Baker-Butler Elementary School
Strategic Improvement Plan

<table>
<thead>
<tr>
<th>Period Covered</th>
<th>9/2015 - 9/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Submission</td>
<td>9/11/2015</td>
</tr>
<tr>
<td>Updated</td>
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**TIMELINE—PLANS/UPDATES SHOULD BE SENT TO improvementplanning@k12albemarle.org BY THE SUBMISSION DATE LISTED BELOW**

<table>
<thead>
<tr>
<th>INITIAL PLAN</th>
<th>SEPTEMBER 11</th>
</tr>
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<tbody>
<tr>
<td>Q1 UPDATE</td>
<td>NOVEMBER 6</td>
</tr>
<tr>
<td>Q2 UPDATE</td>
<td>JANUARY 29</td>
</tr>
<tr>
<td>Q3 UPDATE</td>
<td>APRIL 15</td>
</tr>
<tr>
<td>Q4 UPDATE</td>
<td>JUNE 17</td>
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School Mission Statement

**Strategic Improvement Team**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Steve Saunders</td>
</tr>
<tr>
<td>Assistant Principal Representative</td>
<td>Wendy Eckerle</td>
</tr>
<tr>
<td>Instructional Representative</td>
<td>All team leaders</td>
</tr>
<tr>
<td>Instructional Support Representative</td>
<td></td>
</tr>
<tr>
<td>Teacher Assistant Representative</td>
<td></td>
</tr>
<tr>
<td>Parent Representative</td>
<td>Heather Franklin</td>
</tr>
<tr>
<td>Community Representative</td>
<td></td>
</tr>
<tr>
<td>Student Representative</td>
<td></td>
</tr>
</tbody>
</table>

*Add to list as needed. Each group may have more than one representative.*
GOAL 1: ACADEMIC FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?

1.1 PLAN – Identify Focus Areas
SMART Goal: By June, 2016 all students will meet or exceed AMO benchmarks in math.

GAP Evidence:
BBES made AMO but used safe harbor in FRL (AMO benchmark 63%, BBES 61.7%) and Gap Group 1 (AMO benchmark 63%, BBES 59%) in math.

1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?
1. Common pacing, planning, and instruction in math K-5th grade
2. Teachers will analyze common balanced math assessments each quarter for reteaching.
3. Teachers will use achievement grouping in math in grades 3-5
4. Identified students will receive targeted interventions in math through SBIT process.
5. Teachers will use monthly watch lists with AMO categories to monitor at-risk students.
6. Teachers will use consistent math vocabulary across the grades.

1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?
1. Students will meet or exceed all quarterly math common assessments. If students do not meet quarterly benchmarks then they will receive remediation and reteaching.
2. Achievement data on math assessments will be reported quarterly by AMO groups.
3. Students in grades 3-5 will take a released SOL in the spring.

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1.
Q2. The data are available at this link
https://docs.google.com/a/k12albemarle.org/spreadsheets/d/158GODZueZoHY1TThFGXP05-bK1p2xUruxwrQT3le6qU/edit?usp=sharing
Q3.
Q4.
1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Description</th>
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<tbody>
<tr>
<td>Q1</td>
<td>Teams met in PLCs to discuss trends in the data.</td>
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<tr>
<td>Q2</td>
<td>We shifted as a school to collect data at the individual student level in AMO groups.</td>
</tr>
<tr>
<td>Q3</td>
<td>We analyzed AMO data for trends.</td>
</tr>
<tr>
<td>Q4</td>
<td>We will analyze the data this summer for trends as a school.</td>
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**GOAL 2: CLIMATE FOCUS**

**ACPS BOARD GOAL:** All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

**Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?**

**1.1 PLAN – Identify Focus Areas**

**SMART Goal:** Baker-Butler students will treat themselves and others with respect as demonstrated by the Spring 2016 Climate survey as well as discipline referrals.

**GAP Evidence:**
In 2014-2015 BBES students reported that student were teased by how they look (30% response) and 30% reported that they had seen someone bullied. In addition there were 130 discipline referrals as a school.

**1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?**

1. Teachers will implement Responsive Classroom principles and practices school-wide
2. Teachers will notify administrators and school counselors when they observe or discover bullying behaviors so that a plan can be implement to support the students
3. Teachers will receive monthly professional development on Responsive Classroom

**1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?**

1. Administrators will analyze office referrals quarterly and will work with teachers and parents to support students.

<table>
<thead>
<tr>
<th></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>14</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1st</td>
<td>5</td>
<td>3</td>
<td>14</td>
<td>11</td>
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2. BBES will implement the Spring 2016 Climate Survey
3. BBES would like to pilot a Fall 2015 Climate survey for a pre-post test measurement.
4. BBES would like to pilot a K-2 version of a climate survey so we can gauge K-5 perspective.

1.4 STUDY—Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. Each quarter we met with team leaders to discuss our data and to generate new ideas.
Q2. We held weekly meetings for several students with repeated referrals.
Q3. We worked with Region 10 and SPED for the ESS students involved in these data.
Q4. We are discussing these data this summer in our summer leadership retreat.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

Q1. We identified several students who received repeated referrals and began SBItS.
Q2. We worked with SPED and Region 10 for 2 of these students receiving most of the referrals.
Q3. We worked closely with Region 10 for the 3 ESS students generating most of these referrals.
Q4. We worked closely with the families and SPED for the majority of these referrals.

GOAL 3: PROFESSIONAL DEVELOPMENT FOCUS

ACPS BOARD GOAL: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Connection to Board Goal—How does this goal move us closer to achieving our primary board goal?

1.1 PLAN – Identify Focus Areas

SMART Goal: By June, 2016, all BBES teachers will select monthly professional development sessions on the topics of students, technology, assessments, Responsive Classroom, and digital learning.

GAP Evidence:
Less than 40% of the BBES teachers have been trained in Responsive Classroom. Third, fourth, and fifth grade teachers are also expanding their knowledge of digital learning through the 1:1 initiatives.
1.2 DO – Strategies—What actions will you take to help you meet your stated goal? Why do you think these strategies will be effective in helping to meet your goal (i.e. best practice research, etc.)?

1. Teachers will communicate professional development ideas and needs to administration
2. Administration will coordinate and schedule monthly STAR sessions for teachers
3. Teachers will select STAR sessions based on their professional development goals and needs
4. 3rd-5th grade teachers will attend monthly training on the 1:1 initiative with a member of the ACPS EdTech team

1.3 STUDY – Data Collection—What measures will you use to show progress toward your goal? When/how often will you use them?

1. Administration will track monthly STAR session topics for teacher participation.
2. Administration will also survey teachers quarterly for STAR topics & digital learning
3. Teachers will implement PD topics into their work with students.

1.4 STUDY — Results and Analysis—At the end of each quarter, what results have you seen from your data collection and what have you learned from your data? How has your staff been involved in the analysis process?

Q1. The data are available at this link on the STAR tab: https://docs.google.com/a/k12albemarle.org/spreadsheets/d/158GODZueZoHY1ThFGX0Sp-bK1p2xUrzwqQ3le6qU/edit?usp=sharing
Q2. Team leaders analyzed data at the team level.
Q3. We analyzed these data during the midyear review.
Q4. We are planning to analyze the data during the summer leaders’ retreat.

1.5 ACT – Make Adjustments—Based on your quarterly data analysis, what adjustments will you make to your strategies and/or data collection plans?

Q1 We added new STAR sessions based on teachers’ feedback and our goals.
Q2 Based on our SIP goals, we added and adjusted the STAR session offerings.
Q3 We analyzed these during the midyear review and are shifting during our faculty meetings.
Q4 We are discussing these at our summer leaders’ retreat.