser like focus in the building on instruction and learning, as well as a strong sense of a team.					
10.	One way that we could improve: Is to make sure that the lines of communication are always open.					

**WILLIAMSVILLE SHARED DECISION MAKING  
SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN ROSTER  
Dodge Elementary 2019-2020**

<b>Stakeholder Group</b>	<b>Name</b>	<b>Dates of Term</b>	<b>Signature</b>
Charles Smilinich	Principal	Ongoing	
Heidie Buffomante	Assistant Principal	Ongoing	
Linda Naples	Support Staff	2019-2022	
Brandon Morrisey	Librarian	2019-2022	
Nicole Pavlovich	Teacher	2018-2021	
Jen Perna	Teacher	2018 - 2021	
Chris Pfund	Support Staff	2017-2020	
Ellen Schaab	Parent/Community Member	2018-2021	



**WILLIAMSVILLE SHARED DECISION MAKING  
SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN SMART GOALS  
Dodge Elementary 2019-2020**

**Art (K,01,02,03,04)**

**SMART Goal:** Fourth grade students will increase the number of strategies, to promote persistence, which they can employ to solve an art problem by May of 2020.

**Classroom Music (K,01,02,03,04)**

**SMART Goal:** By December 1st, we would like to see 75% of our 1st grade students reach a 3 or 4 on the pitch assessment.

**Elementary Library (K,01,02,03,04)**

**SMART Goal:** By the end of the school year (June 2020), at least 75% of first graders will be able to identify PebbleGo as an informational database and be able to use library computers to navigate to an article for research purposes.

**Instrumental Music (04)**

**SMART Goal:** The percentage of fourth grade instrumental students proficient and higher on a Sound Beginnings Assessment that includes playing posture, instrument assembly, hand position, embouchure/bow hold, and producing a quality tone will increase from 2% in September 2019 to 75% by the end of November 2019 as assessed in lessons.

**Speech-Language Pathologist (K,01,02,03,04,05,06,07,08,09,10,11,12)**

**SMART Goal:** Our priority learning need is to increase teachers' awareness of and comfort level with targeted concepts and strategies related to social/pragmatic skills at all levels of student learning (K-12). This will be measured by comparing results of our pre and post surveys given to our special education and general education teachers working in co-taught settings. Research shows that social pragmatic skills are necessary for successful educational performance, including college and career readiness. For these reasons, such skills are the focus of our Data Team for the 2019-2020 school year.

**Writing (01)**

**SMART Goal:** During our first assessment cycle of our first graders, we will see an increase in the writing achievement of students according to the Teachers College Checklist. Our post test will show an increase from a pretest percentage of 18%, to a post test score of 50%. We will specifically see this growth in the areas of structure, development, and language conventions.

**Writing (03)**

**SMART Goal:** By May 21, 80% of our third graders will score 3 or 4 on the unassisted writing task. 15% of our third graders will score at least a 2.