



Continuous Improvement Process Plan 2018-2019

Margaret Mead Elementary

1725 216th Ave NE

Sammamish, WA 98074

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

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I. Description of School

Margaret Mead Elementary is located in Sammamish, Washington and is part of the Lake Washington School District's Eastlake Learning Community. Margaret Mead Elementary opened in 1979 as the first LWSD elementary school in the area known as the Sammamish Plateau which, at that time, was included in Redmond, WA. In 1999, the community was officially incorporated as the city of Sammamish, WA. Students from Margaret Mead Elementary typically transition to Inglewood Middle School followed by Eastlake High School, both also located in Sammamish, WA.

At Margaret Mead Elementary School, we focus on preparing students to become lifelong learners and successful citizens. We place emphasis on students meeting and exceeding academic standards. We emphasize exceptional citizenship by demonstrating **The Mead Way** every day: **Making Wise Choices; Expecting our Best; Acting with Kindness; Demonstrating Respect.**

To reach the goal of high academic achievement, we teach to the Common Core State Standards using prescribed LWSD curriculum. Our classroom instruction subscribes to research based best practices including clearly defined learning targets, differentiation, formative and summative assessment and frequent feedback. Our staff works in Professional Community and Collaboration teams – teams of teachers working collaboratively to best support student learning and teaching practice.

In fall, 2017, Mead opened a new STEM choice program for students in first through fifth grades. In the fall of 2018, the program expanded from three multi-age classrooms to five single grade classrooms, first through fifth grades. Students access the STEM program via the LWSD choice school application process. The STEM program focuses on the same Common Core State Standards as all general education classrooms. In addition, the students in STEM engage in additional content and activities focused on engineering, technology, and Next Generation Science Standards.

Our community is a global community. Our students and their families come from every corner of the globe. In 2017-18, our student population of 630 students represented more than 16 different languages spoken at home. Our demographic data included:

- White 53%
- Asian 33%
- Two or More Races: 7%
- Hispanic/Latino 6%
- Black/African American 1%
- Special Education 7.9%
- Low Income 3.7%
- ELL 13.8%

At Mead, we believe learning is a responsibility shared mutually by students, staff, and families. Our staff, our PTSA and our community members actively work together to support the success of all students.

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 made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79.0	89.6	90.9	88.7			
		1 st	90.4	86.8	85.7	95.4			
		2 nd	92.1	92.7	93.9	86.8			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		91.6	87.2	90.6	86.9			
	% of 3 rd graders meeting or exceeding state standards in Math		95.3	91.8	90.6	87.0			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		89.8	90.8	87.1	86.1			
	% of 4 th graders meeting or exceeding state standards in Math		83.6	87.8	94.4	82.3			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		94.2	92.3	85.5	85.7			
	% of 5 th graders meeting or exceeding state standards in Math		73.8	73.7	77.8	79.4			
	% of 5 th graders meeting or exceeding state standards in Science		93.1	94.0	92.3	86.6			

- 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

Our CIP is the foundation of our work at Mead. As a staff team, we work together (as a whole staff, in grade level bands and in grade level teams) to set rigorous CIP goals based on reflection of CCSS, previous CIP goals and student achievement data (both individual student and cohort data). Staff teams review and discuss SBA and DIBELS data to uncover and understand areas of student success as well as areas that students did not demonstrate expected achievement. Our Wednesday LEAP schedule reflects our commitment to CIP achievement. LEAP work includes PCC work, whole staff trainings and CIP “check in” dates when teams monitor student progress data that then informs classroom instruction and ongoing formative and summative assessment. In 2017-18, several of our intermediate teachers attended a training on the use of SBA interim assessments. All of our intermediate teams participated in administering Interim SBA Assessments to students. The interim assessments both provided teachers with data to inform instruction as well as provided students an opportunity to practice the online test format prior to the actual spring assessment. Interim test data allowed teachers to give students specific feedback about both content and testing procedures prior to the actual SBA test. Several teams also used CIP data in their work with a LWSD Instructional Coach to clarify and unify team unit and lesson planning for multiple content areas.

2017-2018 Goal	Achievement Outcome
<p>Literacy: K-2 Reading Goal: 87% of students in grades K-2 will meet or exceed standard in literacy as measured by the EOY DIBELS assessment in May 2018.</p>	<p>Outcome: 90.9% (320 students) met or exceeded standard in literacy as measured by the EOY DIBELS assessment in May 2018.</p>
<p>Narrative Reflection:</p> <p>The primary team (K-2) participated in vertical alignment activities for CIP goal setting, for supporting ELA instruction throughout the year and for CIP goal reflection throughout the 2017-18 school year. Vertical alignment activities were scheduled into our Wednesday LEAP schedule, particularly in the content area of writing. The staff participated in CIP “check ins” three times during the school year using the LWSD Equity Grid. Conversations included discussing current student data (based on classroom summative and formative assessments and SBA interim assessments) and aligning instructional strategies/content to reflect areas of need identified in the student assessment data.</p> <p>The K-2 grade level band exceeded the goal of 87% of students meeting or exceeding standard on DIBELS with a percentage of 90.9%. 74.3% of students scored above benchmark, exceeding standard.</p> <p>Most of the 9.1% of students below benchmark made gains towards benchmark, although some did not meet benchmark. This was accomplished by specific and focused work with</p>	

those specific students identified as needing extra support based on ongoing student data including Safety Net, ELL, Special Education and classroom intervention support. 27% of students scoring below standard qualified for ELL. 24% of students scoring below standard qualified for Special Education support.

A high percentage of the primary team was new to teaching and new to Mead in 2017-18. Given this, the team worked on effective calibration for administering the DIBELS assessment as the assessment is subjective to teacher experience.

Literacy: 3-5 ELA Goal:
82% of students in grades 3-5 will meet or exceed standard in literacy as measured by the SBA assessment in May 2018.

Outcome:
86.2% (305 students) met or exceeded standard in literacy as measured by SBA assessment in May 2018

Narrative Reflection:

The intermediate team (grades 3 – 5) participated in vertical alignment activities for CIP goal setting, for supporting ELA instruction throughout the year and for CIP goal reflection throughout the 2017-18 school year. Vertical alignment activities were scheduled into our Wednesday LEAP schedule, particularly in the content area of writing. The staff participated in CIP “check ins” three times during the school year using the LWSD Equity Grid. Conversations included discussing current student data (based on classroom summative and formative assessments and SBA interim assessments) and aligning instructional strategies/content to reflect areas of need identified in the student assessment data.

Our intermediate SBA ELA goal of 82% at or above standard was met with an outcome of 86.2% of students meeting or exceeding standard. 64.5% (197 students) scored at a level 4, exceeding standard. The intermediate team was pleased with the high percentage of students meeting or exceeding standard. Some strengths seen in the results include a high percentage of students demonstrating mastery in convention skills. Students also demonstrated high capacity in opinion writing.

In reflecting on challenges, 13.8% of students (49 students) fell below standard. This is an area of concern and ongoing work for staff. The following target areas were identified as areas of growth:

- Literary Text – Text structures or text features
- Informational Text – Analysis within or across texts
- Literary Text – Analysis within or across texts

Other specific challenges for students not meeting standard include the following:

- Frequent student absences
- English language skill development
- Alignment of student proficiency and IEP goals for Special Education students with the standards measured on the SBA ELA assessment.
- Time – balancing the available time to the teaching and learning required.

<p>Math: 3-5 Math Goal: 81% of students in grades 3-5 (354 students) will meet or exceed standard in math as measured by the SBA assessment in May 2018.</p>	<p>Outcome: 82.7% (307 students) met or exceeded standard in math as measured by the SBA assessment in May 2018.</p>
<p>Narrative Reflection: The intermediate team (grades 3 – 5) participated in vertical alignment activities for CIP goal setting, for supporting math instruction throughout the year and for CIP goal reflection throughout the 2017-18 school year. Vertical alignment activities were scheduled into our Wednesday LEAP schedule. The 3-5 staff participated in CIP “check ins” three times during the school year, discussing current student data (based on classroom assessments and SBA interim assessments) and aligning instructional strategies/content to reflect areas of need in the student assessment data.</p> <p>Our intermediate SBA math goal of 81% at or above standard was met with students exceeding our goal with a percentage of 82.7% meeting or exceeding standard. 58.95% of students scored at a level 4, exceeding standard. The intermediate team was pleased with the outcome, exceeding the overall goal by just under 2%. 82.7% represents a high percentage of students who demonstrated proficiency or better on the math SBA.</p> <p>In reviewing the SBA data, two targets stand out as areas of needed focus. These include:</p> <ul style="list-style-type: none"> • Analyze pattern and relationships • Generate and analyze patterns • Represent and Interpret data 	
<p>Science: 5th Science Goal: 80% of students in grade 5 will meet or exceed standard in science as measured by the WCAS assessment in May 2018.</p>	<p>Outcome: 86.6% (112 students) met or exceeded standard in science as measured by the WCAS assessment in May 2018.</p>
<p>Narrative Reflection: The 5th grade team worked collaboratively to better understand Next Generation Science Standards and align available curriculum materials to the new science standards and instruction. Given NGSS is new and district curriculum has not yet been updated to align to the new standards, the team was very pleased with the outcome of 86.6% of students at standard or better. The outcome exceeded the goal.</p> <p>The team recognizes that the student reading skills carried over into the science assessment success, particularly the analysis within or across texts. The team identified a lack of interim/practice materials, a lack of curriculum and a lack of access to test content preview as areas of difficulty.</p>	

<p>Achievement Gap Goal: Of 59 students who scored below standard on either the 2017 BOY DIBELS or 2017 SBA ELA test, 34 of the students (58%) will increase one level of proficiency on spring 2018 DIBELS EOY or SBA ELA assessments.</p>	<p>Outcome: Of the 59 students identified as below standard, 58% (33 of 57) increased one level of proficiency or more on the spring 2018 DIBELS EOY or SBA ELA assessments. Two students moved away during the year and one student opted out of the assessment.</p>
<p>Narrative Reflection: All grade level teams were pleased that the achievement gap goal was met. Our achievement gap was defined as any student who scored below standard in ELA (DIBELS or SBA), K-5. Our goal was that 58% (34 of 59 students) identified would demonstrate growth of one proficiency level or more. Of the 59 students, 15 qualified for ELL services and 20 qualified for Special Education services. We met our goal with 58% of students (33 of 57 by year end) demonstrating growth of at least one level of proficiency. This was a very good result with our most challenged students demonstrating growth and success. Our continuing focus will be the 24 students who, despite intensive intervention, did not demonstrate anticipated growth. Of these 24, four qualify for ELL and eight qualify for Special Education services. We will continue to focus on the success of these students using tools and strategies such as Safety Net, ELL, differentiated instruction, special education and home support.</p>	
<p>School Effectiveness Goal: Given planning for and opportunity to participate in scheduled grade level teaming, the Margaret Mead Elementary staff will increase the percentages of staff who agree mostly/completely in “Staff routinely work together to plan what will be taught,” from 95% to 98%.</p>	<p>Outcome: 98% of staff agree mostly/completely in “Staff routinely work together to plan what will be taught.”</p>
<p>Narrative Reflection: This goal was selected because a very high percentage of the certificated teachers in 2017-18 were new to Mead. This goal aligned to the desire of teams (both horizontal and vertical teams) to align unit planning, instruction, and assessment within and between teams. We highlighted this goal at every staff meeting and LEAP meeting and discussed the previous and future work that supported the goal. Several teams enlisted the support of a LWSD Instructional Coach to help support the work of horizontal team alignment. Overall, the certificated staff team was pleased with the outcome of the goal and felt it was a useful and helpful goal in aligning instruction and learning.</p>	
<p>Attendance Goal: Given implementation of the LWSD attendance policy including correspondence to parents regarding attendance data, our goal is to reduce the</p>	<p>Outcome: Our percentage of unexcused absences for 17-18 was .2275% as per OSPI report card.</p>

<p>16-17 unexcused absence rate of .4% to .3% by year end (using OSPI report card data).</p>	
<p>Narrative Reflection: The implementation of the new LWSA Absence Policy has been helpful in educating parents on the importance of regular attendance. Parents have engaged in the process for reporting and supporting absences, particularly long-term absences (multiple days due to vacations, etc.). The required pre-approved absence form, outlining how parents will support their student's education while absent has been very helpful. Our absence rate for unexcused absences has decreased slightly and we met our goal. We will continue to work on parent education regarding absences and the importance of regular attendance.</p>	
<p>Discipline Goal: Given schoolwide implementation of Second Step and continued use of a PBIS system, including Making It Right Plans and Whinnies, Margaret Mead Elementary will reduce the number of students receiving three or more Making It Right Plans for the same behavior from 13 students to 10 students in the 2017-18 school year.</p>	<p>Outcome: 14 students received three or more Making It Right Plans during the 17-18 school year.</p>
<p>Narrative Reflection: Our goal of reducing the number of students receiving multiple Making It Right Plans was not met. In reflection, this goal was too specific to a small group of students rather than supportive of the student body at large. The goal did elicit several areas to be considered for the future including how to better communicate with all staff when a student receives a Making It Right Plan. It also made staff aware that we would benefit from more specific discussion around what types of behavior result in a Making It Right Plan. One connection to the increased number of Making It Right Plans given is that nearly half of the staff was new to Mead, with many brand-new teachers still formulating effective behavior management plans. Making It Right Plans were a valuable tool to inexperienced teachers. The other half of the goal, using Whinnies as public acknowledgement for Mead Way behavior, was successful. Every student school wide received at least one Whinny in the 2017-18 school year, most earning many more than one. Whinnies, along with school wide implementation of Second Step, contributed to a positive school culture and a positive communication tool between home and school.</p>	

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

2017-18 Strategies to involve parents, families and the community in the CIP process: Margaret Mead Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent volunteers and LINKS volunteers to support students in class and at lunch through one on one and small group support.
- Work with PTSA to fund materials and professional development opportunities that support CIP goals.
- Communicate attendance policies to parents via teacher email and monthly principal e-news.

Reflection on Outcome:

Parent volunteers and LINKS volunteers were positive contributors to student success. LINKS volunteers worked specifically with students who were identified by a teacher or staff member as someone needing some one on one time and support with a trusted adult. The outcome for students was very positive. Mead had 5 LINKS volunteers who worked with 5 students.

We had many parent volunteers for field trips, evening events, and some production room support. It has been difficult to find parents to regularly volunteer in classrooms. This challenge is an ongoing conversation between staff and PTSA as we seek to continue to engage parents in the school community.

2017-18 Strategies to inform parents, families and the community in the CIP process: The building principal will inform parents, families and the community about the CIP using the following strategies:

- Share CIP plan with PTSA Board, January 2018.
- Share CIP plan at PTSA General Membership Meeting, January 2018.
- Share CIP plan via Mead Monthly e-news in January 2018.
- Post the CIP plan on the Mead website by January 2018.

Reflection on Outcome:

The Mead CIP plan was shared as per the bullet points above. The PTSA Board had meaningful questions and dialogue about the plan, specifically the parent engagement piece. After posting the CIP plan to the website and making parents aware of it via School Messenger, there were no calls or emails, or questions posed regarding the CIP plan.

The Mead PTSA is an excellent support and advocate for student learning at Mead. They fund raise in order to financially support our school community. They provide grants, scholarships, student materials, and student activities such as assemblies, author visits and field trips. These all support student learning and our CIP. The PTSA also advocates for volunteer support both during the school day and after school. The PTSA

also partners with our local Sammamish YMCA in supporting a recess program twice per week and a before and after school care program for students.

In order to continue the great support of PTSA, the PTSA board and the Mead leadership team continue to discuss how to reach additional families, in particular, families from countries outside of the U.S.A. that are not familiar with U.S. norms of parent participation.

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

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: K-2 Reading SMART Goal:</p> <p>94% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.</p>
<p>Process used to determine goal: Teachers, working in both horizontal and vertical teams, examined past assessment results and BOY DIBELS data for each student in grades K-2 to determine the K-2 Reading SMART Goal.</p> <p>Responsible individual or team: Teachers in grades K-2, Safety Net, ELL and Special Education.</p> <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none">• Collaboration with grade level teammates, Safety Net, ELL, Special Education• CORE training and implementation of learned literacy strategies, K-5• Use of Wonders curriculum to support instruction• IA support to facilitate differentiated small groups• Daily 5 classroom structure to support differentiated, flexible small groups• Specific interventions for students as needed• K-2 staff training on how to most effectively use DIBELS data to inform instruction• Words Their Way curriculum• Use of RazKids and Headsprout as differentiated online tools• Guided reading level assessments• SIOP strategies <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none">• Use of Daily 5 structure to support differentiated, flexible reading groups.• Use of formative and summative assessment to inform instruction and differentiate as appropriate.• Use of RazKids and Headsprout as differentiated online instructional tools• Wonders leveled readers <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none">• DIBELS progress monitoring• Wonders and teacher created assessments• Individual student conferencing• Guided reading level assessments <p>Any professional learning needed:</p> <ul style="list-style-type: none">• Continued training on the most effective use of Wonders.

- Training on the use of DIBELS assessment data to inform instruction
- Ongoing Dyslexia training
- CORE training
- SIOP training

Any resources needed and plans to obtain them:

- LWSB Intervention Dept. will provide DIBELS training to Mead in December.
- Vertical alignment time
- Team time
- Peer visits -within Mead and in other schools

Timelines and Progress Monitoring Plans:

- Scheduled DIBELS Assessments (BOY, MOY, EOY)
- DIBELS Progress monitoring for students in Safety Net monthly
- Wonders reading assessments
- Team CIP check in dates (February 13, April 3, May 24)
- RAZ Kids and AR online student data

Literacy: 3-5 ELA SMART Goal:

86% of students in grades 3 – 5 will score at standard or above in literacy as measured by the SBA in May 2019.

Process used to determine goal:

Teachers examined past assessment results (DIBELS and SBA), reviewed current student data for ELA and worked in both grade level and vertical teams to determine the 3-5 ELA SMART goal.

Responsible individual or team:

Teachers in grades 3-5, Safety Net, ELL and Special Education.

Strategy/ies that will be implemented to support goal:

- Accelerated Reader
- Students reading within their reading range
- Comprehension checks
- Frequent feedback
- Use of Wonders curriculum to teach comprehension strategies
- Team planning for lessons and assessment data
- Align reading and writing skills
- Professional learning, support and training from building writing leads
- CORE Training in the spring

How challenge and rigor will be ensured for all students:

- Utilizing leveled readers
- Challenging students to broaden their reading (genre, complexity)
- AR goals based on individual student reading levels

How necessary interventions will be determined:

- Analyzing assessment data (AR, STAR, Wonders assessments, teacher created assessments)
- Analyzing daily work
- Analysis of SBA Interim Assessment data

Any professional learning needed:

- Differentiation strategies
- ELL Strategies
- Daily 5 strategies
- SIOP
- CORE Training (hopefully in spring 2019)
- Ongoing Dyslexia training

Any resources needed and plans to obtain them:

- Team planning – horizontal and vertical
- Guided reading level assessments
- Classroom leveled libraries
- Wonders materials
- Supplemental curriculum for intervention and extension
- Time to plan with colleagues

Timelines and Progress Monitoring Plans:

- DIBELS Progress monitoring for students in Safety Net
- Wonders reading assessments
- Team CIP check in dates (February 13, April 3, May 24)
- SBA Interim Assessments in winter

Math: 3-5 Math SMART Goal:

82% of students in grades 3 – 5 will score at standard or above in math as measured by the SBA math assessment in May 2019.

Process used to determine goal:

Teachers examined past assessment results (SBA, classroom assessments, report card data), reviewed current student data for math and worked in both grade level and vertical teams to determine the 3-5 Math SMART goal.

Responsible individual or team:

Teachers in grades 3 -5, Safety Net, ELL and Special Education.

Strategy/ies that will be implemented to support goal:

- Use of SBA Interim Assessments
- Ability math groups
- Targeted IA/para support
- Timed tests on math facts
- Use of Dreambox Learning (K-4)

- Use of IXL (3-5)
- Use of Engage New York materials (STEM)

How challenge and rigor will be ensured for all students:

- Using Dreambox and IXL to differentiate
- Math Challenge program
- Differentiated homework (providing enrichment from enVision)
- Differentiated math groups

How necessary interventions will be determined:

- Analyzing daily work and reteaching as needed
- Analyzing enVision math curriculum assessments
- Use of teacher created assessments and materials
- Math timed tests for math facts
- Use of data from SBA Interim Assessments
- Use of IEP / 504 data for qualifying students

Any professional learning needed:

- Additional professional learning about the use of Dreambox data
- Ideas to increase student rigor in math

Any resources needed and plans to obtain them:

- Common Core worksheets that supplement CCSS missed by enVision

Timelines and Progress Monitoring Plans:

- Completion of Topic Assessments
- Report card data in January
- SBA Interim Assessment data
- Quick checks
- PGE meetings and CIP check ins as scheduled on LEAP Wednesdays.

Science: 5 Science SMART Goal:

88% of students in grade 5 will score at standard or above in science as measured by the WCAS in May 2019.

Process used to determine goal:

5th grade teachers analyzed 2017 WCAS data and used professional judgment to determine the 5th grade science SMART goal.

Responsible individual or team: Teachers in 5th grade and Special Education.

Strategy/ies that will be implemented to support goal:

- Use of NGSS instructional strategies and application to current science curriculum
- Teacher created materials to supplement the current science curriculum

How challenge and rigor will be ensured for all students:

- New NGSS instructional strategies will be used to challenge all students.

How necessary interventions will be determined:

- Interventions will be determined based on student assessment data and daily work based on LWSD science curriculum.

Any professional learning needed:

- Ongoing learning about NGSS and any new science curriculum that is adopted

Any resources needed and plans to obtain them:

- Teachers will receive some training and resources about NGSS from our building expert.

Timelines and Progress Monitoring Plans:

- District assessments and teacher created materials will be used to monitor student progress.

Achievement Gap SMART Goal:

Given 63 students who scored below standard on either the SBA ELA or DIBELS EOY assessments in spring 2018, 49% (31 students) will increase their performance by at least one level of proficiency on SBA ELA or DIBELS EOY by May 2019.

Process used to determine goal:

Each grade level team reviewed the student data for spring, 2018 to discern students scoring below standard. Using the equity/data grid, teachers examined the student data and added additional data including special supports (ELL, IEP, 504), student story, and any other relevant information to discern potential growth for each student listed.

Responsible individual or team:

Grade level teams along with ELL, Special Education and Safety Net teachers.

Strategy/ies that will be implemented to support goal:

- Teachers will closely monitor the ELA progress of each student
- Reading strategies including flexible and differentiated small groups, leveled readers, intervention support, targeted instruction and collaboration with Safety Net, ELL and Special Education will be used

How challenge and rigor will be ensured for all students:

Students will be provided with targeted, differentiated instruction, intervention and small group support.

How necessary interventions will be determined:

Interventions will be determined based on student academic assessments, IEP or 504 data and accommodations, and professional judgement based on formative and summative classroom assessments. General education teachers will need to collaborate with Special Education, ELL and Safety Net teachers in focused support.

Any professional learning needed:

Professional learning in Culturally Responsive Teaching, SIOP and Dyslexia will be provided to teachers this year.

Any resources needed and plans to obtain them:

The needed resources, including the professional learning above, are in place for this year.

Timelines and Progress Monitoring Plans:

Teachers will review the equity/data grid on two identified LEAP Wednesdays and will provide updated data to their administrator. Teams will also frequently review student data as part of their ongoing PLC work.

School Effectiveness SMART Goal:

Margaret Mead Elementary will improve from 69% agree mostly or completely to 80% agree mostly or completely in the area of "Professional development activities are consistent with school goals."

Process used to determine goal:

The Mead certificated staff reviewed the 9 Characteristics data from spring, 2018. Given the review and subsequent staff conversation, this new goal was suggested and approved by all staff.

Responsible individual or team: All Mead staff are responsible for the support and success of our school effectiveness goal.

Strategy/ies that will be implemented to support goal:

At each month's staff meeting, the goal will be reviewed, and staff will highlight and discuss professional development for the month and its relevant alignment to school goals.

How challenge and rigor will be ensured for all students: N/A

How necessary interventions will be determined:

Based on staff discussion of provided professional learning opportunities and alignment to school goals, staff will discuss the relevance and efficacy of the provided learning opportunities. For professional learning that does not align to school goals, staff will brainstorm and agree on how to change or reformat further professional learning of that type to better suit the school goals.

Any professional learning needed:

Mead building based professional learning will include SIOP, NGSS, Writer's Workshop, Culturally Responsive Teaching, Technology tools, Dyslexia training.

Any resources needed and plans to obtain them:

All needed resources are currently in place via building based teacher trainers.

Timelines and Progress Monitoring Plans: The staff will review the goal monthly at staff meetings and will make improvement suggestions at that time.

Attendance SMART Goal:

By June 2019, the number of students Chronically Absent (with 46 of more absences/tardies) will decrease from 38 students to 20 students.

Process used to determine goal:

The associate principal and attendance secretary reviewed prior goals, prior attendance data, as well as observable patterns.

Responsible individual or team:

- Sara Schmied
- Carol Walsh, School Secretary
- BECCA specialist

Strategy/ies that will be implemented to support goal:

- Families will be made aware of the attendance policy via parent communication
- Families will be required to complete a “Preapproved Absence Request” for all preplanned absences greater than one day
- Conference with parents
- Letters sent home
- Positive reinforcement with students
- Work with BECCA specialist

How challenge and rigor will be ensured for all students:

All students with 5 or more excused absences and 3 or more unexcused absences in a month will have a letter sent home and asked to conference with an administrator.

How necessary interventions will be determined:

This will be determined on a case by case basis on how to best support the family.

Any professional learning needed:

Continued support by the BECCA specialist.

Any resources needed and plans to obtain them:

Frequent communication with the BECCA specialist.

Timelines and Progress Monitoring Plans:

Monthly Attendance reports will be run by the School Secretary.

Discipline SMART Goal:

Margaret Mead Elementary will improve from giving out 205 Making It Right Plans to students during the 2017-18 school year to 200 (or less) Making It Right Plans given out to students during the 2018-19 school year as measured by school discipline data in June 2019.

Process used to determine goal:

Administrators and teachers reviewed discipline data from the previous year to determine our 2018-2019 goal. We also considered an increase in student enrollment by 30+ students new to Mead (apart from 100 new kinder students) when creating our goal.

Responsible individual or team:

All Mead staff will be responsible for supporting our goal.

Strategy/ies that will be implemented to support goal:

- Schoolwide implementation of Second Step Curriculum with lessons taught in every classroom twice monthly
- School counselor teaching Kelso Choices and Second Step Bullying Prevention Curriculum in all classrooms
- Daily all school communication of Mead Way goals and monthly areas of emphasis
- PBIS system of “Whinnies” given out for exceptional behavior
- Use of behavior management systems for students demonstrating need for Tier 2 behavior support
- Use of Behavior Intervention Plans for students demonstrating need for Tier 3 behavior support
- Parent collaboration and communication around all student behavior and discipline concerns

How challenge and rigor will be ensured for all students:

Tiered behavior support will be provided based on need. Plans will be developed for individuals that need support beyond the Tier 1 support of clear expectations, Making It Right Plans and Whinnies.

How necessary interventions will be determined:

Administration, counselor and teachers will monitor Making It Right Plan data to discern if/when a student needs additional support. Resources and strategies will be used based on collaborative conversation between teacher, student, administration and family.

Any professional learning needed: No new professional learning is needed at this time.

Any resources needed and plans to obtain them: All necessary resources are currently in place at Mead.

Timelines and Progress Monitoring Plans: Discipline will be monitored on a daily basis. For students who receive 3 or more Making It Right Plans, the student will meet with parents, teacher and administration to formulate a success plan. Extreme behavior will require an immediate meeting of administration, student and parent. Teachers will be provided with student discipline data updates prior to report cards being completed in January and June.

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

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

- Use parent, middle school, LINKS, and other volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities to support CIP goals
- Use communication processes that further involve/inform parents in the areas of attendance and discipline (ex: monthly newsletters, Skyward emails, principal letters, teacher newsletters, PTSA meeting reports, etc.)
- Host principal talks to engage community members
- Work with the school Equity Team to explore ways to more inclusively involve parents

Timelines and Progress Monitoring Plans:

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

2018-19 Strategies to inform parents, families and the community in the CIP process:

Margaret Mead Elementary uses a variety of tools and strategies to inform parents, families and community members about the Continuous Improvement Process.

The strategies include:

- Principal updating the community of the CIP process at the December PTSA General Membership Meeting
- Parents/community members will be informed of the Mead CIP in the January, Mead Monthly E-news
- The Mead CIP will be posted to the Mead website in January 2019
- The Mead CIP will be a topic for a winter Principal Chat for parents

Timelines and Progress Monitoring Plans:

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