



## **Continuous Improvement Process Plan 2018-2019**

Louisa May Alcott Elementary

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

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# Table of Contents

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

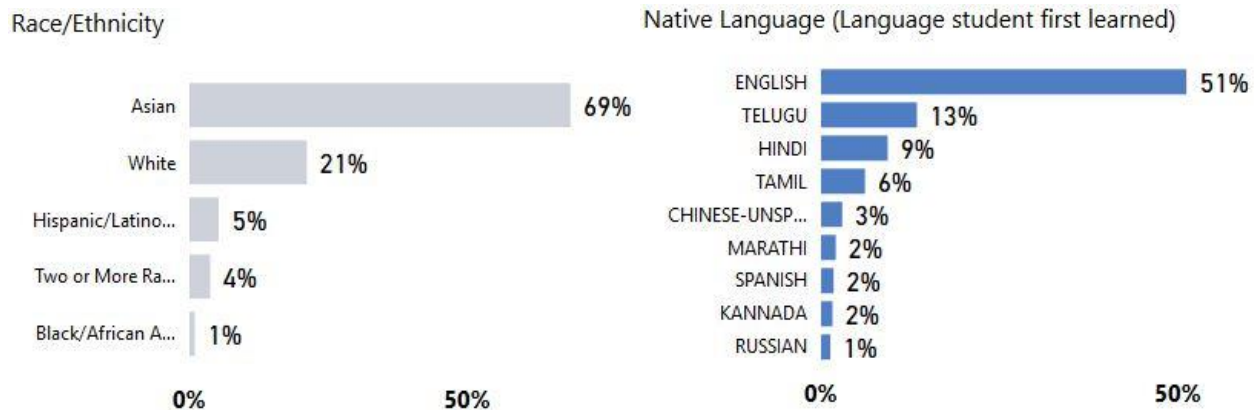
# I. Description of School

Louisa May Alcott said, “Educate yourself to take part in the world’s work...” At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global work place and prepared for personal success.

At Alcott we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion and **Effort** every day. This represents the way that both staff and students support and interact with one another Every Day.

We are part of a supportive community and PTSA. Family support is such a gift to our school and we know this has a positive impact on student learning.

Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. An announcement each day reminds us all to show that Alcott C.A.R.E.s!



Students at Alcott continued with high achieving results in many areas of state testing last year. We believe that these results are consistent with our instructional efforts as we focus on success and rigor for all students. We also believe in an education that builds creativity and healthy living throughout our programs.

In 2018-19, we are further developing our professional learning community and focusing on top notch teaching practices that support our learners. Professional learning and discussions take place weekly and during LEAP opportunities. We understand our collective responsibility for all the children we serve. Our professional learning is extended through cross grade-level conversations with grade-alike colleagues at other area elementary schools. We are thriving as a team at Alcott Elementary and as a part of the Eastlake Learning Community!

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## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	82.0%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	86.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	86.8%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	93.0%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	88.1%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	92.3%	95%
<ul style="list-style-type: none"> <li>• Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.</li> <li>• Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<a href="http://reportcard.ospi.k12.wa.us/">http://reportcard.ospi.k12.wa.us/</a>).</li> <li>• 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 (<a href="http://reportcard.ospi.k12.wa.us/">http://reportcard.ospi.k12.wa.us/</a>).</li> </ul>				

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	81.6	87.5	86.7	82.0			
		1 <sup>st</sup>	90.7	95.0	88.2	84.6			
		2 <sup>nd</sup>	95.0	94.4	91.7	91.0			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		90.0	94.9	87.0	86.1			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		93.7	93.7	87.8	86.8			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		85.3	88.0	93.7	88.5			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		83.6	88.0	93.7	88.6			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		91.9	88.0	86.1	93.0			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		84.6	79.0	86.0	88.1			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		91.1	92.8	91.5	92.3			

- 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

Intentionality is critical as we aligned both our instructional and collaborative efforts to connect CIP goals with the PGE goal setting process. Teams developed a focused approach on strategies and instructional approaches to support achievement goals within each grade level. Common assessments were determined, administered and evaluated as staff monitored student progress throughout the year. Data and strategy focused conversations resulted as teams collaborated around meeting student needs. Conversations overlapped with student growth goals in which teams determined grade level, classroom and small group goals based upon a specific academic area. Goal selection, use of common assessments, monitoring progress and implementing/revising strategies are a part of this intentional cycle.

2017-2018 Goal	Achievement Outcome
<p>Literacy: K-2 DIBELS Goal:</p> <p>88.3% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.</p>	<p>Outcome:</p> <p>86.4% of students in grades K-2 scored at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.</p>
<p>Narrative Reflection:</p> <p><u>Kindergarten</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in Phoneme Segmentation Fluency between the middle of the year to the end of the year by 65%.</li> <li>-We are celebrating growth in Phoneme Segmentation Fluency. We feel this is important because it is an essential skill to sound out words for both reading and writing.</li> <li>-We will continue to provide support to our students by starting the year with “ABC Bootcamp”, which is an intense focus on letter names, sounds, and providing multisensory learning opportunities for all students.</li> </ul> <p><u>First Grade</u></p> <ul style="list-style-type: none"> <li>-We noticed improvement in the area of nonsense word fluency.</li> <li>-We are celebrating growth in our students’ reading fluency as a result of intensive explicit instruction and nonsense word fluency with the use of phonics and automatic word recognition.</li> <li>-We will continue to monitor student progress along with further focus in developing a strong foundation in reading fluency to support with student achievement.</li> </ul> <p><u>Second Grade</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in the area of reading comprehension.</li> <li>-We are celebrating growth in the improvement of reading comprehension as a result of our work with Wonders Leveled Readers and differentiated instruction.</li> <li>-We will continue to work on reading fluency along with further focus in reading comprehension to support with growth in literacy.</li> </ul>	

<p>Literacy: 3-5 ELA Goal:</p> <p>90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.</p>	<p>Outcome:</p> <p>89.2% of students in grades 3-5 scored at standard or above in literacy as measured by the SBA assessment in May 2018.</p>
<p>Narrative Reflection:</p> <p><u>Third Grade</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in word meanings, specifically in literary and informational texts, as students were able to determine intended meaning of words.</li> <li>-We are celebrating growth in students' ability to use strategies as they read informational and literary texts to understand the meaning of unfamiliar words.</li> <li>-We will continue to expose students to a variety of texts, offering them opportunities to further apply strategies and develop their academic vocabulary.</li> </ul> <p><u>2/3 Quest</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in their ability to structure their prompt responses.</li> <li>-We are celebrating growth in the ability to restate and answer questions from reading passages as well as listening to literature.</li> <li>-We will continue to work on written explanations using RACE strategies and furthering their knowledge on citing text with explanations.</li> </ul> <p><u>Fourth Grade</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in word meanings, understanding central ideas in literary and informational text, and analyzing information.</li> <li>-We are celebrating growth in identifying main idea and key details, as we spent considerable time focusing and practicing this skill in the classroom with various texts and genres.</li> <li>-We will continue to focus on main idea and key details, and we are going to add additional focus on vocabulary and word meaning.</li> </ul> <p><u>4/5 Quest</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in listening. They could interpret information for informational data and gather central ideas.</li> <li>-We are celebrating growth in their ability to gather the central idea from informational texts. This shows they can listen for key ideas and build upon that knowledge to form a central idea.</li> <li>-We will continue to further their growth in this area by working on written explanations parts, practicing the RACE model, finding strong supportive evidence, and writing clear explanations.</li> </ul> <p><u>Fifth Grade</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in using text evidence to justify answers to comprehension questions.</li> <li>-We are celebrating growth in students' stamina and ability to revise and edit their writing.</li> </ul>	

-We will continue to scaffold instruction for our diverse learners to teach comprehension strategies with a variety of informational and narrative texts. For example, going back in the text to find key details.

Math: 3-5 Math Goal:

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

Outcome:

87.9% of students in grades 3-5 scored at standard or above in math as measured by the SBA assessment in May 2018.

Narrative Reflection:

### Third Grade

- We noted improvement in students' ability to solve problems involving four operations, as well as their ability to identify and explain patterns.
- We are celebrating growth in students' ability to apply their math facts in various problem-solving situations.
- We will continue to explicitly teach problem-solving strategies and tools, as well as expand our problem-solving practice to other math topics.

### 2/3 Quest

- We noted improvement in the structure of their explanations for math and ability to show more evidence.
- We are celebrating growth in their ability to explain their thinking in an organized manner from intentional practice of strategies.
- We will continue to develop our writing to explain skills by focusing on sharing our thinking process, using vocabulary and mathematical reasoning.

### Fourth Grade

- We noted improvement in place value understanding, understanding of fractions as numbers, as well as representing and interpreting data.
- We are celebrating growth in fractions as numbers as we had a grade level focus on fractions throughout the year.
- We will continue to focus on fractional understanding, as well as multiplication and division.

### 4/5 Quest

- We noted improvement in problem solving and explaining their thinking.
- We are celebrating growth in being able to represent and interpret data, understanding properties and operations, and analyzing patterns.
- We will continue to improve their problem-solving skills by working on accuracy and written explanations. We will do this by working to be more accurate on four operations, using strong math vocabulary, and using mathematical reasoning for explanations using the RACE model.

### Fifth Grade

- We noted improvement in students' ability to use story problem solving strategies to provide accurate answers.



- We are celebrating growth in students' ability to manipulate fractions within all four operations including story problems.
- We will continue to emphasize checking answers for reasonableness and fixing mistakes. We will also continue to emphasize problem solving strategies.

Science: 5<sup>th</sup> Science Goal:

86.5% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018 based upon the new NGSS standards.

Outcome:

92.3% of students in grade 5 scored at standard or above in science as measured by the WCAS assessment in May 2018 based upon the new NGSS standards.

Narrative Reflection:

4/5 Quest

- We noted improvement in their ability to analyze data.
- We are celebrating growth in using the scientific process and gathering the data to begin writing conclusions that sufficiently analyzed the data.
- We will continue to work on improving their analysis by working on the engineering design process, learning further about Next Generation Science Standards for deeper understanding and revisiting the processes to write concluding thoughts.

Fifth Grade

- We noted improvement in students' ability to analyze a scientific question and use data to support their conclusion.
- We are celebrating growth in students' ability to create and analyze controlled experiments.
- We will continue to emphasize the scientific process and creating controlled experiments.

Achievement Gap Goal:

75% of English Language Learners assessed on the Spring 2017 ELPA21 will move up one level as measured by the Spring 2018 ELPA21 assessment.

Outcome:

67% of English Language Learners assessed on the Spring 2018 ELPA21 moved up one level as measured by the Spring 2018 ELPA21 assessment.

Narrative Reflection:

In the past 2 years we have seen an increased amount of student enrollment movement in and out of Alcott. Upon further examination we had much smaller number of students who assessed with us in both 16/17 and 17/18 when compared to the overall number of students who are receiving ELL services. 67% of students moved up an average of one level and we also know that language acquisition and growth occurs over multiple years. We are proud of the efforts by ELL staff, Instructional Assistant staff and Classroom teachers. Efforts school wide will focus further on SIOP strategies in the 18/19 school year to support with language learning.

<p>School Effectiveness Goal:</p> <p>Alcott Elementary will improve from 66.7% to 75% “agree completely” or “agree mostly” in the area of “student discipline management” as measured by question #58 on the Nine Characteristics of Effective Schools Survey completed by staff in Spring 2018.</p>	<p>Outcome:</p> <p>Alcott Elementary improved from 66.7% to 77% “agree completely” or “agree mostly” in the area of “student discipline management” as measured by question #58 on the Nine Characteristics of Effective Schools Survey completed by staff in Spring 2018.</p>
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Narrative Reflection:

During our school mid-year check, 96% of respondents noted “agree completely” or “agree mostly” regarding student discipline. The 9 Characteristics year end survey noted 77.2%. Continued school wide intentionality and support with student needs will continue. We know that our continued community and PTSA partnership along with using positive reinforcement strategies will further our growth. We are excited to see that student data indicates another reduction in multiple CAREs Discipline Slips in 2017-18 from 2.6% to only 1.7%.

<p>Attendance Goal:</p> <p>Only 1.8% of students (May 2018 student count) will receive a second 2017-18 attendance letter for 10% or more tardies during the school year.</p>	<p>Outcome:</p> <p>.005% of students (May 2018 student count) received a second 2017-18 attendance letter for 10% or more tardies during the school year.</p>
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Narrative Reflection:

Messaging and a school wide emphasis of timeliness and regular attendance proved to be successful. Conversations and family contact continued as we prioritized on time arrival and in classrooms by the nine o'clock start time. We are excited by our growth achieved last year and we know that our families will continue to help us with on-time arrival at Alcott.

<p>Discipline Goal:</p> <p>Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2017-18 (May 2018 student count) will decrease from 2.6% in 2016-17 to 2.5% in 2017-18</p>	<p>Outcome:</p> <p>Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2017-18 (May 2018 student count) decreased from 2.6% in 2016-17 to 1.7% in 2017-18</p>
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Narrative Reflection:

We believe that our low numbers reflect our continued efforts around CAREs positive behavior language and the use of restorative practices with students. In addition, all staff across the campus are using techniques to support with decision making. Counselor led sessions with district curriculum center around choices and problem solving. The PTSA funded YMCA “Play Coach” has been a great support with recess behaviors along with

our Student CAREs team. Intermediate student leaders were trained to coach with problem solving and provided another positive addition to our primary student recesses. We are proud of the way everyone is contributing to a positive and safe school community.

#### 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:

Louisa May Alcott staff will work with our PTSA and community to support our Continuous Improvement Process using the follows actions:

- Utilizing parent volunteers, community resources, and other district schools to support students and staff.
- Continued collaboration around school and PTSA goals to support success in learning with after school classes and school year enrichment experiences.
- Continuous Improvement Process Plan to be shared at a PTSA meeting.
- Continuous Improvement Process Plan will be posted on the Alcott website.

Reflection on Outcome:

Continuous improvement involves all of us to support with success. Staying connected with one another regarding needs through collaborative community efforts is the key to positive outcomes for learners. Parents supported community enrichment, technology funds, and materials for learning in all learning spaces. Alcott placed 3<sup>rd</sup> in the Google KITE STEM Project last year and funds will be allocated for additional STEM learning materials. The PTSA continued to provide significant financial support for school wide programs and activities. Their hard work and care has truly impacted students at Alcott.

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

Communication with community using *Orca Tales* (office news memo) and PTSA meetings to highlight building CIP goals.

Reflection on Outcome:

Increased communication through school and PTSA messaging allowed for greater cohesion regarding school goals and collective needs. PTSA evening meetings provided a variety of opportunities throughout the year for members to communicate with PTSA leadership and building administration.

## 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:  87% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.
<u><i>Kindergarten Target Focus: Phoneme segmentation fluency</i></u>  Strategies that will be implemented to support goal: -ABC boot camp -reading groups -sight words and word family word wheels -continuing to support with the RTI system -sign language  How challenge and rigor will be ensured for all students: -reading groups -guided readers -writers workshop -sight word challenge  How necessary interventions will be determined: -DIBELS scores -progress monitoring -ESGI -formative assessment  Any professional learning needed: -attending a Kindergarten Smorgasbord Conference  Any resources needed and plans to obtain them: -copies -Wonders -DIBELS progress monitoring  Timelines and Progress Monitoring Plans: -2 team progress checks using DIBELS following BOY initial assessment -DIBELS 3x a year -ESGI monthly -running records -weekly guided reading comprehension checks  <u><i>1<sup>st</sup> Grade Target Focus: DIBELS Nonsense Word Fluency</i></u>

Strategies that will be implemented to support goal:

- nonsense word flip binders
- close reads
- leveled reading groups
- explicit phonics instruction

How challenge and rigor will be ensured for all students:

- differentiated/leveled groups
- Safety Net, Highly Capable pull-out, Quest pull-out
- ongoing progress monitoring to support flexible grouping and identifying individual needs
- PCC meeting time to review common assessments

How necessary interventions will be determined:

- 3 team DIBELS progress checks at BOY, MOY, and EOY. Additional Progress Monitoring as needed, per student

Any professional learning needed:

- team/individual research on most effective practices

Any resources needed and plans to obtain them:

- relevant staff development

Timelines and Progress Monitoring Plans:

- two team progress checks using MOY and EOY DIBELS following initial assessment using BOY DIBELS

2<sup>nd</sup> Grade Target Focus: DIBELS comprehension

Strategies that will be implemented to support goal:

- differentiated/leveled groups
- close reading
- daily five
- IA support for individual students
- at home reading logs
- communication with parents regarding reading strategies to try at home

How challenge and rigor will be ensured for all students:

- differentiated/leveled groups
- Safety Net, Highly Capable pull-out, Quest pull-out
- ongoing progress monitoring to support flexible grouping and identifying individual needs
- PCC meeting time to review common assessments

How necessary interventions will be determined:

- ongoing progress monitoring to support flexible grouping and identifying individual needs

Any professional learning needed:  
-literacy based staff development

Any resources needed and plans to obtain them:  
-teacher created support materials

Timelines and Progress Monitoring Plans:  
-two team progress checks using MOY and EOY DIBELS following initial assessment using BOY DIBELS

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 assessment in May 2019.

*3<sup>rd</sup> Grade & 2/3 Quest Target Focus: Relate knowledge of text features, (ex: maps, photographs) to demonstrate understanding of the text*

Strategies that will be implemented to support goal:  
-explicitly teaching non-fiction text features and text structures (i.e. cause/effect, compare/contrast, description, problem and solution, sequence)  
-exposing children to appropriately leveled text

How challenge and rigor will be ensured for all students:  
-differentiating instruction in reading groups based off current ability levels

How necessary interventions will be determined:  
-formative assessments and reading group interactions/responses

Any professional learning needed:  
-not at this time

Any resources needed and plans to obtain them:  
-Wonders curriculum  
-district assessments

Timelines and Progress Monitoring Plans:  
-three team progress checks using three Wonders end-of-unit non-fiction assessments (Unit 1, Unit 2, and Unit 4)

*4<sup>th</sup> Grade Target Focus: Identifying main ideas and key details in an informational text*

Strategies that will be implemented to support goal:  
-focused instruction on the difference between a topic or theme vs. the main idea  
-focused instruction on the difference between a key detail that supports the main idea and other interesting details

- focused instruction on finding the main idea of an entire article of a story and just a paragraph within a story
- use of graphic organizers to take notes
- connect finding main ideas and key details to writing (topic sentences and reason/detail/facts)
- multiple opportunities for practice and feedback

How challenge and rigor will be ensured for all students:

- quick checks through daily work with graphic organizers
- scaffolded reading practice pages through Wonders
- identifying main ideas and key details in their own writing

How necessary interventions will be determined:

- quick checks through daily work with graphic organizers
- scaffolded reading practice pages through Wonders

Any professional learning needed:

- review of effective strategies and materials for teaching main ideas and key details

Any resources needed and plans to obtain them:

- leveled Wonders resources
- team created/selected supplemental materials

Timelines and Progress Monitoring Plans:

- two team progress checks (December and April) using team modified Wonders assessments following initial assessment using team modified Wonders assessments.

4/5 Quest Target Focus: Writing to explain

Strategies that will be implemented to support goal:

- RACE strategy
- rereading text or re-listening
- taking sufficient note-taking skills

How challenge and rigor will be ensured for all students:

- working with text one to two grades above grade level

How necessary interventions will be determined:

- reflect on student assessments and data
- class participation

Any professional learning needed:

- help with creating rubrics
- further understanding of grade level appropriate expectations

Any resources needed and plans to obtain them:

- teacher resource books of samples and strategies

Timelines and Progress Monitoring Plans:

-two team progress checks using Time for Kids, re-reading worksheets, and Prentice Hall reader during January and April.

5<sup>th</sup> Grade ELA Target Focus: Text evidence

Strategies that will be implemented to support goal:

-RACER strategy  
-analysis of student work

How challenge and rigor will be ensured for all students:

-students are challenged by improving the quality of their explanation within the RACER strategy

How necessary interventions will be determined:

-sentence stems will be provided to students who show need additional scaffolding and support

Any professional learning needed:

-not at this time

Any resources needed and plans to obtain them:

-team collaboration time

Timelines and Progress Monitoring Plans:

-two team progress checks using unit assessments and RACER quizzes following initial assessment using unit 1 assessment

Math: 3-5 Math SMART Goal:

85% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2019.

3<sup>rd</sup> Grade & 2/3 Quest Target Focus: Geometric measurement - understand concepts of area and relate area to multiplication and addition

Strategies that will be implemented to support goal:

-explicitly teaching arrays (columns/rows), and connection to multiplication  
-explicitly teaching repeated addition to multiplication, and the area formula  
-relating area to real-world contexts  
-teaching and practicing for multiplication fact fluency

How challenge and rigor will be ensured for all students:

-small group instruction, Dreambox, Rocket Math, flash cards

How necessary interventions will be determined:

-beginning of unit preassessments



-formative assessments

Any professional learning needed:

-not at this time

Any resources needed and plans to obtain them:

-Dreambox, Rocket Math, Envision Curriculum, flash cards

Timelines and Progress Monitoring Plans:

-CDSA #3 as a pretest, topic 6 test (checkpoint), and CDSA #3 post-test

4<sup>th</sup> Grade Target Focus: Modeling, comparing, and ordering fractions

Strategies that will be implemented to support goal:

-re-work 4th grade pacing guide to include an intro to fractions unit earlier in the school year

-map out year-long fraction units

-differentiated instruction, including enrichment for students already successful with this topic

-hands on experiences with manipulatives representing fractions

-encourage multiple representations of fractions

-facilitate class discourse

How challenge and rigor will be ensured for all students:

-Dreambox Learning

-differentiated instruction, including enrichment for students already successful through story problems and application of fractions

How necessary interventions will be determined:

-Dreambox Learning

-quick checks and exit tickets

-informal observations

Any professional learning needed:

-review professional materials for strategies for effectively teaching fractions

Any resources needed and plans to obtain them:

-various fractions manipulatives

-Envision materials

Timelines and Progress Monitoring Plans:

-Three team progress checks using team created assessment following initial assessment using team created assessment (Oct, Dec, Mar)

4/5 Quest Target Focus: Writing to explain thinking using words and symbols.

Strategies that will be implemented to support goal:

-Use RACE strategy but using mathematical reasoning.

-Work on fluently orally telling what they've done and then put it in writing.

How challenge and rigor will be ensured for all students:

- using curriculum which is grade level above
- accelerated program
- have students create the problem and write the problem.

How necessary interventions will be determined:

- using pretest
- analyzing classwork and homework

Any professional learning needed:

- not at this time

Any resources needed and plans to obtain them:

- resource for higher level word problems.

Timelines and Progress Monitoring Plans:

- 2 team progress checks using team created word problems or quick checks following initial assessment using pretests on word problems.

*5<sup>th</sup> Grade Math Target Focus: Story problems (identify the operation and accuracy)*

Strategies that will be implemented to support goal:

- anchor charts
- problem of the day
- math talks

How challenge and rigor will be ensured for all students:

- we will provide 6<sup>th</sup> grade math problems for those who show mastery on 5<sup>th</sup> grade problems

How necessary interventions will be determined:

- analyzing errors found in work to determine if the mistake made was an error in identification of the operation or an error in calculation.

Any professional learning needed:

- not at this time

Any resources needed and plans to obtain them:

- team collaboration time

Timelines and Progress Monitoring Plans:

- two team progress checks using a team created quiz following initial assessment using the same quiz

Science: 5 Science SMART Goal:

89% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2019 based upon new NGSS standards.

4/5 Quest Target Focus: Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts

Strategies that will be implemented to support goal:

- teach structure
- model and practice

How challenge and rigor will be ensured for all students:

- shift toward NGSS
- inquiry approach
- STEM activities integrated into program

How necessary interventions will be determined:

- scaffolding when necessary

Any professional learning needed:

- NGSS training for teachers:
- training for teachers to enhance current FOSS kits to be more aligned with NGSS

Any resources needed and plans to obtain them:

- NGSS materials collaboration time and materials to help with the shift

Timelines and Progress Monitoring Plans:

- TBD as we gain knowledge about NGSS and using our FOSS kits in transition

5<sup>th</sup> Grade Science Target Focus: Processes - Elements of controlled experiments

Strategies that will be implemented to support goal:

- teach structure
- model and practice

How challenge and rigor will be ensured for all students:

- open ended inquiry

How necessary interventions will be determined:

- scaffolding learning with further directions, examples, and sentence starters

Any professional learning needed:

- not at this time

Any resources needed and plans to obtain them:

- team collaboration time

**Timelines and Progress Monitoring Plans:**

-2 team progress checks using Unit Assessments following initial assessment using the Variables Unit Assessment.

**Achievement Gap SMART Goals:**

**Low Income K-2 DIBELS Goal:**

The total number of low income students at standard or above on the 2018/19 DIBELS EOY assessment will increase from 61.5% to 70%.

**Low Income 3-5 SBA Goal:**

The average of 3<sup>rd</sup>-5<sup>th</sup> grade low income students at standard or above on the 2018/19 SBA (Literacy, Math, Science) will increase from 23.8% to 50%.

**Process used to determine goal:**

-exploring school assessment data and identifying lowest performance

**Responsible individual or team:**

-all staff

**Strategies that will be implemented to support goal:**

-focused and intentional efforts to support students  
-collaborating around strategies and successes while progress monitoring  
-creative thinking by staff to increase access  
-increasing connections for students with classroom and school community  
-school and district efforts to strengthen culturally responsive teaching practices and early implementation components of SIOP (Sheltered Instruction Observation Protocol).

**How challenge and rigor will be ensured for all students:**

-commitment by school staff to continue supporting all students with rigor

**How necessary interventions will be determined:**

-professional and collaborative determinations by staff based upon research and best practices

**Any professional learning needed:**

-district supported building learning along with teacher leads and administration

**Any resources needed and plans to obtain them:**

-wide range of resources utilized

**Timelines and Progress Monitoring Plans:**

-intentional data grid check ins and team progress monitoring

School Effectiveness SMART Goal:

Alcott Elementary will improve from 56.1% to 75% “agree completely” or “agree mostly” in the area of “staff work in teams across grade levels to help increase student learning” as measured by question #26 on the Nine Characteristics of Effective Schools Survey completed by all staff in Spring 2019.

Process used to determine goal:

-review of survey data by school staff using collaborative decision making

Responsible individual or team:

-all staff

Strategies that will be implemented to support goal:

-ideas explored and shared within BLT and across teams to increase intentional cross grade level collaborative experiences

How challenge and rigor will be ensured for all students:

-not applicable

How necessary interventions will be determined:

-not applicable

Any professional learning needed:

-not at this time

Any resources needed and plans to obtain them:

-not at this time

Timelines and Progress Monitoring Plans:

-baseline data from 17/18 survey, a mid-year check and end of year 9 Characteristics Survey completed by all Alcott staff

Attendance SMART Goal:

Only .002% of students (May 2019 student count) will receive a second 2018-19 attendance letter for 10% or more tardies during the school year.

Process used to determine goal:

-continue with school success for on-time arrival

Responsible individual or team:

-school staff

Strategies that will be implemented to support goal; How challenge and rigor will be ensured for all students; How necessary interventions will be determined; Any professional learning needed; Any resources needed and plans to obtain them:

- continued communication with community regarding “Every Day Success” to include on-time arrival as families support with school readiness
- conversations and planning with parents
- Becca collaboration as necessary regarding state schooling requirements
- no further resources needed at this time

Timelines and Progress Monitoring Plans:

- letter distribution calculation 3 times during school year to determine progress for reducing number of second attendance letters

Discipline SMART Goal:

Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2018-19 (May 2019 student count) will decrease from 1.7% in 2017-18 to 1.5% in 2018-19.

Process used to determine goal:

- reviewing incident numbers and ongoing evaluation of positive impact on student behavior

Responsible individual or team:

- school staff

Strategies that will be implemented to support goal:

- continued building efforts with discipline plans, PBIS components with Alcott CAREs and implementing CAREs monthly traits celebration, YMCA Play Coach, counselor collaborative efforts with classroom lessons and small groups, and family partnerships.

Strategies that will be implemented to support goal, How challenge and rigor will be ensured for all students, How necessary interventions will be determined, Any professional learning needed, Any resources needed and plans to obtain them:

- building wide systems support student with differing behavioral needs
- staff with utilize building plans and classroom management plans
- collaborative learning conversations will continue as we monitor and adjust for student needs.

Timelines and Progress Monitoring Plans:

- baseline of previous year data, mid-year check and end of year CAREs Discipline Slip counts using May 2019 student count numbers.

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

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

Louisa May Alcott staff will work with our PTSA and community to support our Continuous Improvement Process using the follows actions:

- Utilizing parent volunteers, community resources, and other district schools to support students and staff.
- Continued collaboration around school and PTSA goals to support success in learning with after school classes and school year enrichment experiences.

Timelines and Progress Monitoring Plans:

- Ongoing meetings with PTSA to discuss and review ways to meet student and community needs (18/19 school year).
- Upon plan completion it will be shared during PTSA meeting (Winter 18/19).

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

Communication with community using Orca Tales (office news memo) and PTSA meetings to highlight building CIP goals.

Timelines and Progress Monitoring Plans:

- Upon plan completion it will be posted on school website (Winter 18/19)
- Upon plan completion it will be shared during PTSA meeting (Winter 18/19)