



Continuous Improvement Process Plan 2018-2019

Discovery Community School

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Kirkland, WA 98034

<https://discovery.lwsd.org/>

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I. Description of School

Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg/Discovery Community School community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum and are strategically exposed to the responsibilities of global citizenship. We have 71 students in Discovery Community School and share a campus with 469 K-5 students, as well as another 22 pre-school students. Together, our school community supports 562 students, and we view ourselves as one community. Our students come from well-educated families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, recycle and compost, and complete monthly service projects to benefit the Kirkland community. In partnership with Discovery Community School, they have been recognized with a Washington State Green School award for progress toward reducing environmental impact and costs. The Carl Sandburg/Discovery Community School staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. The Discovery Community School staff aligns their practices closely and ensures that feedback and communication is consistent, as our teachers graduate students to the next team member. Classroom doors are open to team members and teachers throughout the district. Our trust and respect for one another allows de-privatization to flourish. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance-based process to become National Board Certified. We are a school that values rigorous academics and values the arts. Our PTSA supports a strong art docent program in addition to teaching the district arts curriculum.

Our school is currently focusing on growth in several areas. 1) Teachers are learning to use new SMART Board Interactive Whiteboards and software to enhance student engagement and assessment practices. 2) Teachers have begun exploring the Sheltered Instruction Observation Protocol (SIOP) to support English Language Learners and all students in becoming strong users of academic vocabulary and readers and writers. This learning is also part of our efforts to be Culturally Responsive teachers and to close the Achievement Gaps that persist for some of our students. We are deeply committed to equity and making sure all students are supported to be successful learners. To this end, we have also created a building Equity Team to evaluate and expand our practices from an equity lens. 3) Curriculum learning continues as teachers do professional learning about Writing Curriculum implemented last year and about the new Next Generation Science Standards.

We continue to work on meeting the needs and supporting every student through programs like the Peaceful Patio, an alternate recess space, and a Sensory Library. In addition, our building has adopted a Building-wide social and emotional curriculum, called Second Steps

and Kelso’s Choice, and we have also implemented a “Be Kind. Be Safe. Be Responsible.” Motto that we do learning and celebrating year- round.

We have a very active parent steering group, PTSA and parent volunteer community. We engage families with frequent home to school communication, opportunities for involvement, and community and family events.

II. District Performance Targets

| | Indicators <i>Note: Indicators based on state assessments</i> | Baseline Performance 2014-15 | Current Performance 2017-18 | Target Performance 2018 |
|----------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------|------------------------------------------|
| | | District | District | District |
| Early Literacy Development | % of Kindergarteners at benchmark on End-of-Year Literacy assessment | 87.2% | 86.4% | 95% |
| 3rd Graders on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | 78.6% | 81.1% | 95% |
| | % of 3 rd graders meeting or exceeding state standards in Math | 80.5% | 79.9% | 95% |
| 5th Graders on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | 84.1% | 84.4% | 95% |
| | % of 5 th graders meeting or exceeding state standards in Math | 72.7% | 75.7% | 95% |
| | % of 5 th 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 adjusted 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 |
|----------------------------------------------------|-------------------------------------------------------------------------------|-----------------|---------|---------|---------|---------|---------|---------|---------|
| Early Literacy Development | % of K-2 at benchmark on End-of-Year Literacy assessment | K | 92.8 | 90.9 | 80.0 | 90.9 | | | |
| | | 1 st | 78.5 | 92.3 | 90.0 | 90.9 | | | |
| | | 2 nd | 91.6 | 92.3 | 100.0 | 88.8 | | | |
| 3rd Graders on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | | 83.3 | 100.0 | 66.6 | 84.6 | | | |
| | % of 3 rd graders meeting or exceeding state standards in Math | | 83.3 | 100.0 | 91.6 | 92.3 | | | |
| 4th Graders on Track for Success | % of 4 th graders meeting or exceeding state standards in Literacy | | 100.0 | 100.0 | 92.3 | 91.6 | | | |
| | % of 4 th graders meeting or exceeding state standards in Math | | 100.0 | 100.0 | 92.3 | 91.6 | | | |
| 5th Graders on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | | 84.6 | 100.0 | 92.3 | 100.0 | | | |
| | % of 5 th graders meeting or exceeding state standards in Math | | 76.9 | 100.0 | 100.0 | 100.0 | | | |
| | % of 5 th graders meeting or exceeding state standards in Science | | 92.3 | 100.0 | 100.0 | 100.0 | | | |

- 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

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

During LEAP Week in August, staff did a deep dive into our 2017-2018 data and teams reflected on successes and areas for growth. Achievement data was shared with all staff. Teachers focused on learning celebrations and analysis of outcomes. Then, in October 2018, staff came together over two sessions to review our goals, and look at where we met goals, where we need to continue to work, and used this analysis to set goals for the 2018-2019 school year. Digging into the data over two sessions prepared teachers for setting grade level goals in literacy, math, and science. Teachers meet regularly in PCC teams to engage in the cycle of inquiry and data analysis. This process includes the use of common formative assessments and response to student learning needs with targeted instructional strategies. To increase teacher's repertoire of research-based strategies, differentiation is an area of professional development. At risk students receive Safety Net services or English Language Learner services. Teachers are also implementing new District Writing curriculum and learning about SBA Interim Assessment blocks, Mobile Teaching, and new Next Generation Science standards to improve teaching and learning.

| 2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i> | Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i> |
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| Literacy: K-2 Reading Goal: 87% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS. | Outcome: 90.3% met or exceeded benchmark as measured on the Spring, 2018 End of Year DIBELS. |
| Narrative Reflection: One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance, 10 of 11 students met standard in K, 10 of 11 students in 1 st , and 8 of 9 students in second. We exceeded our goals for K-2 students meeting or exceeding standards. Students who do not meet standard are being supported through Safety Net and in-class interventions. Teachers are focusing on nonsense word fluency, representing a focus on building students ability to decode sounds and phonics patterns. | |
| Literacy: 3-5 ELA Goal: 87% of students will meet or exceed state standards in literacy as measured by the SBA. | Outcome: 91.6% met or exceeded benchmark in literacy as measured on the SBA. |
| Narrative Reflection: | |

One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance, 11 of 13 3rd graders met standard, 11 of 12 4th grades met standard and 11 of 11 5th grade students met standard. We exceeded our goals for 3-5 students meeting or exceeding standards. In 3rd grade, we focused on informational text and identifying and explaining main ideas, and students showed strong growth in these areas. This work will continue this year with a focus on literary text and main message/theme.

Math: 3-5 Math Goal:

95% of students will meet or exceed state standards in math as measured by the SBA.

Outcome:

94.4% met or exceeded benchmark in math as measured on the SBA.

One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance 12 of 13 3rd graders met standard, 11 of 12 4th graders met standard and 11 of 11 5th graders met standard. We were very close to reaching our goal. We have identified factors and multiples, analyzing patterns and relationships, and representing and interpreting data as areas to continue to work with students on. Students were provided access to Dreambox adaptive math software. In addition to math fact practice homework, students also played math games during lunch and completed timed tests with parent volunteers. Technology integration extended to math. Students worked collaboratively to solve challenge problems on Kahn Academy and teachers selected some additional resources from New York Math.

Science: 5th Science Goal:

98% students will meet or exceed state standards in science as measured by the WCAS.

Outcome:

100% of students met or exceeded state standards in science as measured by the WCAS.

Narrative Reflection:

Every student that took the WCAS met or exceeded the standard. This goal was set based on performance on the Measure of Science Progress or MSP exam. In 2017-2018, students took the new Washington Comprehensive Assessment of Science for the first time. Therefore, the score and the goal set are not based on the same assessment. The 2018 WCAS score should serve as a new baseline from which we can attempt to grow in future years.

Achievement Gap Goal:

Outcome:

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| <p>80% of students receiving Special Education Services will meet or exceed state standards in ELA as measured by the SBA and DIBELS (Baseline for 3-5 is 75% and Baseline for K-2 is 56%).</p> | <p>50% of students receiving Special Education services met or exceeded the state standards in ELA as measured by the SBA and DIBELS.</p> |
| <p>Narrative Reflection: 60% of our K-2 students met or exceeded this standard and 33% of our 3-5 students met or exceeded the standard. One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students We have identified this as a major area of work for the 2018-2019 school year based on our achievement. Students Receiving Special Education services maintained the same achievement percentage as the previous year. Students receiving English Language Services performed at a lower rate than the prior year.</p> | |
| <p>School Effectiveness Goal: On the 9 characteristics survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 86%). 90% of staff will agree mostly or agree completely that Teachers use effective strategies to help low-performing students meet high academic standards (Baseline 82%). (Measured in conjunction with Sandburg).</p> | <p>Outcome: 88% of staff agree completely or mostly that all students can learn complex concepts. 92% of staff agree mostly or completely that teachers use effective strategies to help low performing students meet high academic standards.</p> |
| <p>Narrative Reflection: We met our goal that staff feel like teachers use effective strategies to help under-performing students succeed. As a staff, we have invested in practices such as normalizing the use of sensory items, creating inclusive classrooms, teaching growth mindset, focusing on individual student needs, and effective data use and progress monitoring to support students to meet high academic standards. While we didn't quite meet our goal for believing that all students can learn complex concepts, we grew from our Baseline of 86% to 88%.</p> | |
| <p>Attendance Goal: In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We will decrease this number to 30, or roughly 6% of the school</p> | <p>Outcome: 29 students or 5.5% of students missed more than 10% of the school year, meeting the chronic absenteeism definition.</p> |

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| population. (Measured in conjunction with Sandburg). | |
| <p>Narrative Reflection: We achieved our goal of reducing the number of students meeting the chronic absenteeism threshold of 18 or more absences, or 10% of the school year. We did this through an ambitious process of community education, pre-approval for absences, letters home, and meeting with families exhibiting high levels of absences.</p> | |
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| <p>Discipline Goal: Using the Nine Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 82%) (Measured in conjunction with Sandburg).</p> | <p>Outcome: 87% of staff feel like Discipline issues are being handled well.</p> |
| <p>Narrative Reflection: While we didn't quite achieve our goal, we grew 5% from our baseline score. We did so by creating a subcommittee to develop a "Think Sheet" or reflection form that helps students process what happened and what they would do differently next time. Administrators worked closely with staff to communicate about student needs and to create supports for students to encourage them to be successful.</p> | |

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

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| <p>2017-18 Strategies to involve parents, families and the community in the CIP process: Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.</p> |
| <p>Reflection on Outcome: We have a highly involved parent community and PTSA. We have not yet formed a parent advisory, but we have elicited input from parents through Parent Steering, DCS Community Meetings, PTSA meetings and leadership.</p> |

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| <p>2017-18 Strategies to inform parents, families and the community in the CIP process: Teachers regularly communicate with families through Powerschool Learning messages and resources are shared with families via Power School and teacher newsletters; awareness and strategies shared in principal monthly newsletter; Admin meets regularly with DCS leadership.</p> |
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Reflection on Outcome:

Our parent community is overall well informed and highly active in school life. We need to work on getting voices of under-represented parent populations, such as families whose home language is not English, minorities, low-income families, etc....

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:

90% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.

Responsible individual or team:

K-2 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.

Strategy/ies that will be implemented to support goal:

Since DCS teaches multi-age classes, we align our goals with the focuses for each grade level. All K-2 grades will teach a rigorous, phonics-based program using the district adopted Wonders curriculum. Kindergarten and first grade will emphasize nonsense word fluency. Kindergarten intends to implement first sound switching and substitution games. First grade is emphasizing word work related to vowels, focusing on nonsense word practice, and engaging in small group support. We will also be using graphic organizers, Total Body Response, model the writing process for students, mentor texts and on-demand writing units.

How challenge and rigor will be ensured for all students:

All three grades will engage in small group instruction in reading as well as checking in on students. Frequent formative assessment measures students' needs and informs instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services.

Any professional learning needed:

Staff are getting professional development in using new SMART technology to create engaging phonics games, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated instruction.

Any resources needed and plans to obtain them:

The team would like to have more instructional assistant time provided via the WINN building protocol as well as adding more social and science resources that would connect to these reading areas.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward this goal as well as doing progress monitoring with classroom assessments frequently in the interim.

Literacy: 3-5 ELA SMART Goal:

89% of students will meet or exceed state standards in literacy as measured by the SBA.

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.

Responsible individual or team:

3-5 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.

Strategy/ies that will be implemented to support goal:

Since DCS teaches multi-age classes, we align our goals with the focuses for each grade level. Third and Fourth grade teams are teaching a structure of Claim-Evidence-Reasoning (CER) to help students better respond to reading using textual evidence and analysis. Teachers are using a writer's workshop model and peer conferencing. Fourth grade has identified a need to focus on elaboration, helping students to extend their writing and include more detail. Students will also be engaging in self-reflection and data tracking about their own progress. We will also be using graphic organizers, Total Body Response, model the writing process for students, mentor texts and on-demand writing units.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services. All 3rd-5th grade classrooms will use Smarter Balanced Interim Assessment blocks to monitor student progress in addition to district and classroom created assessments.

Any professional learning needed:

Staff are engaging in learning about new SMART technology and SIOP instructional practices for English Language Learners.

Any resources needed and plans to obtain them:

Staff are getting professional development in using new SMART technology to create engaging lessons, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated small group instruction. Staff have also requested professional learning about students who need social emotion or behavioral supports that impact their learning. We will continue to address this through Second Steps curriculum and building efforts to build in positive behavior supports. The team would like to have more instructional assistant time provided via the WINN building protocol as well as adding more social and science resources that would connect to these reading areas.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments and SBA interims frequently.

Math: 3-5 Math SMART Goal:

86% of students will meet or exceed state standards in math as measured by the SBA.

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.

Responsible individual or team:

3-5 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.

Strategy/ies that will be implemented to support goal:

Since DCS teaches multi-age classes, we align our goals with the focuses for each grade level. In our building, the third grade team will focus on vocabulary building around math concepts, spiral instruction of concepts, and number talks to differentiate math instruction. They have also identified a goal to communicate with parents about skills and strategies to support their student's math learning. Fourth grade data has made them focus on using manipulatives to build foundational understanding of place value, fractions, and decimals as well as teaching students strategies for attaching word problems (CUBE-Circle key words, underline question, box action words, evaluate and eliminate). Fifth grade students will be focusing on tracking their own data and self-reflecting on their own learning and growth. We will be using math manipulatives, Dreambox adaptive math program within the classroom, Moby Max computer math program and both small group and partner work.

How challenge and rigor will be ensured for all students:
We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:
Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services. All 3rd-5th grade classrooms will use Smarter Balanced Interim Assessment blocks to monitor student progress in addition to district and classroom created assessments.

Any professional learning needed:
Staff are engaging in learning about new SMART technology and SIOP instructional practices for English Language Learners.

Any resources needed and plans to obtain them:
Staff are getting professional development in using new SMART technology to create engaging lessons, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated small group instruction. Some staff have also requested professional learning about students who need social emotion or behavioral supports that impact their learning. We will continue to address this through Second Steps curriculum and building efforts to build in positive behavior supports. 5th grade is taking an online class on developing mathematical mindset in students.

Timelines and Progress Monitoring Plans:
By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year, and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments and SBA interims frequently

Science: 5 Science SMART Goal:
90% of students will meet or exceed state standards in science as measured by the Washington Comprehensive Assessment of Science (WCAS).

Process used to determine goal:
Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. Our baseline for students first taking this assessment last year was 100% meeting or exceeding standard.

Responsible individual or team:
5th grade team, intervention specialists, and administrators.

Strategy/ies that will be implemented to support goal:
Staff will receive several professional learning experiences to familiarize themselves with Next Generation Science Standards this year. In addition, staff are creating STEM

learning opportunities through a rotation for students to apply and practice these standards. Teachers are using Ambitious Science Teaching (AST) principles as well.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well teachers engaging in differentiated instruction.

Any professional learning needed:

Staff will receive several professional learning experiences to familiarize themselves with Next Generation Science Standards this year. The 5th grade team is doing some self-study with Ambitious Science Teaching principles as well, focusing on planning for student engagement with science ideas and helping them change to thinking about evidence-based explanations.

Any resources needed and plans to obtain them:

STEM Materials-the school received a grant last year for STEM materials and will continue to pursue such opportunities. AST videos. The district will be working to Adopt Curriculum materials and the school has several members on this team.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments.

Achievement Gap SMART Goal:

Being measured in conjunction with Sandburg Elementary

80% of students receiving special education services in grades 4 and 5 will show clear growth in state standards by growing one full achievement level on the Smarter Balanced ELA Assessment

90% of students receiving English Language Learner services in grades K-5 will show growth on the ELPA 21 language assessment by gaining a full level in reading and in writing.

Process used to determine goal:

Interventions specialists and grade level teams met to review current student data. One of the challenges is that the population is small, making data swing widely with changes

in one student. Over several sessions, intervention specialists also discussed with administrators how to improve outcomes for these populations. In SBA, third grade students are taking the SBA for the first time, which will give a baseline score, which we can then focus on helping students show strong growth in taking the assessment. A student who begins at a Level 1 (below standard) will have a goal to move to Level 2 (near standard). A student who scored at Level 2 in the previous year will have a goal to score Level 3 (at standard) this year, and so on. Currently, there are 20 students in this subgroup. With the ELPA, there are 5 levels, which level 5 representing proficiency. We will focus on all students growing one level on the ELPA exam. We will use the Spring 2018 ELPA or for new students the Fall 2018 ELPA screeners as the baseline levels.

Responsible individual or team:

We share these goals as a team throughout the building

Strategy/ies that will be implemented to support goal:

Students Receiving Special Education Services:

* In analyzing data for 4th and 5th grade students, it was noted that nearly 50% of students in this subgroup were noted as either writing off purpose or providing an insufficient response to score. Therefore, the goal will be to focus students on increasing output and staying within the assigned writing prompt so that students are able to be scored in this category.

*Students in this group did better with Listening and Research claims than reading and writing claims, suggesting a need to focus in these areas.

*3rd, 4th, 5th grade students need more exposure to the digital format of the assessment and more practice with questions that look like SBA. Students also need to practice with their accommodations and support tools. We further discussed the need to teach these students explicit test taking skills.

*We will also work with students and parents to change language and perception around assessments and to provide more parent education about how to support their students at home.

Students receiving English Language Learner Services:

*All staff are being trained in SIOP strategies for supporting academic language development. Staff will be trained in the first half of the components this year and the other half next year.

*We will also work with our community to provide more parent education about how to support their students at home.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well teachers engaging in differentiated instruction. Students also have individualized goals through their IEPs.

Any professional learning needed:

SIOP learning.

Any resources needed and plans to obtain them:

Time and learning around SBA, use of SBA Interim Assessment blocks and practice materials, all teachers have a copy of the SIOP for Teachers workbook and the Making Content Comprehensible for English Language Learning professional texts.

Timelines and Progress Monitoring Plans:

Oct 2018, first SIOP professional development, Dec 2018 second SIOP professional development session, Spring 2019 sessions 3 and 4.

School Effectiveness SMART Goal:

Being measured in conjunction with Sandburg Elementary

On the Nine characteristics survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 88%).

Process used to determine goal:

Last year, we had the same goal, with a baseline of 86%. We have made progress in this goal but will continue to build our understanding.

Responsible individual or team:

We will all work on this goal.

Strategy/ies that will be implemented to support goal:

Staff conversations, learning around Culturally Responsive Teaching, implementing SIOP strategies into our pedagogy.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Check-ins and exit tickets during staff meetings.

Any professional learning needed:

Culturally responsive teaching, equity conversations, and SIOP.

Any resources needed and plans to obtain them:

Already addressed in other sections.

Timelines and Progress Monitoring Plans:

Ongoing throughout 2018-2019 and 2019-2020 school year.

Attendance SMART Goal:

Only 6% of students will meet or exceed the Chronic Absenteeism threshold (10% of the school year, or 18 or more absences, excused or unexcused).

Process used to determine goal:

In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We worked very hard in 2017-2018 to decrease this to 6% of the school population. We'd like to maintain this progress.

Responsible individual or team:

Office staff, teachers, parents.

Strategy/ies that will be implemented to support goal:

Meetings with any parents whose students have more than 10 absences total, more than 5 excused in a month, or more than 2 unexcused in a month. Meetings with parents whose students are excessively tardy. We also meet with parents who request approval for pre-arranged absences when we have concerns about the total attendance numbers. We have fully implemented the districts pre-approval process for absences, and we do frequent newsletter items and communications to families about the importance of attendance.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

We monitor attendance data every day, run letters once a month, and have an administrator assigned to address any concerns.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Systems already in place.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year.

Discipline SMART Goal:

Using the Nine Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 87%).

Process used to determine goal:

We made 5% growth in this goal last year and would like to continue working on this until meeting the 90% goal

Responsible individual or team:

All work on this together with Administrators.

Strategy/ies that will be implemented to support goal:

We introduced some new Positive Behavior Support elements this year, with the Be Kind. Be Safe. Be Responsible. Motto and a ticket system to recognize students who are meeting expectations. Teachers and the counselors are using Second Steps and Kelso curriculum with students. We all use common language. We will also continue to use the Think Sheet reflection system.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Review and check-ins with staff periodically.

Any professional learning needed:

Continue to collaborate on positive behavior supports and teaching Second Steps curriculum, as well as developing our PBIS supports.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year. Move initial planning process to spring 2019 for the 2019-2020 school year.

2018-19 Strategies to inform parents, families and the community in the CIP process: Teachers regularly communicate with families through PowerSchool Learning messages, newsletters, and resources are shared with families via Power School and email; awareness and strategies shared in principal monthly newsletter; Admin meets regularly with PTSA leadership.

Timelines and Progress Monitoring Plans:

Ongoing throughout the 18-19 school year. Presentation of current CIP at January general PTSA membership meeting.