

SCHOOL IMPROVEMENT PLAN
2018-2019
DEER ISLAND COMMUNITY SCHOOL



*Our **Mission** is that we will work collaboratively to ensure every child in our care becomes a lifelong learner prepared for academic and social success.*

*Our **Vision** is "A dream for the future, the skills and experiences to get there."*

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Target/Goal: *Through our established “Bracelet Reward Program”, 100% of DICS staff will be delivering Monday morning mini lessons based on specific themes to reinforce the pillars of “Safety, Respect, and Responsibility.”*

SPECIFIC STRATEGIES	MEASURABLE RESULT / EVIDENCE	TIMELINE
<ul style="list-style-type: none"> ✓ <i>Continue our “Bracelet Reward Program” with a monthly celebration recognizing those students who demonstrate safety, respect and responsibility on a daily basis.</i> ✓ <i>Meet with teachers to outline the lessons and brainstorm ideas for themes for the remainder of the year.</i> ✓ <i>As a staff, brainstorm areas of concern around behavior and target those areas by making them the weekly bracelet themes.</i> ✓ <i>‘High Tide’ Awards – recognizing students for going above and beyond behaviorally and/or academically as nominated by a staff member.</i> ✓ <i>Review the Leadership Awards rubric with the middle level students.</i> 	<p><i>Review office referrals for behavior. Data tracking of the Bracelet Program (how many students have all 3 bracelets at month end?) Input from teachers and students.</i></p>	<p><i>Program and data reviewed on a monthly basis at staff meeting.</i></p>

Target/Goal: *By June 2019, 70% of DICS students will have missed less than 10 days.*

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE
<ul style="list-style-type: none"> ✓ <i>Review existing Attendance Policy with both students and parents via assembly, agendas, newsletter, and School Messenger and website.</i> ✓ <i>Have attendance as part of our “Responsibility” Pillar and recognize students’ good attendance through the PBIS model we have adopted. (Monthly recognition – random monthly draws for movies/sub). Promote half days over full days.</i> ✓ <i>Call-home system in place to track student absenteeism. (teachers responsibility after 5 days missed) Mary Anne will print a monthly report.</i> ✓ <i>Parent Education – Give PD dates so to promote strategic planning and booking for appointments.</i> ✓ <i>Administration and staff will review data to identify occurrences (prolonged sickness, family trips)</i> 	<p><i>Monthly comparison of attendance data from previous year.</i></p> <p><i>Compare, in June 2019, the current year’s attendance data with the previous year.</i></p>	<p><i>End of each month.</i></p> <p><i>June 2019</i></p>

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Target/Goal: 90% of K-5 students will either be at grade level or move up 2 guided reading levels as measured by running records by June 2019. Also by June 2019, 100% of grade 6/7/8 students will be reading at grade level or have moved up 1 level based on the Fontas and Pinnell Assessments administered in October, February and May.

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE
<ul style="list-style-type: none"> ✓ Grade K-8 literacy groups based on the "Café" model utilizing literacy teachers, EA, and Resource teacher with timely interventions for struggling students. ✓ Monthly literacy team meetings. ✓ Implementation of the 'Daily 5' with all grade levels as well as using a Balanced Literacy approach. ✓ Implementation of data notebooks and data walls to track student progress. ✓ Grade 6/7/8 Fontas and Pinnell assessment administered in Oct, Feb, May. ✓ Purchasing of new guided reading materials ✓ Use of a grade-specific 'Dashboard' developed by literacy lead ✓ BLNA ✓ Formative assessment. ✓ Coaching/team planning. 	<p>Running records administered prior to each reporting period.</p> <p>Year-end running records to determine if goal is met.</p>	<p>Tri-Monthly</p> <p>June 2019</p>

Target/Goal: 100% of K-8 students and staff will be fully immersed in the school-wide "Zones of Regulation" program by April 2019.

SPECIFIC STRATEGIES	MEASURABLE RESULT / EVIDENCE	TIMELINE
<ul style="list-style-type: none"> ✓ Individual classroom presentations completed by guidance counselor Tammy Surette by March 2019. ✓ Individual classroom conversations around common terminology and language. ✓ Through an SEL grant classroom resources will be purchased and displayed throughout the school. ✓ Tammy Surette will do a follow-up in June of 2019. 		<p>March 2019</p> <p>January 2019</p> <p>February 2019</p> <p>June 2019</p>

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Target/Goal: *Through bi-weekly math fact strategies assessments 80% of students grades K-8 know their corresponding math facts with 90% accuracy by June 2019. (Individual grade level goals based on data collection seen below)*

SPECIFIC STRATEGIES	MEASURABLE RESULT/EVIDENCE	TIMELINE
<ul style="list-style-type: none"> ✓ <i>Students will be assessed on a bi-weekly basis for math facts only.</i> ✓ <i>Flash card games/activities to promote the importance of math facts.</i> ✓ <i>Timely interventions for struggling students including the use of multiplication/addition tables.</i> ✓ <i>Students will self-assess. Results will be displayed in their data notebooks to show progress and room for growth.</i> ✓ <i>Continue communication with parents regarding the importance of math facts practice at home via flash cards and practice tests.</i> ✓ <i>Formative assessment.</i> ✓ <i>Team coaching/planning.</i> 	<p><i>Tracking of assessment results through students graphing on a monthly basis.</i></p>	<p><i>June 2019</i></p>

Math goal for grade 2/3

Grade 2

80% of students will understand and utilize math strategies and addition and subtraction of numbers up to 18. Plus use these strategies to calculate 1 and 2 digit addition with sums to 100, in a problem solving context. (Corresponding Subtraction).

Grade 3

80% of students will understand and utilize math strategies for addition and subtraction of numbers up to 100, as well as multiplication up to 5 x 5. Plus use these strategies to calculate 2 and 3 digit addition with sums to 1000, in a problem solving context. (Corresponding Subtraction.)