

KIRKWOOD SCHOOL IMPROVEMENT PLAN

SCHOOL: **W.W. Keysor Elementary School**

DATE: **2017-2018**

PRINCIPAL: **Dr. Troy S. Hogg**

CORRELATIONS/CONNECTIONS TO KIRKWOOD STRATEGIC PLAN (check all that apply)

Vision

Working together, we will ensure all students are prepared for success – now and in their future.

Our students will:

- ✓ Feel supported through positive relationships, with knowledge that others care about them, their interests, and their success
- ✓ Be happy, healthy, and have equitable opportunities to succeed
- ✓ Discover, wonder about, and solve complex problems, independently and with others
- ✓ Effectively use critical and creative thinking strategies; tinker/play with newly formed ideas to test their validity
- ✓ Collaborate with others, in person and digitally, and communicate with a range of audiences for a variety of reasons
- ✓ Actively question, explore, and apply thinking through rigorous learning, within and across disciplines and in authentic situations

Development of Future Ready Skills: Students in KSD...



Wellness, Joy, & Hope

- ✓ Are physically and mentally healthy, prepared to live a lifestyle of wellness
- ✓ Possess the confidence and adaptive skills to take risks, work hard, and be resilient in the face of challenges
- ✓ Use visual and performing arts to inspire thinking, communicate ideas, and better understand the world around them



Connection & Collaboration

- ✓ Build and maintain healthy relationships, demonstrating kindness, respect, character, and integrity
- ✓ Serve as empathetic learners and leaders, with the ability to understand others' needs and the potential impact of their actions on those around them
- ✓ Are skilled at working with others – in person and via technology – to collaborate around ideas, accomplish tasks, and advance new learning



Flexible Thinking

- ✓ Think critically and creatively about ideas to find and solve problems across a wide range of situations
- ✓ Leverage technology flexibly to access information, collaborate, make/create, and communicate ideas
- ✓ Capitalize on mistakes and failures to advance thinking, learning, and understanding
- ✓ Use design thinking and iteration to explore complex issues
- ✓ Manage cognitive load to effectively process new information



Disciplinary Literacy & Application

- ✓ Read, write, and question to actively understand and discern ideas, within and across disciplines
- ✓ Apply knowledge from multiple disciplines to new and unpredictable situations
- ✓ Actively make use of media literacy and digital citizenship skills



Global Citizenship

- ✓ Serve as global citizens, with an appreciation for diverse cultures/ideas and a commitment to inclusion and equity
- ✓ Engage in efforts to improve one's community – locally and globally – through service, advocacy, and civic responsibility
- ✓ Serve as stewards of our environment, with a sense of connectedness to and responsibility for our planet

Priority Objectives

Objective 1: Foster an inclusive, collaborative culture committed to innovative thinking and a shared ownership in student success

- ✓ We will actively promote the development of positive relationships, within and across the district, to ensure students and staff members feel supported and know others care about them, their interests, and their success.
- ✓ We will exhibit shared leadership that is courageous, collaborative, and transformative.

- ✓ We will regularly collaborate around data – at the classroom, school, and district level – to make student-centered decisions and promote shared ownership in the success of every student.
- ✓ We will actively encourage and support risk-taking, collaboration and reflection at all levels, embracing and protecting new ideas and ways of thinking
- ✓ We will commit time, energy, and resources to professional learning experiences for all staff, with regular opportunities for observation and professional dialogue about pedagogy, data, management, equity, and social- emotional-behavioral (SEB) supports.

Objective 2: Ensure equitable opportunities and success for all students, regardless of race, abilities, gender, or socioeconomics

- ✓ We will actively seek opportunities to learn from others.
- ✓ We will ensure that our systems, practices, and policies are equitable.
- ✓ We will ensure that all employees actively support educational equity for our students and their families.

Objective 3: Actively address the varied mental health and wellness needs of our students

- ✓ We will actively promote conditions that ensure every child feels a sense of belonging in our schools and in the community.

_____ We will establish a community-wide task force to study and address the social-emotional, behavioral, and mental health needs of children within the Kirkwood School District boundaries.

- ✓ We will ensure fluid access to and use of guidance, health, and character education curriculum, instruction, and assessment data.
- ✓ We will commit dedicated time, energy, and resources to build instructional capacity – at the school, team, and department level – to truly meet the diverse social/emotional/behavioral needs of learners.

Objective 4: Design rigorous student learning to meet the current and future needs of diverse learners

- ✓ We will make student thinking the priority of classroom experiences, emphasizing meaningful application over possession of knowledge.
- ✓ We will exhibit instructional leadership that is courageous, collaborative, and transformative.
- ✓ We will commit time, energy, and resources to comprehensive high quality professional learning experiences for all staff, consistent with standards for adult learning and with particular focus on educational equity, effective pedagogy, future-ready skills, and the use of technology to enhance learning.
- ✓ We will teach into an inclusive curriculum that represents and respects diverse cultures and promotes rigorous and relevant instruction for all.

Objective 5: Develop flexible systems and structures to advance personalization, student learning, and application of ideas

- ✓ We will leverage technology equitably to advance personalization of student and adult learning.
- ✓ We will collaborate to create flexible learning options and positive permission structures that encourage creative thinking and innovative practices.

_____ We will establish a district-wide Research & Development Team to study obstacles to personalization, alternative schooling structures, and benefits of varied pathways for student learning.

Objective 6: Aggressively engage families and the broader community, including those beyond KSD, in partnerships that support growth, innovative practices, and a shared responsibility in the success of students

- ✓ We will be intentional and persistent in two-way communication, with families and the broader community, about our students and our schools.
- ✓ We will establish and promote a range of opportunities for all families to engage with schools and network with each other, particularly families of color and those with children who are most at risk (i.e. poverty, special education, gifted).
- ✓ We will actively develop and foster partnerships with area districts, businesses, service organizations, universities, churches, and private/parochial schools in our community.

_____ We will actively advocate for public schools and interests that impact our students, teachers, families, and the Kirkwood School District community.

Objective 7: Provide student-centered learning spaces and facilities that reflect a commitment to flexibility, creativity, inclusion, and sustainability

- ✓ We will provide flexible learning spaces that amplify learning and support the varied needs of students.
- ✓ We will utilize outdoor spaces to enhance the academic, physical, and social-emotional success of students.
- ✓ We will maintain high quality facilities, making improvements in accordance with master plans, sustainability opportunities, and school/community needs.

Objective 8: Secure financial stability for the district and broad-based trust within our community

_____ We will exhibit financial leadership that is courageous, collaborative, and transformative.

_____ We will actively seek opportunities to enhance efficiencies without compromising services to students and our community.

_____ We will actively engage the community in transparent communication about finances.

School Mission & Vision:

Vision: **Community, Character, Achievement and Impact**

Mission Statement: **The Keysor community works together to support all learners on their journeys as empathetic, creative and critical thinkers who actively impact our world.**

Value Statements: ***At Keysor Elementary, we VALUE:***

Community by...

- Building relationships between students, staff, and families
- Honoring diversity, individuality and uniqueness
- Collaborating with peers, adults, and the community
- Creating a safe environment where we take risks and celebrate achievements
- Fostering communication with families and all stakeholders

Character by...

- Building traits such as empathy, compassion, kindness and respect
- Teaching and modeling flexibility, mindfulness, resilience, perseverance, risk-taking and self-reflection
- Providing time to let kids be kids, play, and engage in the joy of school and learning

Achievement by...

- Building problem solvers who think creatively and critically
- Giving students immediate feedback to help them reflect and take action
- Using assessments, data and goal setting to design and drive differentiated instruction
- Honoring individual growth and development: emotional, academic, health and well-being
- Providing time for adults to collaborate and further their understanding of best practices

Impact by...

- Giving students real-world exposure and opportunities
- Involving students in caring for our school and having leadership roles
- Empowering students to know their impact on the environment and others

School Improvement Objective #1 – Community & Character (Safety of all students)



Measurable Statement: **By the end of the 2018-2019 school year, student survey results will grow 10% from the previous year or show at least 90% of students agreeing or strongly agreeing with the statement that they “feel safe at school.” Specifically, at least 90% of students will report that Keysor is a community where they feel physically and emotionally safe.**

Correlated to District Objective(s):

Objective 1: Foster an inclusive, collaborative culture committed to innovative thinking and a shared ownership in student success

Objective 2: Ensure equitable opportunities and success for all students, regardless of race, abilities, gender, or socioeconomics

Objective 3: Actively address the varied mental health and wellness needs of our students

Objective 7: Provide student-centered learning spaces and facilities that reflect a commitment to flexibility, creativity, inclusion, and sustainability

Baseline Information

<p>Data Sources Used</p> <p>Community & Character (Student) Climate Survey *Specifically agreement with the statement “I feel safe when I’m at school.”</p> <p>2017 Survey Strongly Agree (50.5%) Agree (31.3%) Disagree (12.9%) Strongly Disagree (5.2%)</p> <p>2014 Survey Strongly Agree (46.1%) Agree (47.5%) Disagree (5.9%) Strongly Disagree (0.5%)</p> <p>2011 Survey Strongly Agree (54.1%) Agree (42.3%) Disagree (2.6%) Strongly Disagree (1.0%)</p>	<p>Data Findings</p> <p>In spring of the 2016-2017 school year, a total of 81.8% of students surveyed, agreed or strongly agreed with the statement “I feel safe when I’m at school.” While on the surface this may appear to be a good thing, when compared to 2014 (93.6%) and 2011 (96.4%), there has been a significant decline in the percentage of students who feel safe when they are at school.</p>
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Evaluation

<p>Data Sources to be Used</p> <p>Climate Survey Data Discipline Referral Data ISS/OSS Data PAWfect Class Award Recognition Data Student of the Week Data</p>	<p>Expected Student Outcomes</p> <ul style="list-style-type: none"> - At least 90% of students will agree or strongly agree that they “feel safe when at Keysor.” - At least 90% of students will have 0-1 referral during the 2017-2018 school year
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Planned Activities	Person(s) Responsible	Starting Date	Due Date
Implement the Second Step character education program at the Tier 1 classroom level.	All Classroom Teachers	Aug 2017	Ongoing
Continue PAWfect Classroom award celebrations (include additional recognition with silver and gold ribbons at levels 10 and 50, respectively).	All faculty and staff	August 2017	Ongoing
Continue use of Pride Paws process for conflict resolution on the playground.	All recess supervisors	August 2017	Ongoing
Increase the celebrations, kindness notes, etc. to recognize positive behavior	Vanessa Lang and all faculty and staff	August 2017	Ongoing

School Improvement Objective #2 – Achievement (Reading and Mathematics Achievement for all students)



Measurable Statement:

- 1. By the end of the 2018-2019 school year, at least 80% of Keysor students in grades K-5 will score at or above grade level as measured by the district's spring benchmark assessment, aReading.**
- 2. By the end of the 2018-2019 school year, at least 80% of Keysor students in grades K-5 will score at or above grade level as measured by the district's spring benchmark assessment, aMath.**

Correlated to District Objective(s):

Objective 2: Ensure equitable opportunities and success for all students, regardless of race, abilities, gender, or socioeconomics

Objective 4: Design rigorous student learning to meet the current and future needs of diverse learners

Objective 5: Develop flexible systems and structures to advance personalization, student learning, and application of ideas

Objective 6: Aggressively engage families and the broader community, including those beyond KSD, in partnerships that support growth, innovative practices, and a shared responsibility in the success of students

Objective 7: Provide student-centered learning spaces and facilities that reflect a commitment to flexibility, creativity, inclusion, and sustainability

Baseline READING Information

Reading Data Sources Used	Reading Data Findings
2016-2017 aReading Benchmark Assessment Late Fall: 76.63% at or above grade level Winter: 66.54% at or above grade level Spring: 66.99% at or above grade level 2017-2018 aReading Benchmark Assessment Late Fall: 81.95% at or above grade level	In 2016-2017, the late fall benchmark showed 76.63% of our students in grades K-5 being at or above grade level. By the spring benchmark, the percentage of students performing at or above grade level on the same benchmark had dropped 9.64% to 66.99%. During this school year, the percentage of our students performing at or above benchmark on the same late fall assessment was 81.95%. This is good news in that we are performing 5.32% better than the previous year. However, we want to avoid a similar loss as last year and maintain a level of at least 80% of our students being at or above grade level.

READING Evaluation

Reading Data Sources to be Used	Expected Student Reading Outcomes
Fast aReading Benchmark Missouri Assessment Program (MAP)	<ul style="list-style-type: none"> - At least 80% of students in grades K-5 will score at or above grade level on the spring benchmark assessment, aReading. - At least 80% of students in grades 3-5 will score proficient or advanced on the 2017 MAP test in the area of ELA.

Planned READING Activities

Planned READING Activities	Person(s) Responsible	Starting Date	Due Date
Continue to implement the Lucy Calkins Reading Units of Study and increase the fidelity of implementation	All certified staff	August 2017	Ongoing
Continue student reading recognition programs (Mark Twain reading program, Pizza Hut – Book it!, Six Flags – Read to Succeed!, St. Louis Blues – Blues Bookworms, etc.) to encourage more reading.	Classroom Teachers & Librarian	August 2017	Ongoing
Increase number of text (ebooks as well as hard copy books) to which students have access in the classroom	Administration and Classroom Teachers	August 2017	Ongoing
Increase the number of diverse texts (texts have characters from a variety of ethnic backgrounds, gender, etc.)	Administration and Classroom Teachers	August 2017	Ongoing
Work with the STEAM Team to create a Novel Engineering Night event for families	STEAM/ELASS Teams	TBD	TBD

Baseline MATHEMATICS Information

Mathematics Data Sources Used	Mathematics Data Findings
2016-2017 aMath Benchmark Assessment Late Fall: 80.72% at or above grade level Winter: 68.55% at or above grade level Spring: 64.31% at or above grade level	In 2016-2017, the late fall benchmark showed 80.72% of our students in grades K-5 being at or above grade level. By the spring benchmark, the percentage of students performing at or above grade level on the same benchmark had dropped 16.4% to 64.31%
2017-2018 aMath Benchmark Assessment Late Fall: 81.9% at or above grade level	During this school year, the percentage of our students performing at or above benchmark on the same late fall assessment was 81.9%. This is good news in that we are performing 1.18% better than the previous year. However, we want to avoid a similar loss as last year and maintain a level of at least 80% of our students being at or above grade level.

MATHEMATICS Evaluation

Mathematics Data Sources to be Used	Expected Student Mathematics Outcomes
Fast aMath Benchmark Assessment Missouri Assessment Program (MAP)	<ul style="list-style-type: none"> - At least 80% of students in grades K-5 will score at or above grade level on the spring benchmark assessment, aMath. - At least 80% of students in grades 3-5 will score proficient or advanced on the 2017 MAP test in the area of Mathematics.

Planned MATHEMATICS Activities	Person(s) Responsible	Starting Date	Due Date
Implement with fidelity the new Math Exemplars resource provided by the district	Classroom teachers	August 2017	Ongoing
Work with the ELASS Team to create a Novel Engineering Night event for families	STEAM/ELASS Teams	TBD	TBD
Continue to provide online resources (Dreambox, IXL, Xtra Math etc.) for students to use with iPad technology	Classroom Teachers & Administration	August 2017	Ongoing
Provide enrichment and extracurricular opportunities (Equations Club, Math Labs, Math Acceleration, etc.) for students to do math	All certified staff	August 2017	Ongoing

School Improvement Objective #3 – Achievement (Achievement Gap between white and African American students)



Measureable Statement:

- 1. By the end of the 2018-2019 school year, at least 80% of Keysor African American students in grades K-5 will score at or above grade level as measured by the district's spring benchmark assessment, aReading.**
- 2. By the end of the 2018-2019 school year, at least 80% of Keysor African American students in grades K-5 will score at or above grade level as measured by the district's spring benchmark assessment, aMath.**

Correlated to District Objective(s):

Objective 2: Ensure equitable opportunities and success for all students, regardless of race, abilities, gender, or socioeconomics

Objective 4: Design rigorous student learning to meet the current and future needs of diverse learners

Objective 5: Develop flexible systems and structures to advance personalization, student learning, and application of ideas

Objective 6: Aggressively engage families and the broader community, including those beyond KSD, in partnerships that support growth, innovative practices, and a shared responsibility in the success of students

Objective 7: Provide student-centered learning spaces and facilities that reflect a commitment to flexibility, creativity, inclusion, and sustainability

Baseline READING Information

Reading Data Sources Used	Reading Data Findings												
aReading African American Students (at or above grade level) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2017-2018</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Late Fall</td> <td>62.5%</td> <td>56%</td> </tr> <tr> <td>Winter</td> <td></td> <td>36%</td> </tr> <tr> <td>Spring</td> <td></td> <td>39.13%</td> </tr> </tbody> </table>		2017-2018	2016-2017	Late Fall	62.5%	56%	Winter		36%	Spring		39.13%	In 2016-2017, the late fall benchmark showed 56% of our African American students in grades K-5 being at or above grade level. By the spring benchmark, the percentage of students performing at or above grade level on the same benchmark had dropped 16.87% to 39.13% During this school year, the percentage of our students performing at or above benchmark on the same late fall assessment was 62.5%. This is good news in that we are performing 6.5% better than the previous year. However, we want to avoid a similar loss as last year
	2017-2018	2016-2017											
Late Fall	62.5%	56%											
Winter		36%											
Spring		39.13%											

Two or More Races (at or above grade level)			and increase to a level of at least 80% of our students being at or above grade level.
	2017-2018	2016-2017	
Late Fall	85.79%	83.33%	
Winter		76.67%	
Spring		67.74%	We have included the percentage of students who identify as two or more races, and we intend to tease out those students who identify with at least one race as being African American.

READING Evaluation

Reading Data Sources to be Used	Expected Student Reading Outcomes
Fast aReading Benchmark Missouri Assessment Program (MAP)	<ul style="list-style-type: none"> - At least 80% of African American students in grades K-5 will score at or above grade level on the spring benchmark assessment, aReading. - At least 80% of African American students in grades 3-5 will score proficient or advanced on the 2017 MAP test in the area of ELA.

Planned READING Activities

	Person(s) Responsible	Starting Date	Due Date
Create a building level Equity Team to meet regularly and address the academic and opportunity gaps at Keysor Elementary	Administration and Equity Team members	November 2017	Ongoing
Participate in a book study around Cultural and Linguistically Responsive Teaching by Sharroky Hollie.	Equity Team members	TBD	TBD
Identify all African American students at Keysor and continually monitor their academic progress	Equity Team members & Classroom Teachers	December 2017	Ongoing
Implement a culturally sensitive book fair using the Eye See Me bookstore.	Leadership and Equity Teams	TBD	TBD
Increase the number of diverse texts (texts have characters from a variety of ethnic backgrounds, gender, etc.)	Administration & Classroom Teachers	TBD	TBD

Baseline MATHEMATICS Information

Mathematics Data Sources Used	Mathematics Data Findings		
aMath African American Students (at or above grade level)			
	2017-2018	2016-2017	
Late Fall	33.3%	68%	
Winter		28%	
Spring		30.43%	
Two or More Races (at or above grade level)			
	2017-2018	2016-2017	
Late Fall	85.78%	89.66%	
Winter		80%	
Spring		74.19%	
			<p>In 2016-2017, the late fall benchmark showed 68% of our African American students in grades K-5 being at or above grade level. By the spring benchmark, the percentage of students performing at or above grade level on the same benchmark had dropped 37.57% to 30.43%.</p> <p>During this school year, the percentage of our students performing at or above benchmark on the same late fall assessment was 33.3% This is significantly lower than the previous year and we have much work to do if we want to increase to a level of at least 80% of our African American students being at or above grade level.</p> <p>We have included the percentage of students who identify as two or more races, and we intend to tease out those students who identify with at least one race as being African American.</p>

MATHEMATICS Evaluation

<p>Mathematics Data Sources to be Used</p> <p>Fast aMath Benchmark Assessment Missouri Assessment Program (MAP)</p>	<p>Expected Student Mathematics Outcomes</p> <ul style="list-style-type: none"> - At least 80% of African American students in grades K-5 will score at or above grade level on the spring benchmark assessment, aMath. - At least 80% of African American students in grades 3-5 will score proficient or advanced on the 2017 MAP test in the area of Mathematics.
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Planned MATHEMATICS Activities

Planned MATHEMATICS Activities	Person(s) Responsible	Starting Date	Due Date
Create a building level Equity Team to meet regularly and address the academic and opportunity gaps at Keysor Elementary	Administration and Equity Team members	November 2017	Ongoing
Participate in a book study around Cultural and Linguistically Responsive Teaching by Sharroky Hollie.	Equity Team members	TBD	TBD
Identify all African American students at Keysor and continually monitor their academic progress	Equity Team members & Classroom Teachers	December 2017	Ongoing

School Improvement Objective #4 – Impact (Sustainability and Environmental Education)



Measureable Statement: **By the end of the 2018-2019 school year, Keysor students and staff will demonstrate an increased level of understanding in sustainable education practices across the school day by 20% from the baseline data of a building created survey.**

Correlated to District Objective(s):

Objective 1: Foster an inclusive, collaborative culture committed to innovative thinking and a shared ownership in student success

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Objective 7: Provide student-centered learning spaces and facilities that reflect a commitment to flexibility, creativity, inclusion, and sustainability

Baseline Information

<p>Data Sources Used</p> <p>Building created survey about sustainable practices 1st Quarter results of PBR Initial Energy Star Portfolio results</p>	<p>Data Findings</p> <p>The large amount of Plastic Bags being recycled (17 lbs.) during lunch signal a need for greater education about the best sustainable practices.</p>
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Evaluation

<p>Data Sources to be Used</p> <p>Data collection (amount of plastic bags being wasted) Energy Star Portfolio Manager results Green Schools Quest Green Ribbon Schools Application</p>	<p>Expected Student Outcomes</p> <ul style="list-style-type: none"> - Decrease the amount of plastic bags being wasted and increase the use of reusable containers in lunches being brought from home - Increase in EUI score comparatively to one year ago using the Energy Star Portfolio data
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Planned Activities

	Person(s) Responsible	Starting Date	Due Date
Continue building Impact (Green) Team – including all grade levels, specialists and administration	Jansen, Perkins, Chastain and Pursley	Spring 2017	Ongoing
Provide more professional development opportunities surrounding resources for instruction and through implementation of sustainability in education platforms	Jansen, Wellman, Chastain and Bartin	Ongoing	Ongoing
Develop and further enhance community partnerships to extend upon current practices	Jansen	August 2017	Ongoing
Continue to provide before and after school events throughout the school year to facilitate engagement by our larger Keysor community	Green Team, Project IDEA Committee, Administration	Ongoing	Ongoing
Participate and develop data keeping systems to monitor sustainable practices throughout campus in energy, water and waste creation	Jansen	Ongoing	Ongoing
Review, enhance and educate Keysor community regarding spaces in Project IDEA	Project IDEA Committee, Lang and Pursley	Ongoing	Ongoing
Continue to look for ways to eliminate waste at Keysor (ie, reusable cups, eliminate straws and plastic utensils, etc.)	Green Team & all faculty and staff	Ongoing	Ongoing