

Continuous Improvement Process Plan

Rose Hill Elementary

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<http://www.lwsd.org/school/rosehill>

2017 -
2018



Lake Washington
School District

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DESCRIPTION OF SCHOOL

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

Rose Hill Elementary serves a socially, economically and ethnically diverse population of children. This diversity is a source of strength and pride for the school, The PTSA and our Natural Leaders are active in supporting the educational process and provides enriching programs, which further enhance the positive school climate and culture for students, staff and community members.

One of our primary focuses at Rose Hill Elementary is: “Every student succeeds”. Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement for each student. Together as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, ELL and Instructional Assistants. We aim to have high levels of high functioning collaboration using a Data Team protocol.

Additionally, this year we have changed our schedule to increase instructional time for students by integrating SIOP (Sheltered Instruction Observation Protocol) in. The SIOP Model is research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. We have EL and general education teacher partnerships engaged in co-teaching core curriculum. RHE is also utilizing our Safety Net staff to exercise two models; both push in and pull out for in class support as well as small group instruction, this provides additional support for our classroom teachers and students. These models also increase the number of Safety Net students receiving services this year.

- Reading: Teach with flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text, continue implementation of Wonders literacy curriculum.
- Math: Use the Envision Curriculum; differentiate instruction for all learners through small group in class support along with supplemental online supports including Reflect and Dreambox Math; one program focuses on fact fluency, while the other is adaptive and meets the learners “just right” needs.

- Science: Use a K-5 continuum of skills for the process of the scientific write-up; encourage participation in the Science Fair. Additionally, we are partnering with Robotic U to provide STEM learning opportunities for all 4th and 5th graders.
- Utilize Small Group Instruction blocks each day for both challenge and remediation of skills; new emphasis on small group instruction as well as push in support during this “just right” hour.
- Social/Emotional: continue to implement school-wide social skills curriculum Second Step with a renewed focus this year aligning with state standards.

Student Demographics		
Enrollment		
October 2016 Student Count		441
May 2017 Student Count		454
Gender (October 2016)		
Male	222	50.3%
Female	219	49.7%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	102	23.1%
Asian	86	19.5%
Black / African American	7	1.6%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	203	46.0%
Two or More Races	42	9.5%
Special Programs		
Free or Reduced-Price Meals (May 2017)	122	26.9%
Special Education (May 2017)	66	14.5%
Transitional Bilingual (May 2017)	113	24.9%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	3	0.7%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	287	0.5%

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 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th 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:

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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.1%	97.1%	96%				
		1 st	79.6%	79.5%	85%				
		2 nd	78.8%	80.0%	82%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		63.1%	67.6%	67%				
	% of 3 rd graders meeting or exceeding state standards in Math		67.2%	72.3%	64%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		61.8%	50.7%	65%				
	% of 4 th graders meeting or exceeding state standards in Math		63.6%	61.7%	61%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		82.2%	81.0%	73%				
	% of 5 th graders meeting or exceeding state standards in Math		60.6%	79.3%	66%				
	% of 5 th graders meeting or exceeding state standards in Science		83.6%	86.2%	70%				

- **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:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	91% of our K-2 students will reach proficiency by spring 2017 as measured by DIBELS.	87% of our K-2 students reached proficiency by spring 2016 as measured by DIBELS.
Literacy: 3-5 ELA	65% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment.	66% of our 3-5 th students met or exceeded standard on the 2016 Smarter Balanced Assessment.
Math: 3-5 Math	70% of our 3-5 students will reach proficiency by spring 2017 as measured by Smarter Balanced Assessment.	71% of our 3-5 th students met or exceeded standard on the 2016 Smarter Balanced Assessment.
Science: 5th Science	64% of our 5 th grade students will reach proficiency by spring 2017 as measured by the Measure of Student Progress.	70% of 5 th grade students met standard as measured by the 2016 Measure of Student Progress.
Achievement Gap	5 th grade students that have been receiving EL services for four or more years: (7 students) two will move from a Level 2 to a Level 3 on 5 th grade ELA SBA and two students will move from a Level 1 to Level 2.	ELPA data: 3/6 (one student transferred) or 50 % of students were proficient on the ELPA 21. SBA data: no students met proficiency 2/6 went from Level 1 to Level 2 2/6 maintained Level 2 to level 2
School Effectiveness:	Change the perception of “The staff works in teams across grade levels to help increase student learning.” From 48% agree completely to 60% agree completely.	47% of staff agree completely, 29% agree mostly, and 24% agree some as measured by the annual Perception Survey given to staff.
Attendance and Discipline:	Monitor and track monthly attendance for all kindergarten students. The goal is 98% daily attendance rate.	Attendance rates hovered around 96% for most of the 2016-17 school year. Working with our truancy specialist we improved attendance for individual students that were chronically absent or tardy.

	<p>Reduce office referrals by 25% from previous year by continuing to implement Think It Over forms and student generated restitution plans.</p>	<p>Office referrals were reduced from previous year. We also nearly eliminated out of school suspensions by implementing restorative justice practices.</p>
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Narrative Reflection:

<p>Narrative Reflection</p>	
<p>Process:</p>	<p>Rose Hill staff is committed to deepening their understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works, intervention companion program. Using our Professional Learning Community structure and process, teachers engage in cycles of inquiry focusing on unwrapping priority standards to better know and understand what students need to know and can do at each grade level. Heavily invested teachers identify high leverage instructional strategies to maximize student achievement. This year each grade level team had a PLC leader that ensured the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, post-assessing, and then sharing out progress with our Building Leadership Team. Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.</p>
<p>Literacy: K-2 Reading</p>	<p>Kindergarten: 96% of students were at benchmark. We taught Wonders with fidelity. We differentiated our teaching, so our students can challenge themselves to their fullest potential. We had leveled reading groups; which allowed students to work at their own level; while encouraging them to challenge themselves daily. The overall confidence that we saw within our students was a clear indicator that our students loved learning and took pride in what they were doing in reading. We often saw daily exchanges of them encouraging one another by challenging themselves and always doing their best. *We want to focus more on our BENCHMARK students in the BOY because we want clear growth in all areas. We will do this by improving their individual growth through daily instruction and double-dosing on their set skills.</p> <p>First Grade: 82% of students were at benchmark. We used the DIBELS and Wonders sight word assessments to determine students' needs in reading. Instructional strategies include: differentiated reading groups, collaborated with SN and EL staff, distributed leveled</p>

	<p>reading homework, provided opportunities for students to level up, common instructional routines</p> <p>Second Grade: 82% of all 2nd graders were at benchmark. 4% of green students moved from green to blue. However, the red and yellow groups increased by 2% and 4%. Many of us got new students in the middle of the school year and most of them were intensive. These struggling readers made progress, but they were not able to meet the DIBELS EOY goal. The strategies we used were: differentiated instructions (phonics, fluency, vocabulary, and comprehension), formed guided reading groups based on students' reading level, common instructional routines, formed flexible groupings based on assessment data, and worked closely with the ELL and Safety Net teachers.</p>
<p>Literacy: 3-5 ELA</p>	<p>3rd Grade: Effective strategies: Use of graphic organizers, RACE (Restate, Answer, Cite, Explain) strategy for writing, emphasis on writing process, explicit instruction and modeling with gradual release of responsibility for comprehension strategies, focus on close reading & reading for different purposes. We provide multiple opportunities to practice literacy skills with a variety of materials and text to text reading, to promote independence in reading and writing.</p> <p>4th Grade: Effective strategies: RACE (Restate, Answer, Cite, Explain) from the beginning of the year. We spent a lot of time focusing on students answering questions completely. Students spent time looking over student samples, rating which parts of the RACE were included. We could expand that into our longer form responses to texts that mirrored the performance task portion of the SBA. The text "Writing to Texts Common Core" was particularly helpful in providing us with short passages to help students compare and contrast texts, as well as write narrative, informational, and opinion pieces.</p> <p>5th Grade: Effective strategies: AR was used as an effective tool to encourage reading, hold students accountable, and track comprehension. RACE (Restate, Answer, Cite, Explain) in response to reading. The repetitive use of this format, led to student success in answering questions accurately and thoroughly.</p>
<p>Math: 3-5 Math</p>	<p>3rd grade: We approached mathematics instruction from a developmental standpoint, supporting students to construct meaningful knowledge of concepts and procedures. We used performance tasks and application to support conceptual understanding. We used differentiated, small-group instruction. We used multiple technological tools (IXL, Reflex, & Dreambox) to provide substantial practice with third grade standards as well as offer concept extensions for students who were performing above standard. Explicit instruction in writing to explain resulted in increased student proficiency in explaining mathematical thinking.</p>

	<p>4th grade: One strategy that was helpful was the use of task cards. Students could move around the room and work together to solve problems. Often, they could check their own work using an answer key. Another strategy that seemed helpful was partnering students to check their independent work and practicing having discussions to support their answers or show greater understanding through a different method. Finally, we believe that implementing the new program Dreambox helped students at their individual level to review concepts they struggled with or pushed their learning into more complex math.</p> <p>5th grade: Reflex was used to support math fact fluency. Student engagement in the program was high and increased aptitude with their basic math facts which supported greater success in math calculations. We assigned skills on IXL, as homework, that aligned with the lessons taught in class; this provided a formative assessment to guide our instruction. The feedback given on IXL was valuable for students when they practiced math outside of school. Students spent time building number sense on Dreambox.</p>
<p>Science: 5th Science</p>	<p>Students were provided practice with the key elements of the inquiry method, particularly writing procedures and a conclusion. Students were required to use the inquiry method for their Science Fair entries. This led to increased familiarity with the inquiry method, as they used it on their own. They also studied and practiced the design process. We used the Egg Drop Challenge, to give the students a hands on experience with the design process. We used supplemental materials to increase students' knowledge base of general scientific concepts, including food webs and plants.</p>
<p>Achievement Gap</p>	<p>We are working to close the opportunity gap of our life time English learners. For this reason, we have been flexible in choosing models that best fit the individual needs of students. 4 of 6 students remained in the general education classroom during literacy (two students received specially designed instruction in the content area of reading). In addition, one student walked to read to participate in a classroom that piloted the co-teach model. This student also received small group instruction delivered by the EL teacher. 3 of 6 students received additional support from Safety Net using the Wonders approaching level work text. Though all students received individualized support in the content area of reading, we understand that the literacy component of math still presents a challenge. The students' ability to read and comprehend tier 2 vocabulary impacts their performance in other content areas. Lastly, we noticed that the students who tested proficient on the ELPA 21, demonstrated a strong work ethic during the high stakes assessment. There is a need to motivate and inform students of the importance of performing in these instances.</p>
<p>School Effectiveness:</p>	<p>This data indicates to us that teachers are communicating with each other across grade levels about instructional practice, but the degree to which this is happening varies between Data Teams, PLC grade level teams, and PGE teams. This perception will be improved through</p>

	practice and training in the PLC process at Rose Hill. We continue to look for ways to increase cross grade/department collaboration to extend and strengthen our vertical alignment.
Attendance and Discipline:	Attendance was tracked monthly. Working with our district's truancy specialist we provided support for students with excessive absences. School-wide PBIS systems including Second Step curriculum and tier two support for struggling students reduced behavior incidents including suspensions.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	89% (236/265) of our K-2 students will reach proficiency by spring 2018 as measured by DIBELS.
Literacy: 3-5 ELA	68% (143/211) of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.
Math: 3-5 Math	69% (145/211) of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.
Science: 5th Science	70% (49/70) of our 5 th grade students will reach proficiency by spring 2018 as measured by Washington Comprehensive Assessment of Science.
Achievement Gap	58% (37 K-5 Safety Net students will reach proficiency by spring 2018 as measured by DIBELS and Smarter Balanced Assessment. General Ed EL 5 th grade 4/4- SBA- ELA General Ed EL 4 th grade 3/6- SBA- ELA
School Effectiveness:	Staff members get help in the areas they need to improve. From 41% Agree Slightly to 50% From 29% Agree Mostly to 35% From 29% Agree Completely to 35%
Attendance:	Monitor and track monthly attendance data for all kindergarten students. The goal is 98% daily attendance rate.
Discipline:	Reduce office referrals by 25% from the previous year by implementing Think It Over forms and student-generated restitution plans.

Annual School Goals: Academic

Literacy K-2 The goal of 89% was determined by analyzing BOY data. Using data, we made strategic decisions about goal using DIBELS and other assessments.

Literacy K-2 we will implement the following practices to reach our reading proficiency goal:

- increase student reading fluency and comprehension skills
- students will receive whole group and small group differentiated instruction based on their learning needs
- consistently collaborate with each other, Safety Net, EL, & Quest teams to ensure appropriate rigor and assignments
- intermittently administering sight word quizzes and giving formative and summative assessments students during small group instruction
- Safety Net and EL will be progress monitoring students who receive service
- Monthly and end of Unit Wonders assessments
- Headsprout
- Teacher data from small group instruction
- Instructional aide data/feedback from ELL group
- Wonders time test data (weekly)
- One on one NWF practice/testing with adult volunteers/IA's

Literacy 3-5 we will implement the following practices to reach our reading proficiency goal:

- Explicitly teach the RACE strategy, particularly on the E (Explain) in response to literature
- Reading Instruction: small groups, conferring, SIOP strategies, coteaching, Safety Net, intentional work to stay in line with Safety Net instruction, individual reading goals
- Reading Instruction: small groups, conferring, differentiated books for novel studies, individual reading goals. Coteaching model with EL teacher the classroom that is stacked with past and present EL students
- Writing Instruction: conferring to push students beyond grade level expectations individually and one-on-one. Push in support from EL
- Involve parents and grade level community in publishing celebrations
- Integrate EL strategies through the co-teach model.
- Meet regularly as a grade level team to analyze student work, strategize, and set interim goals
- Use SBA Interim Assessments

Math 3-5 we will implement the following practices to reach our math proficiency goal:

- emphasize domain-specific vocabulary
- optimize push-in support for EL students and students of concern
- support basic fact mastery
- utilize technology programs (Reflex, and Dreambox)
- provide explicit instruction integrating reading and writing with mathematics through mathematical discussion and “writing to explain”

- Implement math talks to support comprehension, sharing of mathematical ideas and construction of mathematical concepts
- Quick checks, topic tests, CDSAs, exit tickets

Science 5th:

The goal of 70% was determined by analyzing their first CDSA in Science and their general vocabulary abilities in science. We also considered this cohort's literacy and math SBAC score from fourth grade. We will incorporate the scientific method throughout all units. Students will do targeted practice writing conclusion paragraphs. Students will practice the inquiry method through the Science Fair and will practice the design process through the Egg Drop Challenge.

Annual School Goals: Achievement Gap

- We used BOY DIBELS data to predict which K-5 Safety Net students will meet proficiency by EOY.
- DIBELS is a required district assessment and our goal and instruction align with this assessment. This goal will effectively measure our impact on student learning.
- We use flexible grouping, formative assessments, and instructional targets aligned with standards.
- We carefully monitor DIBELS benchmark data and consult with teachers to ensure that we are serving all students in need of intervention.
- DIBELS benchmarks and progress monitoring.

Annual School Goals: School Effectiveness

Staff members get help in the areas they need to improve. Strategies include:

- Survey of staff needs
- BLT will review survey data and plan professional development addressing identifying areas

Annual School Goals: Attendance

One of the most important factors related to achieving academic success is also one of the most basic: going to school every day. In fact, research has shown that attendance records may be the biggest factor influencing academic success. Rose Hill has room for growth and improvement in attendance. The goal this year is to focus on our incoming kindergarten class to ensure that healthy attendance habits are developed during the first year of school. Strategies include: monthly outreach to all kindergarten families regarding the importance of daily attendance, mini attendance workshops for families with chronic absences and/or tardies. This year during Kindergarten Orientation we partnered with Sandy Hearn, our attendance specialist, to present to parents the importance of Kindergarten.

Annual School Goals: Discipline

We continue to focus on reducing office referrals by implementing school-wide PBIS systems including Second Step curriculum and tier two supports for struggling students. Additionally, this year we are implementing Restorative Justice practices including Think It Over forms and Restitution plans.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Use Wonders to teach reading strategies using whole group and small group instruction • Differentiated Reading Groups • BURST for our students needing intense support • Safety Net staff will use Lexia for targeted students • Implement instructional routines as outlined in Wonder curriculum • Use SBA interim assessments • Practice released <i>Smarter Balanced</i> questions • Use the results from district created Performance Assessments to inform our instruction • Collaborate with Safety Net, ELL, and SPED teachers to plan differentiated instruction for students • DIBELS Benchmark testing 3x a year along with Progress Monitoring • Read Naturally for Fluency-Safety Net group • Strategic use of instructional assistants to support ELA instruction in class and small groups
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Release time for collaboration and team planning • On-going ELA/Differentiated training through CORE • Formative cycles of inquiry using the Data Team protocol • Learning Walks • Training for Classified staff with Instructional Routines
<i>Resources needed</i>	<ul style="list-style-type: none"> • PLC time • Data Team time
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Administration • Staff; grade level teachers, Safety Net team, EL teacher, and IAs supporting small reading groups

<i>Goal Area</i>	<i>Math</i>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Implementation of small group instruction in math • Use Dreambox to support deepening of conceptual understanding of math at each student’s “just right level” • Use the Envisions curriculum to teach concepts • Use Envisions Problem of Day to teach problem solving strategies • Complete a Data Team cycle with a focus on basic multiplication fact mastery • Community volunteers (Watch Dog Dads) for individual/small group work • Keyboard practice and application for mathematics

	<ul style="list-style-type: none"> • Small group instruction – helping students to break problems apart and solve one step at a time. • Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies • Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Continued integration/training of Dreambox • Collaboration time for general education and SPED staff • More training and examples of small group instruction in mathematics
<i>Resources needed</i>	<ul style="list-style-type: none"> • Online tools-Reflex and Dreambox; effective use technology to support core instruction • Assessment and practice resources aligned to SBA, both print and online • Keyboarding (online) • Flash Cards and other resources for math fluency
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Teachers • IAs and volunteers

Goal Area	Science
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Implementing STEM activities to match new NGSS standards
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • PD based on new NGSS standards • launching with phenomena and work with the engineering design process • Understanding of WCAS assessment, new 2018
<i>Resources needed</i>	<ul style="list-style-type: none"> • UW STEM website for PD/Research, WCAS released items • Time to access sample WCAS questions
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • 5th grade teachers • Staff members on science adoption committee

Goal Area	Achievement Gap
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Wonderworks and Burst testing, alternative testing needed to access individual needs • On-going collaboration with classroom teachers • Encourage SN referrals from classroom teachers, keep referrals on file • Collaboration among Safety Net, SPED and EL teachers on a regular basis to ensure best instructional program for students • Integrate EL strategies through the EL co-teaching model-grades • DIBELS progress monitoring on regular basis • Keep individual files on each Safety Net student with important data, test scores and history • EL small group instruction within the classroom setting
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Continued training and support for Co teaching? • District Safety Net and El meetings/workshops • Culturally responsive teaching
<i>Resources needed</i>	<ul style="list-style-type: none"> • PLC time • Team collaboration time between El and Safety Net teachers • Lexia for Safety Net students
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Teachers • Safety Net Team • EL Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Strategies to involve:

- Weekly newsletters from the school outlining important events and instructional program information
- School sponsored family math, literacy, and technology nights, STEM nights for underrepresented families
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs
- Key resources translated into Spanish
- Feedback, planning and participation through PTSA and Natural Leaders
- Community surveys to determine interests
- Family STEM nights for targeted families
- Home Strategies and resources provided to parents via Haiku, Safety Net Reading Connections Newsletter and Rose Hill Newsletter

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

Strategies to Inform:

- Information about goals, strategies and interventions communicated through Classroom Haiku sites, Safety Net Reading Connections Newsletter and Rose Hill Newsletter
- Key resources translated into Spanish
- Finalized CIP plan posted on website
- Information shared/distributed during annual Meet & Greet, Curriculum Nights, and conferences