



## Study Session of the Board of Directors

Pioneer Middle School Library 1750 Bob's Hollow Lane DuPont, WA

10/12/2016 06:00 PM

### 1. CALL TO ORDER

(Action)

- a. Pledge of Allegiance
- b. Roll Call
- c. Approval of Agenda

### 2. TOPIC FOR BOARD DISCUSSION

#### a. General Information and Overview

(Information)

[SIP Information and Overview.pdf \(p. 2\)](#)

#### b. Steilacoom High School

(Information)

[2 SHS SIP FALL FINAL 16-17.pdf \(p. 5\)](#)

#### c. Pioneer Middle School

(Information)

[3 PIO SIP FALL FINAL 2016-17 z.pdf \(p. 8\)](#)

#### d. Saltar's Point Elementary School

(Information)

[4 SP SIP FALL FINAL 2016-17 z.pdf \(p. 13\)](#)

#### e. Chloe Clark Elementary School

(Information)

[5 CC SIP FALL FINAL 2016-17 z.pdf \(p. 18\)](#)

#### f. Cherrydale Primary School

(Information)

[6 CD SIP FALL FINAL 2016-17 z.pdf \(p. 21\)](#)

#### g. Anderson Island Elementary School

(Information)

[7 AI SIP FALL FINAL 2016-17 z.pdf \(p. 25\)](#)

### 3. ADJOURNMENT

(Action)

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

## BOARD OF DIRECTORS

Board Meeting Date: 10/12/2016

### **Strategic Focus Area**

- ☒ Teaching and Learning
- ☐ Safety, Service and Support
- ☐ Family & Community Involvement
- ☐ Resource Management

### **BACKGROUND INFORMATION**

#### **School Improvement Plans (SIP)**

The attached school improvement plans provide an overview by school. English Language Arts, mathematics and communication are addressed by student learning goals and action steps.




i-Ready Diagnostic Assessment is being used K-8 for benchmarks at the beginning of the school year, mid-year and end-of-year. In addition, schools will be able to progress monitor students on a regular basis.

i-Ready's high correlation to state assessments will give K-8 staff specific data to drive teaching and learning. School improvement plans are working documents that are adjusted as new data is collected. Action steps are broken down even further by grade level/content teams to address student growth at the classroom level.

The SIP Key below relates to i-Ready charts only.

The attached class profile report for reading is an example of one of the reports teachers and administrators can access to inform the SIP.

#### **Graphs for i-Ready Diagnostic Assessments**

-  Tier 3: At risk > one grade level below
-  Tier 2: one grade level below
-  Tier 1: on or above grade level

### **RECOMMENDED ACTION:**

Informational only.

#### **Report prepared by:**

Paul Harvey, Executive Director of Teaching and Learning; Nancy McClure, Executive Director of Assessment and Intervention; Mike Miller, Principal, SHS; JoAnne Fernandes, Principal, PMS; Alex Clauson, Principal, Saltar's Point; Susan Greer, Principal, Anderson Island; Ryan Douglas, Principal, Cherrydale; Gary Yoho, Principal, Chloe Clark

**What this report tells you:** This report tells you what instructional needs your class has in Reading, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students. The Reading version of this report is identical to the Math version except it contains scale scores and placement levels for reading domains.

**Intended use(s):** For Planning Instruction

**When to use it:** When first planning instruction after an administration of the Diagnostic Assessment



Click the "Print/Save" button to print or save a PDF version of any report.

**1 Average Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment.

**2 Student Placement Distribution:** How many of each of your students are below, on, or above level.

**3 Overall Scale Score:** Scale score on the selected Diagnostic Assessment for all Reading domains.

**4 Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment.

**5 Overall Placement Key:** Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.

**6 Placement by Domain:** Grade-level student was placed at for each subject domain.

**7** Use the ↕ symbol to sort scores by overall or domain placement level.

**8 Test Duration Alert:** You may see a symbol like this ⚠ when reviewing a student's performance on the most recent test. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.

### TIPS

- Use the Student Profile Report if you'd like to get a closer look at an individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.



## SHSD GLOSSARY OF EDUCATIONAL ACRONYMS

TERM	DEFINITION AND CONTEXT
ACE	Academic Collaboration Enhancement. Release time provided to staff every Wednesday for the purpose of collaboration and learning improvement work.
CBA	Classroom-Based Assessments. One of two types: (a) Teacher-designed assessments for given content, or (b) state-required examinations in specific content: social studies, the arts, physical education, and educational technology.
CCSS	Common Core State Standards. Adopted by forty-two states as the standards for reading and math. These are the standards for Washington State in those areas.
CEE	Center for Educational Effectiveness. This is a survey we have issued to the Steilacoom community including teachers and parents that measures our school district along nine characteristics of high-performing schools.
ELL	English Language Learners: Non-native speakers of English. Identified by the WELPA test. Students who qualify get additional English instruction by ELL staff.
EOC	End of Course examinations. Given to students in high school courses, they measure whether students master content in math and science. Tied to graduation requirement with SBA and other measures. Expected to be phased out with SBA and NGSS implementation.
Free and Reduced Lunch (F/R)	An indicator of poverty in the district. Students who qualify for F/R lunch get reduced or free meals at school. Funding is also allocated based on this figure in programs such as Title I. It is also a sub-population which state and federal bodies review for progress.
i-Ready	The assessment tool introduced in 2016-2017 used by all K-8 teachers for the purpose of monitoring progress in reading and math and predicting success on the state assessments.
IXL	An online program for math practice for students subscribed by the district.
PL	Professional Learning. Events at school and outside of school for educators to learn as adults with the intent of improving teaching and learning in schools.
PLC	Professional Learning Community: Any collection of educators who gather for the purpose of learning together in service of improving teaching and learning. Usually assembled by grade level or content, but can be across grades and subjects.
RTI	Response to Intervention. The multi-tiered plan to help students with learning and behavior based on level of need.
SBA	Smarter Balanced Assessment. A battery of tests given to students grades 3-11. Successful mastery is required for graduation. Results by grade level indicated how many students meet state standards in ELA and math.
SBGPP	Standards-Based Grading Pilot Project. At SHS, a group of teachers looking at grade book configurations to reflect standards-based learning.
(SER) <sup>2</sup>	The Math Science Partnership (US Department of Education) grant won by our district. It serves our teachers and principals in math and science through a series of professional learning events. (SER) <sup>2</sup> is Steilacoom Eatonville Rochester: Soaring toward Educational Rigor. TDG is the Teacher's Development Group, which is providing training to our teachers.
SIP	School Improvement Plan. The annual plan that guides the school leadership and instructional staff regarding priorities for learning improvement. Presented to board of directors in the fall and the spring of each school year.
Leadership Team	Leaders who guide instructional work and monitors SIP progress. Buildings may name it SIT, Leadership Team, Data Team, or TILT.
TAP	Teacher Assistance Program. Coaching provided to new teachers and others by request with the aim of strengthening practice and promoting retention of staff.
WSLS	Washington State Learning Standards. The State as Washington has selected CCSS as the state learning standards.

# Steilacoom High School SIP 2016-2017



Enrollment: 918	Free/Reduced Lunch: 14.7%	ELL: 0.9%	Special Ed: 9.2%
<b>Building Goal 1: Educational Focus</b>			
<p>Goal: During the 2016-2017 school year all teachers at SHS will implement lessons and activities where the level of cognitive rigor is primarily rated as a three or a four (based on Webb's Depth of Knowledge Chart), and where academic discourse is measured as "consistent" on the administrative walkthrough form (based on the Teacher's Development Group Productive Routines Chart).</p> <p>District Strategic Goal  <b>TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</b></p>			
<p>Rationale: By increasing the overall cognitive rigor and student voice in the classrooms our students will learn to think independently and problem solve when faced with novel scenarios such as those seen in state assessments. We predict that by focusing on these instructional areas that we will see our SBA ELA pass rate increase from 77% to 85%, our SBA math pass rate increase from 45% to 60%, and our Biology EOC pass rate from 72% to 75%.</p> <p>Assessment Tools: Administrative walkthrough form, SBA data</p> <p>Plan to Monitor Progress: We will maintain a consistent observation routine of 15 or more data snaps per week and review the data weekly. Additionally, we will provide staff professional development around increasing cognitive rigor via questioning and discussion techniques.</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Walkthrough data snaps</li> <li>• Staff PD on depth of knowledge</li> <li>• Staff PD on questioning and discussion techniques</li> <li>• Continue PD from 15-16 with SBG PD and Sound Grading Conference</li> </ul>			
<b>Building Goal 2: Student Management Focus</b>			
<p>Goal: SHS will increase their overall attendance rate for the 2016-2017 School Year from 86% in 2015-2016 to an attendance rate of 89% as measured by monthly Skyward attendance data and My School Data reports.</p> <p>District Strategic Goal  <b>SSS1: Identify achievement gaps and target interventions to specific needs.</b></p>			

Rationale: Increased attendance will benefit the student as a whole. The increased attendance will improve achievement in the classroom as well as increase involvement in school activities. Studies show that students who miss more school than their peers consistently score lower on standardized tests.

Assessment Tools: My School Data at-risk ratios

- Bi-monthly RTI reports (attendance, academics, discipline)
- SBAC success rates of percentage attempted

Plan to Monitor Progress: SHS Administrators will meet regularly with our counselors to track at-risk students based on our attendance reports, behavior referrals, and our academic reports by department.

Action Steps:

- Community truancy board
- Becca conferences at two unexcused absences
- Contact Lakewood to add time at the signal at Steilacoom Blvd and Sentinel Way
- Revision of RTI program

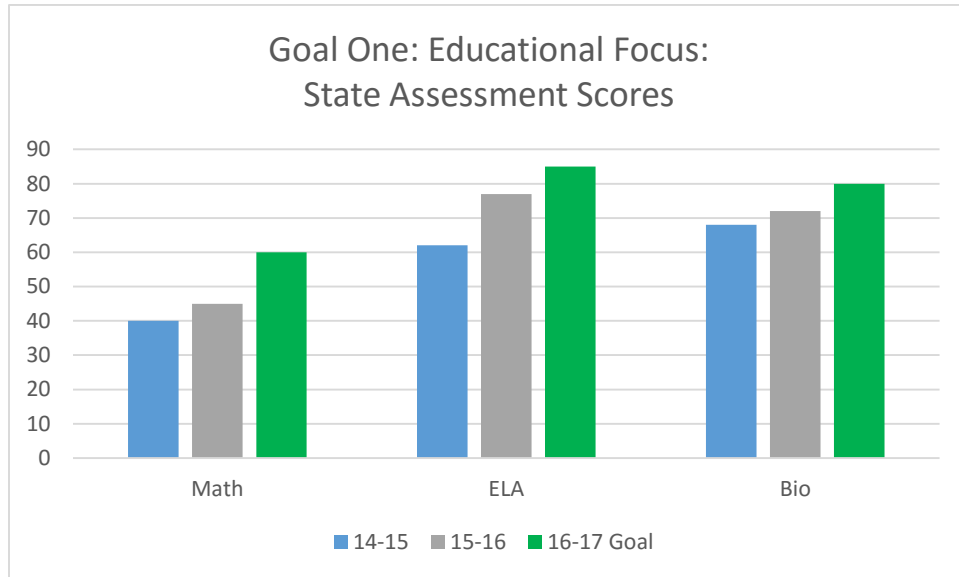
### Communication Goal

**Goal:** We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

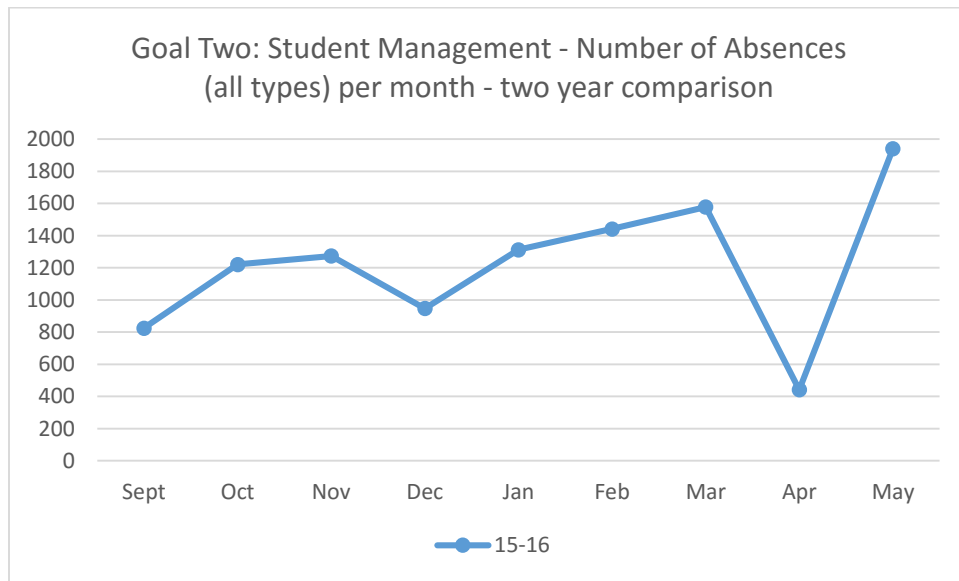
- Writing and publishing the Sentinel Snapshot weekly
- Keeping the reader board updated weekly
- Pizza with the Principal site-team meetings quarterly
- Robo-email and Robo-calls for special situations: Welcome back, class-specific reminders, emergency situations
- Daily radio announcements and weekly video announcements
- Installation of three new TVs to keep staff, students, and visitors informed

### Steilacoom High School Goal Figures

Goal: During the 2016-2017 school year all teachers at SHS will implement lessons and activities where the level of cognitive rigor is primarily rated as a three or a four (based on Webb’s Depth of Knowledge Chart), and where academic discourse is measured as “consistent” on the administrative walkthrough form (based on the Teacher’s Development Group Productive Routines Chart).



Goal: SHS will increase their overall attendance rate for the 2016-2017 School Year from 86% in 2015-2016 to an attendance rate of 89% as measured by monthly Skyward attendance data and My School Data reports.



# Pioneer Middle School SIP 2016-17



Enrollment: 805	Free/Reduced Lunch: 18.8%	ELL: 2.2%	Special Ed: 10.0%
<b>Student Learning Goal 1: Mathematics</b>			
<p>Goal: The total number of students meeting standard in mathematics will increase by 7% as measured by the SBA and progress on the i-Ready assessment tool - Tier 3 statistic.</p> <ul style="list-style-type: none"> <li>• 6th grade 55% will meet standard on SBA (last year's 5th grade met standard at 48%)</li> <li>• 7th grade 64% will meet standard on SBA (last year's 6th grade met standard at 57%)</li> <li>• 8th grade 66% will meet standard on SBA (last year's 7th grade met standard at 59%)</li> </ul> <p>Additionally, we will focus on students who were Level 2 on the spring 2016 SBA for specific intervention:</p> <ul style="list-style-type: none"> <li>• 5th grade = 31% scoring at Level 2</li> <li>• 6th grade = 25.2% scoring at Level 2</li> <li>• 7th grade = 26% scoring at Level 2</li> </ul> <p>District Strategic Goal  <b>TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards. TL3: Relevant and accessible professional learning focused on data and student achievement.</b></p>			
<p>Rationale: The SBA data from Spring 2016 revealed that students needed attention in all four claims in mathematics.</p> <p>Claim #1 – Concepts &amp; Procedures “Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”</p> <p>Claim #2 – Problem Solving “Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”</p> <p>Claim #3 – Communicating Reasoning “Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”</p> <p>Claim #4 – Modeling and Data Analysis “Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”</p> <p>Assessment Tool: i-Ready, Smarter Balanced Interim Assessments and Performance Tasks, and PLC-developed common assessments.</p> <p>Plan to monitor progress: i-Ready will be given in fall, winter, and spring; SBA IA and PT will be given in late winter/early spring; common assessments will be issued throughout the year.</p>			



#### Action Steps:

- Math teachers will participate in year-long professional learning via the (SER)2 grant work with focus on the Habits of Mind.
- Establish clear Professional Learning Communities based on common grade level and ACE schedule that supports PLC focus.
- Establish a framework for PLC by using DuFour's Learning by Doing and optional book study.
- Establish understanding of 6 Essential Characteristics of a PLC, establish individual PLC norms, and clarity of purpose using Four Corollary Questions.
- Establish after-school math support program to focus on Level 2 students or those students not meeting standard on formative/summative assessments in class. Use PLC's at Work Continuum by self-assessing with team to set goals for 1) Instructional Focus; 2) Professional Learning Process; 3) Being able to address: How did my teaching and student learning change as a result of my PLC and how do I know?
- Utilize i-Ready to support student achievement in targeted areas.
- Professional Learning on creating/designing common assessments.
- Work collaboratively with colleagues in PLC's to develop instructional plans and formative assessments focused on targeted math standards. Collect data that supports teacher implementation of the Four Corollary Questions.
- Implement individual and small-group interventions based on i-Ready progress monitoring data.
- PLC's share out progress at mid-year and third quarter.
- Utilize the Smarter Balanced interim assessments to progress monitor academic growth and adjust teaching strategies.

#### **Student Learning Goal 2: English/Language Arts/Literacy**

Goal: The total number of students meeting standard in English/Language Arts will increase by 7% as measured by the SBA and progress on the i-Ready assessment tool - Tier 3 statistic., with the exception of 7th grade which will increase by 17%.

- 6th grade 77% will meet standard on SBA (last year's 5th grade met standard at 70%)
- 7th grade 75% will meet standard on SBA (last year's 6th grade met standard at 68%)
- 8th grade 72% will meet standard on SBA (last year's 7th grade met standard at 55%\*)

\*References the Invalidation from OSPI

Additionally, we will focus on students who were Level 2 on the spring 2016 SBA for specific intervention.

- 5th grade = 13.6% scoring at Level 2
- 6th grade = 19.1% scoring at Level 2
- 7th grade = 14.2% scoring at Level 2

District Strategic Goals

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

**TL3: Relevant and accessible professional learning focused on data and student achievement.**

Rationale: Reviewing student performance on the SBA, we saw that all four claims in ELA needed attention.

SBA Claim #1 – Reading “Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

Claim #2 – Writing “Students can produce effective and well-grounded writing for a range of purposes and audiences.”

Claim #3 – Speaking and Listening “Students can employ effective speaking and listening skills for a range of purposes and audiences.”

Claim #4 – Research/Inquiry “Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”

Assessment Tool: Pioneer teachers will use data from i-Ready assessments, Smarter Balanced Interim Assessments and Performance Tasks.

Plan to monitor progress: i-Ready will be given in fall, winter and spring; SBA IA and PT will be given in late winter/early spring.

Action Steps:

- Establish clear Professional Learning Communities based on common grade level and ACE schedule that supports PLC focus.
- Establish a framework for PLC by using DuFour’s Learning by Doing and optional book study.
- Establish understanding of 6 Essential Characteristics of a PLC, establish individual PLC norms, and clarity of purpose using Four Corollary Questions.
- Establish after-school reading support program to focus on Level 2 students or those students not meeting standard on formative/summative assessments in class. Use PLC’s at Work Continuum by self-assessing with team to set goals.
- Utilize i-Ready to support student achievement in targeted areas.
- Professional Learning on creating/designing common assessments.
- Work collaboratively with colleagues in PLC’s to develop instructional plans and formative assessments focused on targeted ELA/Literacy standards. Collect data that supports teacher implementation of the Four Corollary Questions.
- Implement individual and small-group interventions based on i-Ready progress monitoring data.
- PLC’s share out progress at mid-year and third quarter.
- Utilize the Smarter Balanced interim assessments to progress monitor academic growth and adjust teaching strategies.

### **Communication Goal**

Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

- Pioneer communicates weekly with students and families via email. It is also available on our school website.
- Weekly communication highlights classroom activities, important messages, student celebrations and areas where academics can be supported at home.
- Pioneer staff will use i-Ready parent information tab to communicate with families using progress monitoring and identifying areas of focused support.

## Pioneer Middle School Goal Figures

Goal 1: The total number of students meeting standard in mathematics will increase by 7% as measured by the SBA.

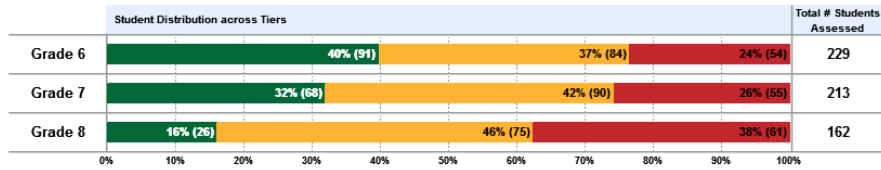
### School Summary ?

604 out of 803 Students Tested



### Detail by Grade ?

Tier 1: On or Above Level Tier 2: 1 Level below At risk for Tier 3: > 1 Level below



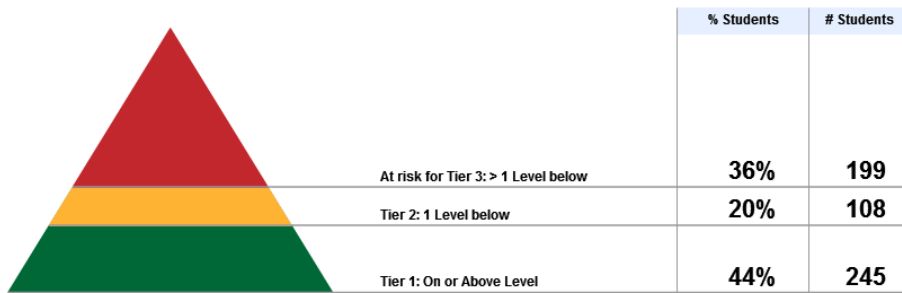
### Detail by Student ?

Tier 1: On or Above Level Tier 2: 1 Level below At risk for Tier 3: > 1 Level below

Goal: The total number of students meeting standard in English/Language Arts will increase by 7% as measured by the SBA, with the exception of 7<sup>th</sup> grade which will increase by 17%.

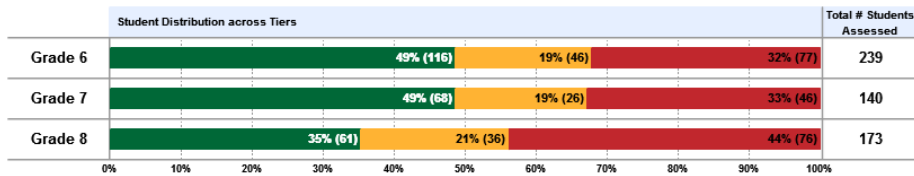
### School Summary ?

552 out of 804 Students Tested



### Detail by Grade ?

Tier 1: On or Above Level Tier 2: 1 Level below At risk for Tier 3: > 1 Level below



# Saltar's Point Elementary SIP 2016-2017



Enrollment:428	Free/Reduced Lunch: 17.8%	ELL: 2.6%	Special Ed: 11.4%
<b>Student Learning Goal 1: Grade 4 Mathematics</b>			
<p>Goal: The total number of 4th grade students meeting standard in mathematics will increase by 5% as measured by the SBA.</p> <p>District Strategic Goals  <b>TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</b>  <b>TL3: Relevant and accessible professional learning focused on data and student achievement.</b></p>			
<p>Based on the Smarter Balanced Assessment claims in the 3rd grade, we have determined that our students need to grow in the following identified 4th grade math standards:</p> <p>SBA CLAIM 2: Problem Solving and Modeling  TARGET: Number and Operations</p> <ul style="list-style-type: none"> <li>• CCSS - MATH.CONTENT.4.NBT.B - Use place value understanding and properties of operations to perform multi-digit arithmetic</li> <li>• CCSS - MATH.CONTENT.4.NF.A - Extend understanding of fraction equivalence and ordering.</li> <li>• CCSS - MATH.CONTENT.4.NF.B - Build fractions from unit fractions.</li> <li>• CCSS - MATH.CONTENT.4.NF.C - Understand decimal notation for fractions, and compare decimal fractions.</li> </ul> <p>Assessment Tools: i-Ready assessments, the Smarter Balanced Interim Assessments and Performance Tasks</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Work collaboratively with colleagues to develop instructional plans and formative assessments focused on targeted standards</li> <li>• Utilize i-Ready to support student achievement in targeted areas</li> <li>• Implement individual and small-group interventions based on i-Ready progress monitoring data</li> <li>• Utilize the Smarter Balanced interim assessments to progress monitor academic growth and adjust teaching strategies. Teachers will be released for ½ day collaborative scoring calibration and discussion around areas of instructional growth</li> <li>• Observe the Math and Science Partnership grant work at the middle and high school professional learning with studio classrooms and coaching in mathematical instructional strategies</li> </ul>			



## Student Learning Goal 2: Grade 5 Mathematics

Goal: The total number of 5th grade students meeting standard in mathematics will increase by 5% as measured by the SBA.

District Strategic Goals

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

**TL3: Relevant and accessible professional learning focused on data and student achievement.**

Based on the Smarter Balanced Assessment claims in the 4th grade, we have determined that our students need to grow in the following identified 5th grade math standards:

### **SBA CLAIM 2: Problem Solving and Modeling**

TARGET: Number and Operations

- CCSS - MATH.CONTENT.5.NBT.B - Perform operations with multi-digit whole numbers and with decimals to hundredths.
- CCSS - MATH.CONTENT.5.NF.A - Use equivalent fractions as a strategy to add and subtract fractions.
- CCSS - MATH.CONTENT.5.NF.B - Apply and extend previous understandings of multiplication and division.
- CCSS - MATH.CONTENT.5.MD.C - Geometric measurement: Understand concepts of volume.

Assessment Tools: i-Ready assessments, the Smarter Balanced Interim Assessments and Performance Tasks

Action Steps:

- Work collaboratively with colleagues to develop instructional plans and formative assessments focused on targeted standards
- Utilize i-Ready to support student achievement in targeted areas
- Implement individual and small-group interventions based on i-Ready progress monitoring data
- Utilize the Smarter Balanced interim assessments to progress monitor academic growth and adjust teaching strategies. Teachers will conduct collaborative scoring calibration and discussion around areas of instructional growth
- Observe the Math and Science Partnership grant work at the middle and high school professional learning with studio classrooms and coaching in mathematical instructional strategies

### **Communication Goal**

Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

- Saltar's Point communicates weekly with students and families.
- Weekly communication highlights classroom activities, important messages, student celebrations and areas where academics can be supported at home.
- Saltar's Point staff will use i-Ready to communicate with family's progress monitoring and areas of support on which we are focusing.

## Saltar's Point Goal Figures

Goal: The total number of 4th grade students meeting standard in mathematics will increase by 5% as measured by the SBA.

<b>Mathematics</b>	<b>2462 ±5</b>	
Concepts and Procedures	2470 ±6	15 37 48
Problem Solving and Modeling & Data Analysis	2455 ±5	12 50 37
Communicating Reasoning	2462 ±6	6 57 37

	● FallSep12-Oct7 - 09/11/2016 - 10/07/2016	
	Average Scale Score ?	Students Below Level*
Overall Math Level	449	67% (105)
Number and Operations	445	58% (91)
Algebra and Algebraic Thinking	453	58% (91)
Measurement and Data	451	60% (94)
Geometry	447	69% (109)

Goal: The total number of 5th grade students meeting standard in mathematics will increase by 5% as measured by the SBA.

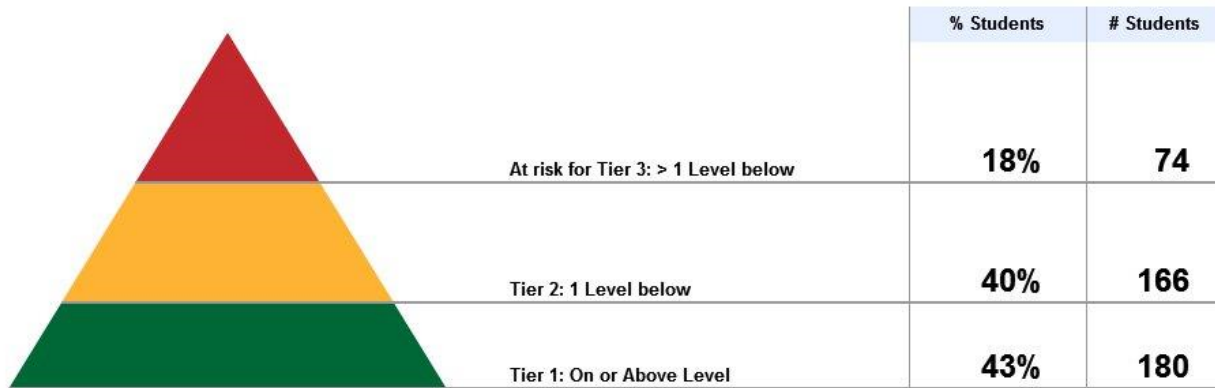
<b>Mathematics</b>	<b>2506 ±5</b>	
Concepts and Procedures	2509 ±6	18 41 41
Problem Solving and Modeling & Data Analysis	2507 ±6	17 49 34
Communicating Reasoning	2500 ±6	17 44 40

	● FallSep12-Oct7 - 09/11/2016 - 10/07/2016	
	Average Scale Score ?	Students Below Level*
Overall Math Level	475	47% (91)
Number and Operations	473	52% (100)
Algebra and Algebraic Thinking	477	49% (94)
Measurement and Data	478	36% (70)
Geometry	474	47% (91)

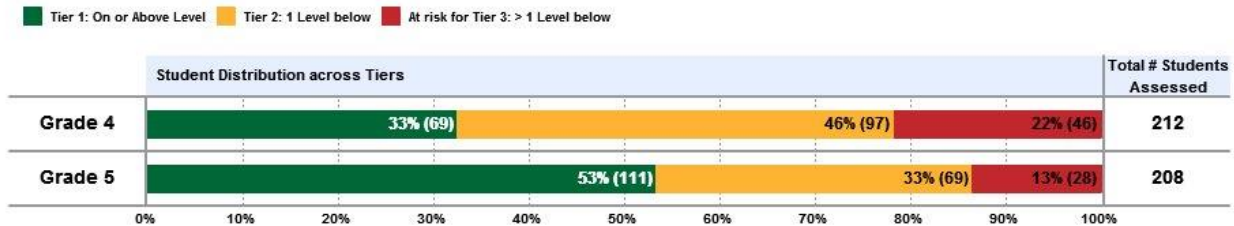
**Saltar's Point Math**  
**i-Ready Fall Diagnostic Assessment**  
 -as of 10/6/2016, may not represent all students-  
 testing window closes 10/13/16

**School Summary** ?

420 out of 427 Students Tested



**Detail by Grade** ?



# Chloe Clark Elementary SIP 2016-2017



Enrollment: 592	Free/Reduced Lunch: 10.5%	ELL: 6.4%	Special Ed: 11.1%
<b>Student Learning Goal 1: English Language Arts</b>			
<p>Goal: The percentage of 3<sup>rd</sup> grade students meeting standard in English Language Arts (ELA) will increase from 64% in spring 2016 to 67% in spring 2017 as measured by the SBA and progress on the i-Ready assessment tool.</p> <p>District Strategic Goal  <b>TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</b></p>			
<p>Rationale: Our School Improvement Team (SIT) uncovered areas of weakness in our previous year's SBA scores in ELA:</p> <ul style="list-style-type: none"> <li>• (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.</li> <li>• (Literary Text) TEXT STRUCTURES &amp; FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.</li> <li>• (Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</li> </ul> <p>Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), SBA</p>			
<p>Progress will be monitored through grade-level data collected in data teams on common CBAs and on proficiency assessments in i-Ready. Leadership team will meet with data team leaders on ACE days (3x/month) to monitor progress of teaching teams, problem solve, and offer general support. Leadership will also monitor grade-level assessment data from i-Ready.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Meet with SIT (2x/month) to analyze strengths and challenges from previous years' SBA data.</li> <li>• Communicate strengths and challenges to entire staff through SIT communication to grade levels.</li> <li>• Professional learning for i-Ready will continue for staff on our PL days (October 14 and March 10).</li> <li>• Grade-level teams will meet during ACE days to determine academic focus based on challenges identified by the SIT.</li> <li>• Students who are identified as not meeting proficiency on i-Ready assessments will receive intervention in the classroom by a certificated staff person 4 or 5 days a week.</li> <li>• Classroom teachers will conduct progress monitoring using i-Ready in between benchmark testing to inform progress towards proficiency for students who have not met standard in a particular skill.</li> <li>• Administrators will monitor the PLC process to ensure teachers are using data from i-Ready and CBAs to inform their instruction using a walk-through protocol.</li> <li>• Utilize technology teacher to improve students' computer skills when taking online assessment.</li> </ul>			



### Student Learning Goal 2: Math

Goal: The percentage of 3<sup>rd</sup> grade students who score meet standard in math will increase from 65% in spring 2016 to 68% in spring 2017 as measured by the SBA and progress on the i-Ready assessment.

District Strategic Goal

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

Rationale: Our School Improvement Team (SIT) uncovered areas of weakness in our previous year's SBA scores in Math:

- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Reason with shapes and their attributes.

Assessment Tool: i-Ready, classroom-based assessments, SBA

Plan to monitor progress: Progress will be monitored through grade-level data collected in data teams (data team meetings on ACE days: 3x/month) on common, CBAs and on proficiency assessments in i-Ready. Leadership team will meet with data team leaders to monitor progress of teaching teams, problem solve, and offer general support. Leadership will also monitor grade level assessment data from i-Ready.

Indicators of Success to Meeting this Goal (specific steps and timeline):

- Meet with SIT to analyze strengths and challenges from previous years' SBA data
- Communicate strengths and challenges to entire staff (information disseminated through SIT to grade-level teams).
- Grade-level teams will meet during ACE days to determine academic focus based on challenges identified by the SIT.
- Classroom teachers will conduct progress monitoring using i-Ready in between benchmark testing to inform progress towards proficiency for students who have not met standard in a particular skill.
- Administrators will monitor the PLC process to ensure teachers are using data from i-Ready and CBAs to inform their instruction using a walk-through protocol.
- Utilize technology teacher to improve students' computer skills when taking online assessment.

### Communication Goal

Goal: To align with the district's Strategic Plan goal of Family and Community Involvement, our communications plan will pay particular attention to:

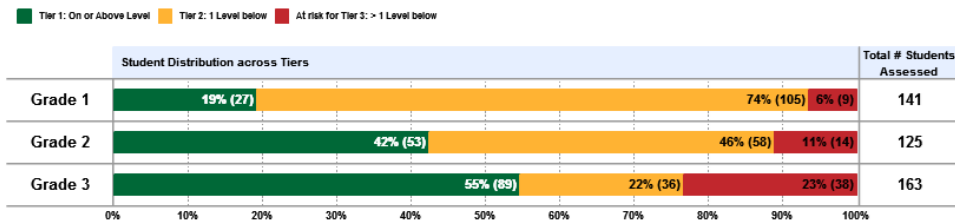
- Teaching and learning progress in alignment with school improvement planning.
- Weekly communications "briefings" to the local school community.

Goal: The percentage of 3<sup>rd</sup> grade students who meet standard in English Language Arts (ELA) will increase from 64% in spring 2016 to 67% in spring 2017 as measured by the SBA and progress on the i-Ready assessment tool.

#### School Summary ?

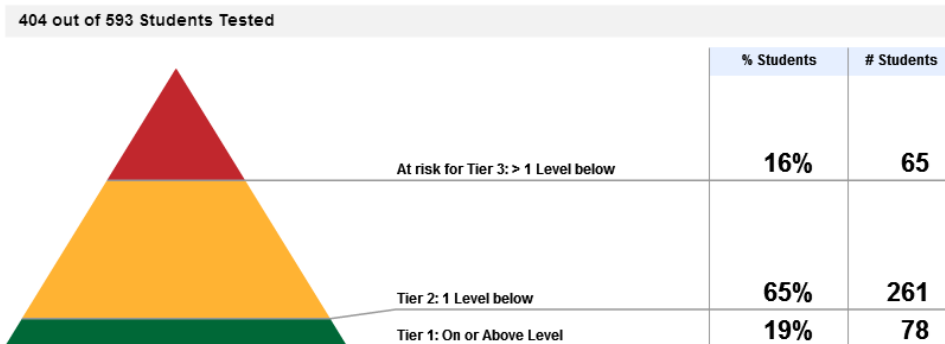


#### Detail by Grade ?

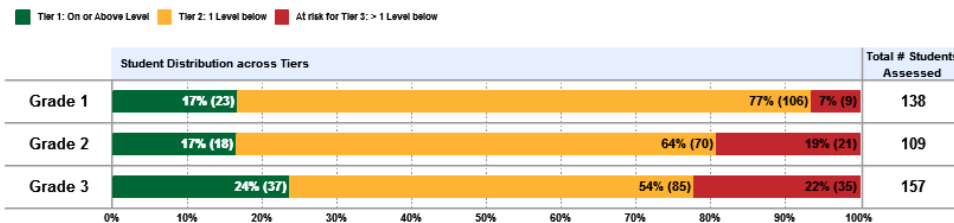


Goal: The percentage of 3<sup>rd</sup> grade students who score meet standard in math will increase from 65% in spring 2016 to 68% in spring 2017 as measured by the SBA and progress on the i-Ready assessment tool.

#### School Summary ?



#### Detail by Grade ?



# Cherrydale Primary SIP 2016-2017



Enrollment: 361	Free/Reduced Lunch: 34.3%	ELL: 4.2%	Special Ed: 10.8%
<b>Student Learning Goal 1: ELA</b>			
<p>Goal: The percentage of continuously enrolled students (September-May) in third grade scoring at range levels labeled “At or Above Level” range in reading will increase from 51% to 71% as measured by i-Ready in May, 2016.</p> <p>District Strategic Goal  <b>TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</b></p>			
<p>Rationale: Based on the 2016 Smarter Balanced Assessment data in 3rd grade and our current i-Ready assessment data we have determined that our students need to grow in the following identified areas:</p> <p>ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.</p> <p>WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.</p> <p>Assessment Tools: i-Ready, common assessments developed by grade level teams, and Smarter Balanced Interim Assessments.</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Collectively develop school wide focus areas for the year during August professional development.</li> <li>• Renewed and continued focus on quality classroom instruction.</li> <li>• Develop a plan with district instructional coach to facilitate instructional rounds (teachers observing teachers).</li> <li>• Design, implement, and monitor interventions for all students through the use of i-Ready.</li> <li>• Afterschool intervention program designed to address identified needs.</li> <li>• Ongoing i-Ready professional development: October 14th and March 10th</li> <li>• Monitor and adjust instruction through the PLC process.</li> <li>• Begin to analyze cohort data identified through i-Ready to develop long term plan for school improvement.</li> </ul>			

## Student Learning Goal 2: Math

Goal: The percentage of continuously enrolled students (September-May) in third grade scoring at range levels labeled “At or Above Level” range in math will increase from 14% to 74% as measured by i-Ready in May, 2016.

District Strategic Goal

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

Rationale: Based on the Smarter Balanced Assessment data in 3rd grade and our current i-Ready assessment data we have determined that our students need to grow in the following identified area:

CONCEPTS AND PROCEDURES: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Assessment Tools: i-Ready, common assessments developed by grade level teams, and Smarter Balanced Interim Assessments.

Action Steps:

- Collectively develop school wide focus areas for the year during August professional development
- Renewed and continued focus on quality classroom instruction
- Develop a plan with district instructional coach to facilitate instructional rounds (teachers observing teachers)
- Design, implement, and monitor interventions for all students through the use of i-Ready
- Afterschool intervention program designed to address identified needs
- Ongoing i-Ready professional development: October 14th and March 10th
- Monitor and adjust instruction through the PLC process
- Begin to analyze cohort data identified through i-Ready to develop long term plan for school improvement.

## Communication Goal

Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

- Weekly communication (The Cheetah Weekly) that includes a calendar of events, announcements, celebrations, PTA information, and a section focused on the “whole child” provided by our counselor is sent to all families.

- Staff use the school website, email, and “Thursday Folders” to communicate student progress and other important information to families throughout the year.
- Weekly communication (The Cheetah Weekly) that includes a calendar of events, announcements, instructional highlights, and a “Cheetah Staff Member of the Week” is sent to all staff.

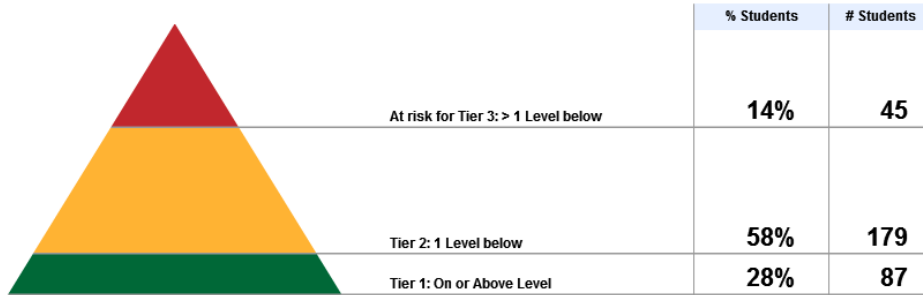


## Cherrydale Primary Goal Figures

Goal 1: The percentage of continuously enrolled students (September-May) in third grade scoring at range levels labeled “At or Above Level” range in reading will increase from 51% to 71% as measured by i-Ready in May, 2016.

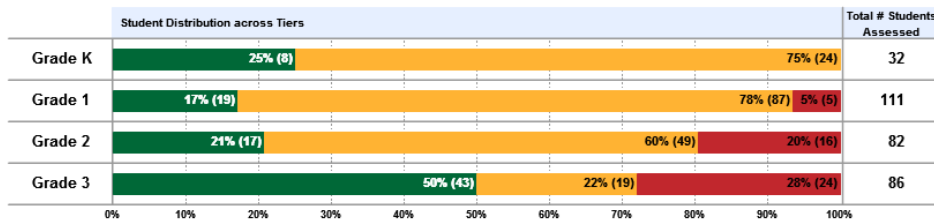
### School Summary ?

311 out of 361 Students Tested



### Detail by Grade ?

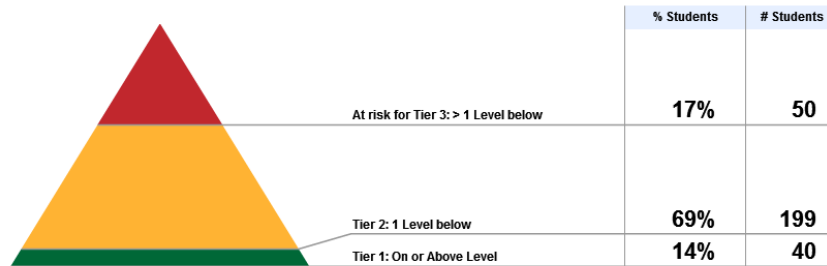
■ Tier 1: On or Above Level ■ Tier 2: 1 Level below ■ At risk for Tier 3: > 1 Level below



Goal 2: The percentage of continuously enrolled students (September-May) in third grade scoring at range levels labeled “At or Above Level” range in math will increase from 14% to 74% as measured by i-Ready in May, 2016.

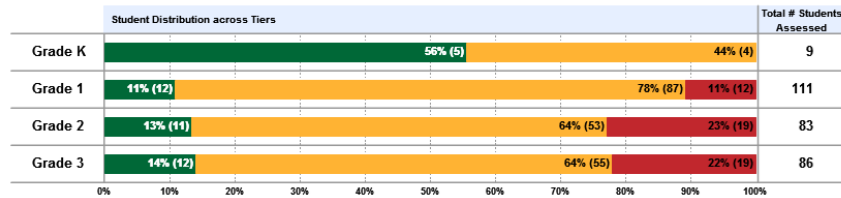
### School Summary ?

289 out of 361 Students Tested



### Detail by Grade ?

■ Tier 1: On or Above Level ■ Tier 2: 1 Level below ■ At risk for Tier 3: > 1 Level below



# Anderson Island Elementary



Enrollment: 33	Free/Reduced Lunch: 42.4%	ELL: 0.0%	Special Ed: 15.2%
<b>Student Learning Goal 1: Reading</b>			
<p>Goal: By June 2017, 80% of our students will meet grade level proficiency in phonics and comprehension of informational text and literature as measured by Washington State Learning Standards-aligned i-Ready benchmark assessments.</p> <p>District Strategic Goal:            TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.            TL2: Ensure early learning success through ongoing interventions, Pre-k through 3<sup>rd</sup> grade.</p>			
<p>Rationale: Phonics is the connection between letter symbols and sounds. Poor phonemic awareness leads to loss of reading fluency and therefore reading comprehension suffers. Data collected at the beginning of the school year indicates 75% of our students are one or more levels below their grade level in reading.</p> <p>Assessment Tool: i-Ready, Classroom-Based Assessments, Smarter Balanced Interim Assessments for grades 3-5.</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Working with our Title 1 teacher, instructional groups and lessons are being developed to provide focused student interventions.</li> <li>• Students identified as being one level below grade level will participate daily in small group interventions. Students who are two levels below grade level will work individually with staff on a daily basis for intensive interventions.</li> <li>• After school intervention program using i-Ready is being designed to address identified individual student needs.</li> <li>• Teachers will conduct formative assessments daily to monitor student progress.</li> <li>• I-Ready and classroom based assessment data will be collected monthly to monitor the intervention progress.</li> <li>• The building Data Team will meet monthly to review student progress and plan instruction.</li> <li>• i-Ready benchmark assessments will be conducted during two additional windows during the year.</li> <li>• Ongoing professional development for staff surrounding i-Ready tool and Data Analysis.</li> </ul>			

## Student Learning Goal 2: Mathematics

Goal: By June 2017, 80% of our students will meet grade level proficiency in mathematics as measured by Washington State Standards-aligned i-Ready benchmark assessments.

### District Strategic Goals

TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.

TL2: Ensure early learning success through ongoing interventions, Pre-k through 3<sup>rd</sup> grade.

Rationale: Students who are able to meet current grade level standards are better prepared for the challenges of the following school year and beyond. Struggling students who are identified through benchmark and classroom based assessments can receive additional support in meeting those high standards. Data collected at the beginning of the school year indicates 82% of our students are one or more levels below their grade level in math.

Assessment Tool: i-Ready, iXL, Classroom Based assessments, and in grades 3-5, Smarter Balanced Interim Assessments.

### Action Steps:

- Working with our Title 1 teacher, instructional groups and lessons are being developed to provide focused student interventions.
- Students identified as being one level below grade level will participate daily in small group interventions. Students who are two levels below grade level will work individually with staff on a daily basis for intensive interventions.
- After school intervention program using i-Ready is being designed to address identified individual student needs.
- Teachers will conduct formative assessments daily to monitor student progress.
- i-Ready and classroom based assessment data will be collected monthly to monitor the intervention progress.
- The building Data Team will meet monthly to review student progress and plan instruction.
- i-Ready benchmark assessments will be conducted during two additional windows during the year.
- Ongoing professional development for staff surrounding i-Ready tool and Data Analysis.

### **Communication Goal**

Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

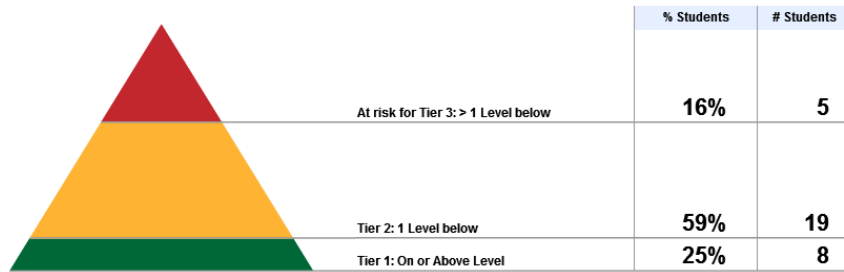
- Weekly communication newsletter to staff, student families and Island residents that includes a calendar of events, announcements, celebrations, breakfast and lunch menus as well as Booster Club information.
- Daily communication between teaching staff and families through Class Dojo
- Weekly updates to Anderson Island Elementary School website.
- Monthly Coffee Chats with family and community members used to provide information about school happenings and to address any questions or concerns that may arise.

## Anderson Island Elementary Goal Figures

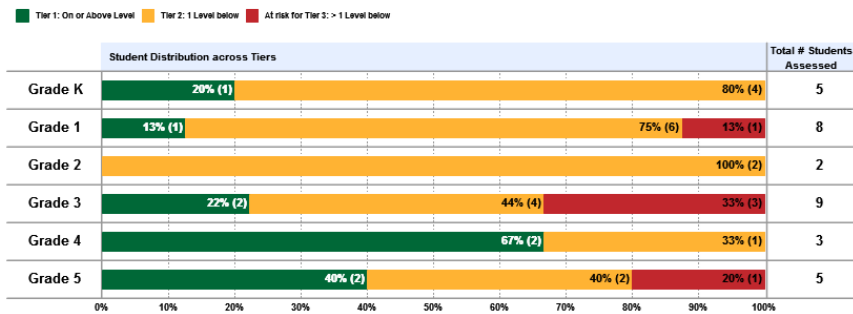
Goal 1: By June 2017, 80% of our students will meet grade level proficiency in phonics and comprehension of informational text and literature as measured by Washington State Learning Standards-aligned i-Ready benchmark assessments.

### School Summary ?

32 out of 33 Students Tested



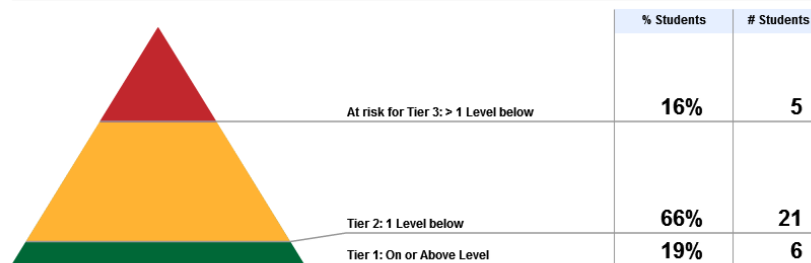
### Detail by Grade ?



Goal 2: By June 2017, 80% of our students will meet grade level proficiency in mathematics as measured by Washington State Standards-aligned i-Ready benchmark assessments.

### School Summary ?

32 out of 33 Students Tested



### Detail by Grade ?

