

# Continuous Improvement Process Plan

## Elizabeth Blackwell Elementary

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2017 -  
2018



Principal Jim Eaton

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Lake Washington School District

2017 - 2018

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

As you approach the front of our school, you will see a student-created beautiful, colorful mural depicting the sights and unique characteristics of our great Puget Sound region. At the center of this mural is a simple schoolhouse. School is the center of the Blackwell community.

The Lake Washington School District student profile calls on educators to provide learning environments in which Connection, Value and Challenge are part of a student's educational experience. We strive to provide integrated, differentiated learning experiences for students. We get to know each student on an individual basis to address individual needs. We strive 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 a very active PTSA that supports many after school programs, provides 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.

Year in Review – 2016-2017

The Blackwell Elementary Continuous Improvement Plan was developed by teachers after analyzing data from multiple student assessment sources (report cards, SBA, MSP, DIBELS and classroom based assessments). Grade level teams worked together to plan, analyze, implement and revise goals throughout the school year and monitor student growth and academic achievement. The Building Leadership Team worked with the principal to support meaningful professional development activities that supported school goals. In addition, many teams incorporated student specific protocols to meet the needs of our struggling students as well as provide additional learning opportunities for advanced students.

Our building goal in 2016-17 continued to focus on the success of our students in English Language Arts (ELA) and math. A core cadre of teachers were busy focusing 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 of -- What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? And 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 early release Wednesdays and a full ELC extended Wednesday professional development afternoon.

## DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 <sup>rd</sup> Graders on Track for Success	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 <sup>th</sup> Graders on Track for Success	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	86.7%	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 reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

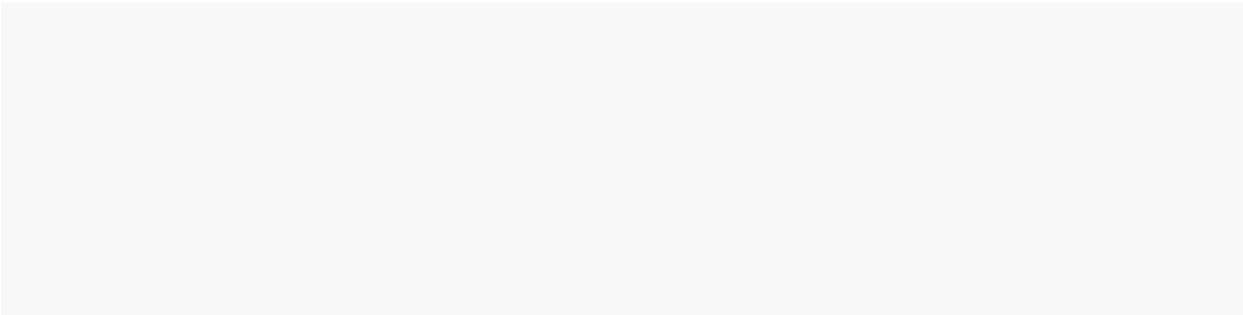
### Process to determine District Performance Targets:

The 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.

**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%				
		1 <sup>st</sup>	87.7%	86.1%	93.7%				
		2 <sup>nd</sup>	100%	97.7%	92.3%				
<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%				
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		87.3%	≥95%	83.8%				
<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%				
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		94.7%	87.0%	90.9%				
<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%				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		92.5%	91.5%	87%				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		≥95%	≥95%	≥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 reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**



## CIP REFLECTION: EVALUATE OUTCOMES

**2016-17 CIP Goals and 2017 Outcomes:***Data:*

	<b>Goal</b>	<b>Achievement</b> (Achievement Level Descriptor)
<b>Literacy: K-2 Reading</b>	89% of students in grades K-2 will score at benchmark in literacy as measured by the EOY DIBELS assessment in May 2017.	94.1% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	91% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2017.	91.0% met or exceeded standard
<b>Math: 3-5 Math</b>	87% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2017	87.2%% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	95% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2017	≥95% met or exceeded standard
<b>Achievement Gap</b>	50% of an identified subgroup of second grade students will meet benchmark in <u>all</u> DIBELS categories as measured by the DIBELS 2017 EOY.	33% of the identified subgroup of second grade students met benchmark in all DIBELS categories as measured by DIBELS EOY data.
<b>School Effectiveness:</b>	Elizabeth Blackwell Elementary will improve from 9.7% to 50% “agree completely” in the area of “staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Nine Characteristics of Effective Schools Survey.	58% of staff surveyed on the Nine Characteristics of Effective Schools “agreed mostly” or “agreed completely” with the statement “staff works in teams across grade levels to help increase student learning.” 19% of the staff selected “agreed completely.”
<b>Attendance and Discipline:</b>	Elizabeth Blackwell Elementary will improve from 3.0% of students tardy ten or	Attendance: Thirty-two students were tardy ten or more times during the

	<p>more times per year to 2.5% of students receiving a second attendance letter as measured by the May 2017 attendance check.</p> <p>Elizabeth Blackwell will reduce the number of students being referred to the office 3 or more times per year from 2.3% of the students to 2.1% of the entire student body as measured by the principal discipline incident log by June 2017.</p>	<p>school year. This is a percentage of 5.7% of our students.</p> <p>Discipline: Eight students were referred to the office 3 or more times for the school year. This is a percentage of 1.5% of our K-5 population.</p>
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*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	<p>Last fall, the staff worked collaboratively to create the specific SMART goals for the 2016-17 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.</p> <p>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. We reviewed the results of each goal area individually, in small groups, and as a whole staff. See the summary statements and reflection for each goal area.</p> <p>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.</p>
<b>Literacy: K-2 Reading</b>	<p>Our K-2 students demonstrated excellent success on achieving the literacy goal. We exceeded our goal of 89% of students meeting standard by 5.1%. This success (94.1%) was due to the dedication of staff and parents in working with our students on specific literacy skills at school and at home.</p> <p>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 use phonemic awareness, phonics practice, progress monitoring, Read Naturally, and frequent professional collaboration to</p>

	<p>bolster success with our students (see Achievement Gap reflection below).</p>
<p><b>Literacy: 3-5 ELA</b></p>	<p>This year was the third year that English Language Arts was formally assessed using the SBA. Last year marked the fourth year of our CCSS supporting Wonders curriculum. Teachers aligned their instructional practice to the standards using this 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.</p> <p>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 activities to best prepare our teachers to begin to incorporate best practices strategies into writing instruction. These strategies, combined with frequent professional collaboration and purposeful professional learning in writing both in-building and with the greater Eastlake Learning Community, provided our students with the opportunities to master our rigorous standards.</p> <p>Blackwell experienced high achievement scores on the SBA assessment by meeting our ELA goals. Our fourth and fifth grade students increased their overall levels of success by decreasing the percentage of students not at standard (less than 6%). Our third grade students established a high proficiency in meeting and exceeding proficiency on the SBA. Focused instruction and academic supports will be provided this year to students not quite meeting standard. This included an intensive phonic program for identified fifth graders to master this important reading skill.</p> <p>We look forward to maintaining our high success and specifically targeting our instruction to increase our student growth, especially with our struggling students.</p>
<p><b>Math: 3-5 Math</b></p>	<p>Much like our ELA results, our Math results on the SBA continue to be very successful. We met our school math goals set last fall. Our fourth and fifth grade student cohort scores slightly dipped, however, our overall success remains high.</p> <p>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.</p>
<p><b>Science: 5<sup>th</sup> Science</b></p>	<p>For the third year in a row our MSP Science scores continue to significantly outpace the district and state with more than 95% of all fifth graders meeting or exceeding the science standards. This level of success is a direct tribute to the six years of excellent science</p>

	<p>instruction at Blackwell. 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 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.</p>
<p><b>Achievement Gap</b></p>	<p>Our achievement gap goal was not fully realized. Our second grade team identified 15 second graders in the fall who received additional supports in reading. The goal was to have at least half of the students meet benchmark on all DIBELS indicators (fluency, accuracy, and retell).</p> <p>All students made growth to benchmark in at least one of the measured indicators. Five of our identified 2<sup>nd</sup> graders were able to reach the goal of meeting benchmark in all indicators. Nearly all made benchmark in two of the three indicators.</p>
<p><b>School Effectiveness:</b></p>	<p>Our perception goal was not realized as evident from the spring Nine Characteristics of Effective Schools data. However, significant progress was made. The biggest obstacle was the formal scheduling of time to accomplish the intergrade-level collaboration. There were multiple times that this scheduling was achieved, but this did not rise to the levels needed to comfortably do this work. Staff found it challenging to meet regularly in vertical teams. Often, their only chance to collaborate outside of their immediate team was informally during lunch or common planning times. This year, additional time will be dedicated to vertical alignment work.</p> <p>During our reflection conversations, ideas were shared to better realize this goal in the future. These included planning to schedule vertical work, purposefully identifying this work when it occurs, reflecting on this work with a common protocol, and sharing the work with a wider audience.</p>
<p><b>Attendance and Discipline:</b></p>	<p><u>Attendance:</u></p> <p>Our staff chose “morning tardiness” as our attendance focus. Starting the day on time is a great way to better ensure overall academic success for all students. Some of our students have demonstrated difficulty being at school on time and/or missing school.</p> <p>An initial attendance check, with “first and second attendance letters”, were sent each month via postal mail beginning at the end of October. The registrar and principal closely monitored the attendance of students receiving these letters. Many families showing continued tardiness were contacted so a plan could be put in place to ensure prompt arrival to school.</p>

Our goal of reducing tardiness as measured by formal letters was not realized. 5.7% of student families received second (or third) attendance letters. We will continue to work on this goal in subsequent years.

**Discipline:**

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.

This goal was monitored through our “Principal Incident Record” database. Parents of students who are referred 3 or more times were contacted by the principal to discuss possible interventions with the goal of avoiding future referrals. Blackwell formalized our discipline reporting protocols by introducing a Communication Slip and Reflection form. This led to greater communication with families about discipline concerns.

Our goal of reducing the number of students receiving three or more office referrals was realized. Eight students (1.5%) of the Blackwell student body were referred three or more times. This was an overall reduction of 0.8% from the previous year.

**ANNUAL SCHOOL GOALS**

**2017-18 Annual School Goals:**

<b>SMART Goals</b>	
<b>Literacy: K-2 Reading</b>	91% of students in grades K-2 will score at benchmark in literacy as measured by the EOY DIBELS assessment in May 2018.
<b>Literacy: 3-5 ELA</b>	90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
<b>Math: 3-5 Math</b>	89% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.
<b>Science: 5<sup>th</sup> Science</b>	95% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.
<b>Achievement Gap</b>	64% of English Language Learners will be proficient in the writing strand as measured by the Spring 2018 ELPA21 assessment.

<b>School Effectiveness:</b>	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.
<b>Attendance:</b>	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).
<b>Discipline:</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.

### Annual School Goals: Academic

Teachers examined DIBELS, SBA, and MSP results, in addition to fall literacy and mathematics assessments, to determine school goals. Goal areas were selected as a result of state requirements. Specific strands within goal areas were selected by teachers as a result of close examination of data. These strands are often incorporated into PGE student growth goals.

Teachers met with grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas. Grade level teams will meet regularly throughout the year to refine strategies, design interventions, and create challenge opportunities for students.

Students will be regularly assessed to ensure they are receiving the appropriate intervention/challenge. In addition, support staff (IAs, Para Educators) and specialists (ELL, Safety Net) will be used to support students with their individual needs. Goal selection, use of common assessments, monitoring progress and implementing/revising strategies are a part of this intentional cycle.

Goals will be monitored regularly. Grade level teams have tied their school goals to teacher Professional Growth and will monitor them throughout the year during regular team meetings. The building principal will provide formal feedback around data/results multiple times throughout the year.

### Annual School Goals: Achievement Gap

Our ELL population continues to be a growing population at Blackwell. The ELL population at Blackwell has grown by 133% from 2015 to 2017. Our ELL students participated in the ELPA21 assessment for the first time in the 2015-16 school year. The English Language Proficiency Assessment for the 21st Century (ELPA21) represents a shift from separating language and content to measuring language skills needed to fully access general education curriculum. School teams, in collaboration with ELL staff, will share assessment information, differentiate ELL services, regularly communicate instructional plans and strategies, and monitor student academic progress. This year we

will focus on one strand of measurement within the ELPA21 assessment: writing. We will leverage our new district writing workshop process and integrate ELL high access learning strategies (e.g. co-teaching, push-in and small group instruction) to measure student growth of ELL students within the writing strand of the spring 2018 ELPA21 assessment.

### Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations with all staff. We examined data from the Nine Characteristics of Effective Schools over the past two years.

Our staff chose to work on question #29, “Staff members trust one another.” This area was selected because of the belief that we can increase our overall trust on staff by strategically and purposefully concentrating on building and maintaining trust.

Over the past two years, our staff has grown and changed in personnel. While trust is often assumed, it is important to intentionally engage in behaviors and activities to build and maintain trust. Our school building leadership team will be engaged in measuring, supporting, and monitoring trust among staff. Activities will be planned to bring people together to engage in this work. Organizations with high levels of trust can build the momentum and teamwork needed to increase achievement across all levels of the school.

### Annual School Goals: Attendance

We will focus on increasing daily attendance at Blackwell. Our goal is to reduce the number of total student absence days across the school year by reducing the number of days students are absent for non-medical/non-religious (elective) reasons. Studies show children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade. At Blackwell, attendance matters.

Our community will be reminded to carefully consider elective absences, communicate with the school, and complete plans for known absences. Communication between the home and school will increase support for chronically absent students.

### Annual School Goals: Discipline

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. It is our goal to further reduce the occurrence of multiple referrals for individual students as a percentage of our school population.

This goal will be monitored through our “Principal Incident Record” database. Parents of students who are referred 3 or more times over the entire year will be contacted by school administration to discuss possible interventions and supports to assist students in making better behavior choices with the goal of avoiding future referrals.

**INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES**

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	<p>Grades K-2 will use the following strategies:</p> <ul style="list-style-type: none"> <li>• Safety Net support (small group)</li> <li>• Launch 1:1 tutoring</li> <li>• Read Naturally</li> <li>• Headsprout</li> <li>• Sight words</li> <li>• Small group instruction (leveled reading)</li> <li>• Accelerated Reader and Stars testing</li> <li>• Identify students struggling with phonemic awareness and phonics</li> <li>• Listen to stories online</li> <li>• Progress monitoring with students who were approaching benchmark</li> <li>• Phonics and decoding practice</li> <li>• Classroom independent reading time</li> <li>• IA reading support</li> <li>• Strategic use of human resources including instructional aids, parent volunteers, Eastside Catholic volunteers, Special Education teachers, and paraprofessionals</li> <li>• Wonders online phonics practice</li> <li>• Differentiated Instruction</li> <li>• Incorporate highly capable resources</li> <li>• Incorporate new writing workshop philosophy</li> </ul>
<i>Professional Learning needed</i>	<p>Grades K-2 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Professional Development provided by building writing lead teachers</li> <li>• ELC PLC and full day LEAP professional development on elements of the writing process by content/training expert</li> <li>• Dedicated time to plan and implement as a grade level team/band</li> </ul>
<i>Resources needed</i>	<p>Grades K-2 need the following resources:</p> <ul style="list-style-type: none"> <li>• Haggerty Phonemic Awareness</li> <li>• Headsprout</li> <li>• Burst</li> <li>• DIBELS</li> <li>• Wonders</li> <li>• Developmental spelling inventory</li> <li>• Writing Workshop grade level binders</li> </ul>
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal. Formal progress monitoring will take place in January, March, and May. Progress Monitoring tools may include:</p> <ul style="list-style-type: none"> <li>• District reading &amp; writing assessments</li> <li>• DIBELS</li> <li>• Weekly spelling tests</li> <li>• Team meetings to discuss progress towards goals</li> </ul>

	<ul style="list-style-type: none"> <li>• Wonders resources</li> <li>• Read Naturally</li> <li>• Accelerated Reader</li> <li>• STAR Assessment</li> </ul>
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<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> <li>• Conduct an informational campaign to inform parents and staff about recent changes in attendance and truancy laws and policies.</li> <li>• Use new pre-arranged absence form as an informational tool.</li> </ul>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>• Inform staff of current attendance and truancy policies.</li> <li>• Provide guidance for teachers in how to support non-medical/religious absences to build consistency across the school</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>• Pre-arrange absence form available to families in multiple ways (teacher, office, online)</li> <li>• Tracking system to allow for timely communication</li> <li>• Provide teachers with individual student attendance data near January report card time</li> </ul>
<i>Responsible individual or team</i>	Administrative team, office staff, and classroom teachers

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	<p>In Grades 3-5, ELA:                      Implement the Writing Workshop approach in every classroom by teaching the required units of Opinion, Narrative, and Informational writing.                      Provide choices for differentiation of student learning to include:</p> <ul style="list-style-type: none"> <li>• Renaissance Learning Products (AR, STAR)</li> <li>• Peer mentorship</li> <li>• Book projects</li> <li>• Novel studies</li> <li>• Periodicals</li> <li>• Simulations</li> <li>• SRA</li> <li>• Safety Net</li> <li>• Parent volunteers</li> <li>• Buddy classes</li> <li>• High school volunteers</li> <li>• Ability grouping</li> <li>• Wonders Leveled Readers</li> <li>• Team collaboration</li> <li>• Co-teaching with ELL teacher</li> </ul>
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> <li>• Professional Development provided by building writing lead teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• ELC PLC and full day LEAP professional development on elements of the writing process by content/training expert</li> <li>• Dedicated time to plan and implement as a grade level band</li> </ul>
<i>Resources needed</i>	<p>Access to materials and subscription services listed</p> <p>Team planning time</p>
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal. Formal progress monitoring will take place in January, March, and May. Progress Monitoring tools may include:</p> <ul style="list-style-type: none"> <li>• District reading &amp; writing assessments</li> <li>• Interim Assessments</li> <li>• DIBELS</li> <li>• Weekly spelling tests</li> <li>• Team meetings to discuss progress towards goals</li> <li>• Wonders resources</li> <li>• Read Naturally</li> <li>• Accelerated Reader</li> <li>• CDSAs</li> <li>• STAR Assessment</li> </ul>

<b>Goal Area</b>	<b>Achievement Gap</b>
<i>Strategy to support goals</i>	<p>Intentional staff training on SIOP and ELPS for teaching staff</p> <p>Intentional communication with families regarding resources and support (e.g. meeting with families, curriculum night presentation by ELL teacher)</p>
<i>Professional Learning needed</i>	<p>Specific training on high access learning strategies to assist students who are English Language Learners to increase understanding:</p> <ul style="list-style-type: none"> <li>• SIOP (Sheltered Instruction Observational Protocol)</li> <li>• ELPS (English Language Proficiency Standards)</li> <li>• Co-Teaching practices</li> </ul>
<i>Resources needed</i>	<p>Specific strategy training for staff incorporating ELPS.</p> <p>Team collaboration time</p>
<i>Responsible individual or team</i>	<p>All instructional staff who regularly work with our English Language Learners.</p>

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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### Strategies to involve parents, families, and the community in the Continuous Improvement Process

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

- Use parent, Eastside Catholic, Eastlake High School, Links, and Launch volunteers to support students in class through 1:1 and small group support
- Work with the PTSA to fund materials, resources, and professional learning opportunities that support CIP goals
- Revise communication processes to further involve/inform parents in the areas of attendance
- Partner with PTSA to provide parent education opportunities

### Strategies to inform parents, families, and the community about the Continuous Improvement Process

The building principal will inform 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 will also be informed of this process via the December 2017 monthly newsletter 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.