



## Continuous Improvement Process Plan 2018-2019

Elizabeth Blackwell Elementary School

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Sammamish, Washington 98074

<http://blackwell.lwsd.org>

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# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# I. Description of School

As you approach our school, you will see a student-created mural depicting the sights and unique characteristics of our Puget Sound region. At the center of this mural is a simple schoolhouse. Blackwell is the center of the community. Elizabeth Blackwell Elementary is located on the northern side of the Sammamish Plateau. Our boundary includes homes between Lake Sammamish and Washington Highway 202, in addition to the residential neighborhoods in the Sahalee and Timberline communities. We are a member of the Eastlake Learning Community where our students move from Blackwell to Inglewood Middle School. Then they move to Eastlake High School where they realize they are prepared for college, the global workplace, and personal success.

Elizabeth Blackwell Elementary opened its doors in 1998. Over the years, we have been a small school of just over 360 students to a school bursting at the seams with over 750 students. In the past few years, we have hosted district preschool programs, one day/week highly capable programs, and been a public school choice site. Throughout our history, we have met the needs of our community and district to provide the highest level of service and education. Over the past twenty years, our student demographic has changed from a predominately Caucasian student body to a majority minority school. Our school community strives daily to create a learning community of limitless potential for our students.

This year, there were thirty-four unique languages spoken in our homes. Asian students are our largest demographic group, followed by White, Hispanic, Black, and multi-racial students. We host nineteen general education classrooms and four full time highly capable (Quest) classrooms. We provide an individualized educational experience for all our students by identifying each by their strengths and challenges. We align our resources to create the systems to meet our student need.

At Blackwell, our staff commits to actively engage students in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State and Common Core Standards.

Parent involvement is a key component to the success of our students. We have an active PTSA that supports many at school programs, provides general resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated teaching and support staff.

Our building goal in 2017-18 continued to focus on the success of our students in English Language Arts (ELA) and math. A core cadre of teachers focused on honing their writing instruction using new proven writing instructional ideas and pedagogy. These techniques provide a deeper support of our ELA Common Core State Standards. Our building Professional Learning Communities centered on the four critical questions: (1) What is it we want our students to learn? (2) How will we know if each student has learned it? (3)

How will we respond when some students do not learn it? And (4) how can we extend learning if students already know it? We focused our work on questions 3 and 4. This was the topic of many of our Professional Community and Collaboration team collaboration days and a full ELC LEAP days.

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	94.7%	95.3%	96.3%	95.8%			
		1 <sup>st</sup>	87.7%	86.1%	93.7%	94%			
		2 <sup>nd</sup>	100%	97.7%	92.3%	94.3%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		90.1%	94.0%	83.6%	87.8%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		87.3%	≥95%	83.8%	84.8%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		94.7%	88.1%	≥95%	89.2%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		94.7%	87.0%	90.9%	84.9%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		≥95%	≥95%	93.5%	≥95%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		92.5%	91.5%	87%	89%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		≥95%	≥95%	≥95%	94.4%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Last fall, the staff worked collaboratively to create the specific SMART goals for the 2017-18 CIP. These goals were progress monitored throughout the year by our staff. The content area goals were incorporated into the Professional Growth and Evaluation goals set by many of our grade level teachers and frequently part of Professional Community and Collaboration activities.

Monitoring of all the goals was completed by school staff in January, March, and June. The monitoring allowed for dipstick individual data to inform progress and allow for possible mid-year course correction.

The certificated staff at Blackwell Elementary met and shared the achievement results of each of our goals during our August LEAP days, staff and building leadership team meetings, and Wednesday LEAP days. Data from multiple sources (DIBELS, SBA, classroom assessments, and professional judgment) was considered in creating attainable goals in each area. Grade level teams met to set level goals and these goals were combined to set grade level band goals for the CIP. See the summary statements and reflection for each goal area.

Blackwell is well poised to continue to make progress toward reaching future goals. The dedication of our staff and families toward success is evident in the realization of our goals each year. Our biggest challenge continues to be the 100% alignment of resources toward this work. We have many competing interests for time and staffing to best meet our goals. Our overall high achievement and opportunity gaps will continue to be addressed through the target support of our most neediest students.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 91% of students in grades K-2 will score at benchmark in literacy as measured by the EOY DIBELS assessment in May 2018.	Outcome: 94.6% benchmark or better (Spring EOY) as measured by the EOY DIBELS assessment in May 2018.
Narrative Reflection: <u>Summary:</u> Our K-2 students demonstrated excellent success on achieving the literacy goal. We exceeded our goal of 91% of students meeting standard by 3.6%. This success (94.6%) was due to the dedication of staff and parents in working with our students on specific literacy skills at school and at home.  <u>Successes:</u> Our kindergarten team used differentiated instruction (All Hands on Deck, Launch tutors, and individualized instruction) to teach and practice early literacy skills. Our first grade team created a sub group of students who received intensive resource supports. Our second grade team used phonemic awareness, phonics practice, progress monitoring, Read Naturally, and frequent professional collaboration to bolster success with our students.	

Struggles: Despite our successes, we still regularly struggle with aligning resources to meet our changing needs throughout the year. The students who have yet to meet standard are students receiving ELL, IEP, or safety net services. Last year was atypical due to the increased number of students qualifying for special services during the year. Our resources were stressed in our ability to schedule and staff support time during times when core instruction would not be negatively impacted. Timely scheduling of services is challenging for Safety Net due to the limited number of times these services can be offered. Our ELL population continues to grow throughout the year and can create challenges for resource alignment.

Next Steps to Ensure Continued Success: We were able to identify individual students who needed literacy support early in the fall. We created Safety Net reading groups for intensive intervention instruction by our Safety Net teacher. Our teachers will also continue using the many strategies that have led to growth in the area of literacy. These strategies having included the use of IA support during literacy blocks, use of parent volunteers to support reading instruction, continued use of ELL support, use of Safety Net support in the area of primary literacy, Read Naturally, Kindergarten LAUNCH, Accelerated Reader, increased focus on nightly reading homework, and leveled books for take-home books.

Literacy: 3-5 ELA Goal:  
90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.

Outcome:  
91.3% at or near standard or above on SBA assessment in May 2018.

Narrative Reflection:

Summary: Our 3-5 students demonstrated excellent success on achieving the literacy goal. We exceeded our goal of 90% of students meeting standard by 1.3%.

Successes: Teachers aligned their instructional practice to the standards using our robust curriculum and best practice instructional strategies. Consistent use of close reading, two column notes, citing text evidence, leveled reading, and preteaching strategies with our struggling learners were examples of some of the resources and strategies used by our teachers and support staff to support our ELA instruction.

Two teachers were selected as building writing leads to receive in-depth professional development in writing instructional strategies. These teachers lead the staff in a variety of professional learning activities to provide timely support in the continuation of the writing workshop approach to writing instruction. These activities, combined with frequent professional collaboration with the greater Eastlake Learning Community, provided our students with the opportunities to master our rigorous standards.

Blackwell experienced high achievement scores on the SBA assessment by meeting our ELA goals. Our fourth grade cohort increased their proficiency on the SBA by moving from 83.6% to 89.2% proficient. Our fifth grade maintained a higher than 95% proficiency. Our third grade students set a cohort base line of 87.8% proficiency. This is

an increase of over 4% from the previous 3<sup>rd</sup> grade cohort. Focused instruction and academic supports will be provided this year to students not quite meeting standard. This included an intensive phonics program for identified fifth graders to master this important reading skill.

Struggles: Time constraints led to many of the struggles experienced by our teachers. For example, teachers were unable to provide students with multiple opportunities to practice each genre of writing prior to the SBA. Changes to how SBA questions were presented also posed challenges.

Next Steps to Ensure Continued Growth: As teachers become more familiar with our new writing curriculum they will be able to plan instruction to ensure adequate exposure to each writing genre. Our teachers will also continue using strategies that have proven to be effective in the classroom. These strategies include using EduTyping.com for keyboarding practice, using STAR Reading resources to match students to appropriate reading levels, set Accelerated Reader goals to enrich Wonders curriculum, use SBA interim assessments to support test practice and familiarity, provide small group instruction opportunities, and use graphic organizers to assist with critical thinking and organizational skills.

We look forward to maintaining our high success and specifically targeting our instruction to increase our overall student growth. We are using the target detail information from the SBA to identify specific areas within ELA where we show relative weakness. Intentional instruction in these areas will be part of our focused work this year.

**Math: 3-5 Math Goal:**  
89% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.

**Outcome:**  
86.4% at or near standard or above on SBA assessment in May 2018.

**Narrative Reflection:**

Summary: Much like our ELA results, our Math results on the SBA continue to be strong. We did not meet overall goal of 89% proficient.

Successes: Our third grade cohort set a baseline score of 84.8% proficient. This is a 1.0% increase from the previous year. Our fourth grade cohort remained relatively flat in their progress growing by just more than one percentage points from their third grade results to 84.9% at/near standard. Our fifth grade student cohort scores decreased from 90.9% to 89%.

Struggles: Time constraints led to teachers being unable to fully cover all math topics prior to the May SBA testing window. Third grade students struggled with mastering multistep problems as they are also learning basic multiplication and division facts. Another factor was large class sizes in fourth and fifth grades which posed challenges to providing differentiated instruction due to the high student to teacher ratio.

Next Steps to Ensure Continued Growth: All students not yet at standard are known to

our teachers and professional staff. Specific, differentiated instruction and strategies will continue to be used to scaffold learning and to build the skills of these learners toward growth. Our third and fourth grade teachers will continue strengthening students' math computation skills. Our main fifth grade math instruction will be taught by one fifth grade teacher to all students every day, paired with the differentiation strategies used in the fifth grade TRACK class which will provide scaffolded support for students. This consistency of practice and method will support student learning. We plan to use the new tool of Dreambox Learning to provide individual differentiated math learning tools to all our students as a new wrinkle this year.

**Science: 5<sup>th</sup> Science Goal:**  
95% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.

**Outcome:**  
94.4% at or near standard or above on WCAS assessment in May 2018.

**Narrative Reflection:**

**Summary:** Our level of success this year continued to be impressive. Our students continued to outpace their peers at other schools even though the state assessment and standards changed for this year. This level of success is a direct tribute to the six years of excellent science instruction at Blackwell. Our 94.4% at/near standard is commendable.

**Success:** The fifth grade team committed to forty minutes of science instruction each day. One teacher taught all the science to the fifth grade general education students. This provided specialized instruction by an accomplished teacher vested deeply in teaching the fifth grade standards. The daily extended instructional time beyond the typical 1-2 times per week provided students more opportunities to practice the scientific method, learn content, and apply science in everyday situations.

**Struggles:** The main struggle our teachers and students faced was a lack of curriculum and materials related to the new science standards and WCAS. This will be addressed this year as our district science committee works to provide training on the Next Generation Science Standards and continues its work on the new curriculum adoption.

**Next Steps to Ensure Continued Growth:** This year our staff will participate in professional learning activities to fully understand the new NGSS and how to leverage our existing science resources to support our student learning. We look forward to using our new NGSS and future curricula materials to maintain our excellence.

**Achievement Gap Goal:**  
64% of English Language Learners will be proficient in the writing strand as measured by the Spring 2018 ELPA21 assessment.

**Outcome:**  
56% (27 of 48) of our ELL students were proficient in the writing strand as measured by the Spring 2018 ELPA21 assessment.

**Narrative Reflection:**

**Summary:** Our focus this year was to provide purposeful intervention, instruction, and support in writing for our grade 1-5 English Language Learners. As a subset of our

general education students, we noticed a need in writing that was not the same as our typical students. Our goal of 64% of our ELLs measuring as proficient was not fully realized with just 56% of our students scoring as proficient.

Successes: Through thoughtful collaboration with our ELL teacher and grade level staff, we focused attention on writing. Our ELL teacher consulted with grade level teachers, regularly co-taught writing lessons to first and second grades, and provided vocabulary and literacy support to our English Language Learning students in pull out sessions and push in support. Our teachers engaged in targeted professional learning around understanding English Language Proficiency Standards and learned more about considering Sheltered Instruction Observation Protocol (SIOP) as a tool to support our ELLs.

Struggles: Even though we were not able to meet our achievement gap goal this year, we did show growth overall by moving 11 of our students to standard. We needed four more students to reach standard to reach our goal of 64% proficient in writing. Our progress monitoring using January report card data and early spring gradebook data showed we were on track to reach our goal. The ELPA21 assessment taken in the winter left us a bit short of proficiency. More time to work with the identified students would be helpful. We are also increasing our co-taught classes this year to include one fourth grade class.

Next Steps to Ensure Continued Growth: We will continue to look for additional strategies and supports for our students in the coming year. As our staff becomes more proficient with the new writing curriculum and writing workshop model, our student learning should continue to grow. We will schedule our ELPA21 testing for these students toward the end of the assessment window.

School Effectiveness Goal:  
Elizabeth Blackwell Elementary will improve from 73% to 80% “agree completely/agree mostly” in the area of “Staff members trust one another” as measured by question #29 on the 2018 Nine Characteristics of Effective Schools Survey.

Outcome:  
76% of staff selected agree completely/agree mostly in the area of “Staff members trust one another” as measured by question #29 on the 2018 Nine Characteristics of Effective Schools Survey.

Narrative Reflection:

Summary: Our school selected the goal of “staff trust” and scored 76% agree completely/agree mostly. We fell short of our goal by 4% as measured on question #26 of the annual *Nine Characteristics of Effective Schools* survey.

Successes: Staff trust is a key component to positively influencing staff culture and collegiality. Trust is essential in risk taking, changing systems of support, and being able to nimbly adjust to meet school and student needs. Our staff recognized that we could improve in our overall trust. We purposefully included all our staff in professional learning, celebrations of success, and clear expectations over the past year. Specifically, we participated in professional learning about equity, having critical conversations when

in conflict, taking individual ownership to act in ways to increase trust, attending social events, and setting clear expectations for adult behaviors.

Struggles: : Time constraints continue to pose a challenge to both classified and certificated staff. Budget constraints make it difficult to bring classified staff in during non-work hours for the purpose of collaborating and maintaining relationships. Our LEAP calendar provides little flexibility to focus on school-specific goals. That being said, we have been able to provide some time to support our goals and increase our rate of “agree mostly/completely”.

Next Steps to Ensure Continued Growth: Even with purposeful professional learning and increased commitment by our staff, we still look to fully realize this goal. To continue this work, all staff need to work to live by our building norms and not accept negativity, and to cease non-productive behaviors. It is important that issues are addressed at the source using the norm of assuming positive intent. The results indicated growth in our trust score even though we did not reach our overall goal. We will continue to look for ways to address this issue again this year.

Attendance Goal:  
Elizabeth Blackwell Elementary will reduce the number of non-medical absences (code P) from 3,346 student absence days to less than 3,000 student absence days as measured by yearly attendance data (September 2017 – June 2018).

Outcome:  
3,690 student absent days were coded as non-medical absences as measured by yearly attendance data (September 2017 – June 2018).

Narrative Reflection:

Summary: Our goal of less than 3,000 non-medical absences was not met. In fact, our number of school day absences for this reason increased by nearly 10%.

Successes: Our focus last year included sharing our goal with our families, using the pre-arranged absence process, communicating attendance concerns when certain absence thresholds were triggered, and having conversations with families by staff. Families were receptive to the information and worked with staff to create Absence Plans in order to maintain learning while missing school for three or more days in a row.

Struggles: One of the areas of concern at Blackwell regarding attendance are the number of school days missed by students for non-medical reasons. These are often due to attendance at extracurricular activities, additional vacations scheduled by families on school days, extended trips, and taking days off. While many of these activities often are used to meet family and cultural obligations, they still negatively affect individual student attendance and learning.

Next Steps to Ensure Continued Growth: We will continue to work with our families and educate our community about regular school attendance. We will also provide resources to inform our families about the dangers of chronic absenteeism.

<p><b>Discipline Goal:</b> Elizabeth Blackwell will reduce the number of students being referred to the office 3 or more times per year from 1.5% of the students to 1.4% of the entire student body as measured by the principal discipline incident log by June 2018.</p>	<p><b>Outcome:</b> Four (4) students were referred to the office three or more times. This is a percentage of 0.7% of the student body as measured by the principal discipline incident log by June 2018.</p>
<p><b>Narrative Reflection:</b> Summary: Our goal of reducing the number of students receiving three or more office referrals was realized. Four students (0.7%) of the Blackwell student body were referred three or more times. This was an overall reduction of 0.8% from the previous year.</p> <p><u>Successes:</u> Our staff selected school office discipline referrals as our focus area. This area was chosen due to the needed intervention for students demonstrating multiple discipline referrals throughout the year. Our goal is to further reduce the occurrence of multiple referrals for individual students as a percentage of our school population.</p> <p>This goal was monitored through our “Principal Incident Record” database. Parents of students who are referred 3 or more times were contacted by administration to discuss possible interventions with the goal of changing behaviors to avoid future referrals. The use of standardized communication forms at Blackwell streamlined reporting. This led to greater communication with families about discipline concerns.</p> <p><u>Struggles:</u> With any subjective data, we are not able to say with absolute certainty that chronic negative behaviors are decreasing with all students. This is just one indicator that less students are needing this level of behavioral support. Additional work is needed to ensure consistent practice of referring students to the office for this level of support.</p> <p><u>Next Steps to Ensure Continued Growth:</u> There are a variety of strategies that will be implemented to ensure continued growth in this area. These strategies include the following: (1) Continued use of counselor support; (2) Use of positive interventions to encourage students to make good choices at school (ex: student recognition, CARES stickers, etc.); (3) Use of tiered discipline system in classrooms and on the playground; (4) Regular communication with parents for the purpose of supporting student discipline (ex: emails, meetings, behavior charts, etc.); (5) Adjusting supports/programming for students with severe behaviors; and (6) Conversations with staff regarding communication slips and referrals for the purpose of calibration.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

Elizabeth Blackwell Elementary worked with our PTSA and community to support our Continuous Improvement Process as follows:

- Used parent, Eastside Catholic, Eastlake High School, Links, Watch D.O.G.S. and Launch volunteers programs to support students in class through 1:1 and small group support
- Worked with the PTSA to fund materials, resources, and professional learning opportunities that support CIP goals
- Revised communication processes to further involve/inform parents in the areas of attendance
- Partnered with PTSA to provide parent education opportunities at Blackwell

Reflection on Outcome:

We worked as a school to provide a welcoming environment for our students, volunteers, and families. We promote monthly PTSA community events and school-base assemblies and programs. We strive to use all monies raised throughout the PTSA year on this year's students through restricted and need based grants and activities. The level of engagement, as measured in our PTSA and school-based activities, shows we have a supportive community and are successful at involving our community at Blackwell.

2017-18 Strategies to inform parents, families and the community in the CIP process:

The building principal informed parents, families, and the community about the continuous improvement process at the November 2017, February 2018, and May 2018 PTSA meetings (board and/or general membership). Parents were also informed of this process via the regular monthly newsletter from the principal. In addition, the PTSA and community were provided with regular updates throughout the year, both in PTSA meetings, Java with Jim, publication to our school website, and via the school newsletter.

Our PTSA partnered with us to support our academic CIP goals during our STEM night and Family reading night (during our book fair).

Reflection on Outcome:

We believe our CIP document is accessible to family and community members through our various communication structures. Parents trust the professionals to support their children and know that documents like the CIP are artifacts of the professional work we do to intentionally plan for school-wide success. Parents rarely ask about the CIP, but often talk about topics embedded in our goals (e.g. attendance, discipline, school climate, academic success/supports). All are rooted in the intentional practice of our staff.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

### 2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

88.1% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.

Process used to determine goal: Teachers examined past assessment results, beginning of year DIBELS data, and classroom-based assessments for all students in grades K-2 to determine the K-2 Reading SMART Goal. This included looking at every individual child to determine reasonable growth as a result of planned interventions.

Responsible individual or team: Teachers in grades K-2 (including 2<sup>nd</sup> grade Quest), Safety Net, ELL, and Special Education.

Strategies that will be implemented to support goal: Our teacher teams will differentiate instruction in a variety of ways. This will include using specialized supplemental resources (Read Naturally, All Hands-on Deck, flexible grouping), adult volunteers (parent and launch helpers), and safety net services.

How challenge and rigor will be ensured for all students: Reading materials and homework assignments will be differentiated for students. Teachers will also design individualized instruction and appropriately challenge students and ensure growth.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by DIBELS, formative assessments and summative assessments with the Wonders reading curriculum, and regular running records reading assessments.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) Dyslexia; and (2) Supporting students receiving ELL and SpEd services. (3) SIOP.

Any resources needed and plans to obtain them: Our main resource needed is time to effectively collaborate with teammates to plan lessons and differentiation strategies. We will schedule PCC and Team time throughout the year to do this work. We also are interested in seeking professional learning and resources for learning more about phonemic awareness resources and materials.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) Through regular DIBELS assessments (BOY, MOY, and EOY); (2) End of unit Wonders reading assessments (every 5-6 weeks); (3) Weekly spelling tests/checks; and (4) PGE meetings and check-ins with administrators.

Literacy: 3-5 ELA SMART Goal:

88.7% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA in May 2019.

Process used to determine goal: Teachers examined past state assessment results and beginning of and classroom-based assessments for all students in grades 3-5 to determine the 3-5 ELA SMART Goal. This included looking at every individual child to determine reasonable growth as a result of planned interventions

Responsible individual or team: Teachers in grades 3-5 (including 3<sup>rd</sup> grade Quest), Safety Net, ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Flexible reading groups; (3) Safety Net, co-teaching with ELL, and Special Education services (4) Supplemental reading support materials (STAR, Accelerated Reader); and (5) Targeted volunteer support.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use various supports including Accelerated Reader, peer mentorship, book projects, novel studies, differentiation, STAR, simulations, SRA, National Geographic, Scholastic News, whole class instruction, IA support with reading groups, and support from Special Education and ELL staff.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by Wonders curriculum and teacher created assessments.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) SMARTBoards; (2) Dyslexia; and (3) Supporting students exited from ELL and SPED services; and (4) SIOP.

Any resources needed and plans to obtain them: It would be helpful to have time for collaboration and IA support during literacy and classroom instructional time.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) Through use of district unit assessments; (2) Regular comprehension checks; (3) Stars reading assessments; (4) Progress on areas monitored within the report card; and (5) PGE meetings and check-ins with administrators.

Math: 3-5 Math SMART Goal:

87.7% of students in grades 3-5 will score at standard or above in math as measured by the SBA in May 2019.

Process used to determine goal: Teachers examined past assessment results (SBA), looked at current data related to progress in math, and used professional judgment to determine the 3-5 math SMART goal.

Responsible individual or team: Teachers in grades 3-5 (including 3<sup>rd</sup> grade Quest), ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Supplemental Math programs (e.g. Xtra Math, Rocket Math, Medieval Math); (3) Targeted IA/Para support; (4) Timed tests on math facts; (5) Parent-led math groups; (6) Watch DOGS volunteer support during math instruction; (7) Supplemental materials (e.g. Engaged New York, Math Challenge); and (8) Dreambox.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of daily math instruction, 1:1 support (from IA, Para, parents), timed tests on math facts, enrichment projects, Dreambox online tool, and SBA Interim Assessments.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by enVision Math curriculum, SBA Interim Assessments, timed tests, and teacher created assessments.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) SMARTBoards; (2) Dreambox; and (3) Interim Assessments.

Any resources needed and plans to obtain them: It would be helpful to have time for collaboration and IA support during literacy and classroom instructional time.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) Through the use of District assessments; (2) SBA Interim Assessment data; (3) Quick checks; (4) Tracking time tests; and (5) PGE meetings and check-ins with administrators.

Science: 5 Science SMART Goal:  
89.4% of students in 5<sup>th</sup> grade will score at standard or above in science as measured by the WCAS in May 2019.

Process used to determine goal: Teachers looked at past trends/results in science on state assessments, examined current data, and used professional judgment to determine the 5<sup>th</sup> grade science SMART goal.

Responsible individual or team: Teachers in 5<sup>th</sup> grade (through years of support from Kindergarten – 4<sup>th</sup> grade instruction).

Strategy/ies that will be implemented to support goal: Strategies to support our goal will include the use of NGSS instructional strategies in science lessons and application to science curriculum. Fifth graders will receive nearly daily instruction in science content and application.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of district science curriculum and a variety of supplemental resources. Hands-on activities, online resources, Scholastic Superscience, Inquiry Cycle, Investigative process, EIE kits, writing procedures/conclusions, sharing students, science field trips (ToyMaker, Salmon, Outdoor Ed, etc.), Egg drop, Science Fair, group collaboration, Green Team, Mystery Science, and Salmon in Schools

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by the LWSO science curriculum and teacher created assessments and check-ins.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) Continued training and experiences with NGSS; and (2) Training and opportunities to infuse STEM experiences in the classroom.

Any resources needed and plans to obtain them: It will be helpful to have curriculum that aligns to the NGSS. The LWSO is currently in the process of adopting new science materials, which will address this area of need. Two of our intermediate teachers are receiving in-depth training on NGSS and will serve as building leaders and trainer for the rest of the staff this year.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) Through the use of District and teacher created assessments; and (2) PGE meetings and check-ins with administrators.

**Achievement Gap SMART Goal:**  
25% of Elizabeth Blackwell Elementary students listed on the equity grid created in August 2018 will improve by one or more proficiency levels in either ELA or Math as measured by Spring 2019 state assessment data.

Process used to determine goal: Conversations with staff about how to meet the individual needs of students we recognize as needing additional support from a caring adult. Teachers were provided an equity grid to consider when looking at the whole child and getting to individual academic and personal stories. Students chosen often indicated an academic and/or attendance need in one or more areas. Teachers then purposefully planned for ways to address these needs for the student.

Responsible individual or team: Grade level teams are responsible for monitoring students listed within their grade level on the Equity Grid. The Associate Principal is responsible for supporting teachers and students in the area of attendance and academics. The principal is responsible for supporting teachers and students in the area of academics and school culture/programs.

Strategies that will be implemented to support goal: Teachers will use flexible instructional groupings, parent volunteer support, targeted homework, and individualized interventions and activities. Teachers will also collaborate with the Associate Principal and registrar to support student attendance.

How challenge and rigor will be ensured for all students: Students will be provided with differentiated instruction, intervention opportunities, and small group teacher support to address areas of focus.

How necessary interventions will be determined: Interventions will be determined based upon student academic assessment and attendance data. Teachers will also work with specialized staff, as needed, to support students. This may include collaborating with ELL, SpEd, and Safety Net teachers.

Any professional learning needed: Additional professional development in the area of Culturally Responsive Teaching and SIOP strategies will be provided to teachers this year to support student learning.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible. If additional resources are needed, students and teachers will be supported either through building budget or PTSA grants.

Timelines and Progress Monitoring Plans: Teachers will review students listed on the Equity Grid during PCC meetings. They will also meet with administrators three times during the year to provide progress updates.

School Effectiveness SMART Goal:

Elizabeth Blackwell Elementary will improve from 61% “agrees mostly/completely” to 80% “agrees mostly/completely” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2019).

Process used to determine goal: Our certificated staff reviewed the results of our Nine Characteristic survey from last year. This is one area that we focus on improving that will positively affect many areas of the survey. When staff are able to work collaboratively across grade levels, we can scaffold the learning for cohorts of students and build predictability for our education program. When our staff met, half thought this was an excellent area to focus on this year. Our building leadership reviewed this and determined the goal.

Responsible individual or team: Each grade level bands are responsible for meeting. Purposeful calendaring of PCC and TEAM days will be identified to meet in grade level bands at least three times this school year.

Strategy/ies that will be implemented to support goal: Advanced calendaring of days to ensure participation. Protocols determined to gather information and record the work and the decisions made by the teams.

How challenge and rigor will be ensured for all students: The nature of grade level teams working together to coordinate learning and scaffold learning for students will increase rigor and challenge. These will be part of the conversations and natural harvest from this

work together. By clarifying expectations and planning together, our overall program will improve. This will include the challenge and rigor of our classroom experiences.

How necessary interventions will be determined: The building leadership team will identify areas of focus based on current needs.

Any professional learning needed: Common understanding of grade level standards and expectations from the level below and the level above will give the current level teacher a better idea of the spiral and scaffolded nature of our students learning. The professional learning will be how each year intertwines with the next.

Any resources needed and plans to obtain them: Time during regularly scheduled Wednesday LEAP, all day LEAP, and PCC Tuesdays will be purposefully scheduled. Protocols for doing this work will be developed.

Timelines and Progress Monitoring Plans: This work is already underway. Calendaring of identified days and topics will be done by the end of November 2018. Monitoring will be done by school administration in coordination with our building leadership team.

Attendance SMART Goal:

Reduce the percentage of student tardies from 55% of students (316) with one or more tardies during the 2017-18 school year to 50% of students (268) with one or more tardies as measured by school attendance data in June 2019.

Process used to determine goal: Our building leadership team examined attendance data from the previous year, especially tardies. Arriving on time to school is an essential habit of good attendance practices. Reducing tardies will increase the learning opportunities of our students.

Responsible individual or team: Our administrative team, parents, and students are responsible for positively affecting this goal.

Strategy/ies that will be implemented to support goal: New strategies that will help reduce tardies include: (1) parent escort of tardy student to front office; (2) parent/student completing tardy slip paperwork; (3) notification to families of excessive tardies; (4) meeting and conferences with chronically tardy student to seek a plan for improvement

How challenge and rigor will be ensured for all students: By timely arrival at school, students will have the opportunity to participate in the entire school day experience.

Any professional learning needed: No additional professional learning is needed.

Any resources needed and plans to obtain them: We feel we will be able to decrease tardies within existing resources and communication systems.

Timelines and Progress Monitoring Plans: Monthly attendance reports will be run to identify and inform our progress on this goal.

**Discipline SMART Goal:**

Reduce the percentage of recess office referrals from 58.3% to 50% of all office referrals as measured by the student discipline data kept by the administrators.

Process used to determine goal: Our school's discipline data indicates a relatively low occurrence of behavior issues. The majority of referrals are from recesses. To help better understand the issues and provide targeted support, it was determined that we would develop a tracking system to better inform the support needed.

Responsible individual or team: The Blackwell administrative team will be responsible for recording and monitoring.

Strategy/ies that will be implemented to support goal: Blackwell will design a tracking system for playground referrals that identifies time of day, activity, and location for playground referrals. This data will be used to target instruction and support to decrease playground referrals. All playground reports requiring office intervention will be referred to administrators. Administrators will track occurrence. As themes emerge, strategies to address concerning behaviors will be used to make our playground safer for all students.

How necessary interventions will be determined: Administrators will progress monitor the reported and recorded incidences to look for themes and areas of concern. These will be addressed with target interventions designed to extinguish problems.

Any professional learning needed: Based on the data, professional learning may be needed to provide staff with additional support strategies for monitoring the playground and supporting student conflict.

Any resources needed and plans to obtain them: As needs become known, resources will be sought to address them. This could involve professional learning, increased supervision, and other needs identified.

Timelines and Progress Monitoring Plans: Data collection is already underway. Administrators will monitor the data regularly to inform next steps.

## VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process: Elizabeth Blackwell Elementary will work with our PTSA and community in 2018-2019 to support our Continuous Improvement Process as follows:

- Use parent, high school, Watch DOGS, and other volunteers to support students in class through 1:1 and small group support
- Work with the PTSA to fund materials and professional opportunities to support CIP goals
- Use communication processes that further involve/inform parents in the areas of attendance and discipline (e.g. school newsletters, teacher newsletters, PTSA meeting reports, etc.).
- Host principal talks (Java with Jim) to engage community members.
- Work with the school Equity Team to explore ways to more inclusively involve parents.

Timelines and Progress Monitoring Plans:

Various events and activities will take place throughout the school year to ensure our community is involved in and supportive of the CIP process. This includes having the school principal share updates on progress made towards CIP goals during monthly PTSA Board meetings. This includes updates on the monitoring of CIP/PGE goals, which happen a minimum of three times/year. The Principal and Associate Principal will also facilitate and encourage volunteer opportunities for community members and students.

The building principal will inform parents, families, and the community about the continuous improvement process at scheduled PTSA meetings (board and/or general membership). Parents will also be informed of this process via the school newsletters from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both in PTSA meetings, Java with Jim, and via the school newsletter.

2018-19 Strategies to inform parents, families and the community in the CIP process: Elizabeth Blackwell Elementary will use a variety of strategies to inform parents, families, and the community about the continuous improvement process. This will include the principal updating our community of the process at the November 2018 PTSA General Membership meeting. Parents will also be informed of this process via the school's newsletter from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both at PTSA meetings and in the monthly principal newsletter. Lastly, upon approval by the LWSB School Board, the CIP will be posted on the school's website.

Timelines and Progress Monitoring Plans:

The strategies listed to inform parents, families, and the community of the CIP process will take place throughout the school year based upon the dates provided within those strategies.