



Strategic Improvement Plan Robert Gray Elementary School 2019-2020



The **Longview School District Mission** is to ensure that every student learns the knowledge, skills, attitudes, and behaviors to become responsible citizens in a rapidly changing society.

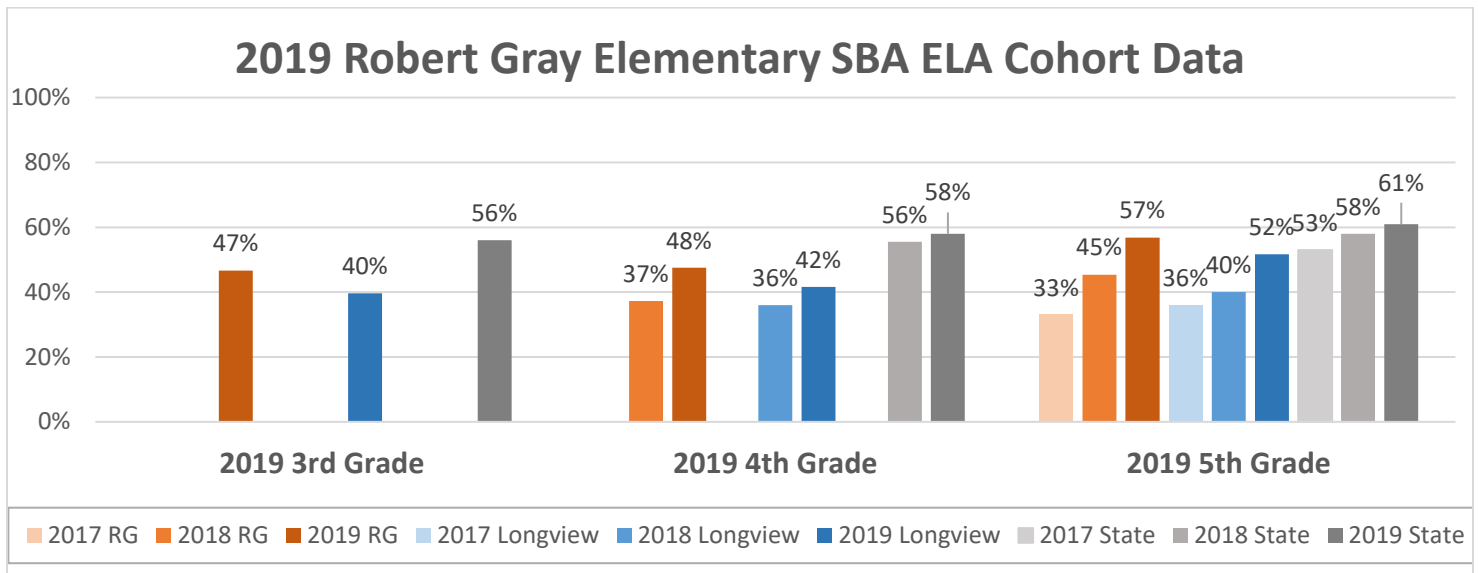
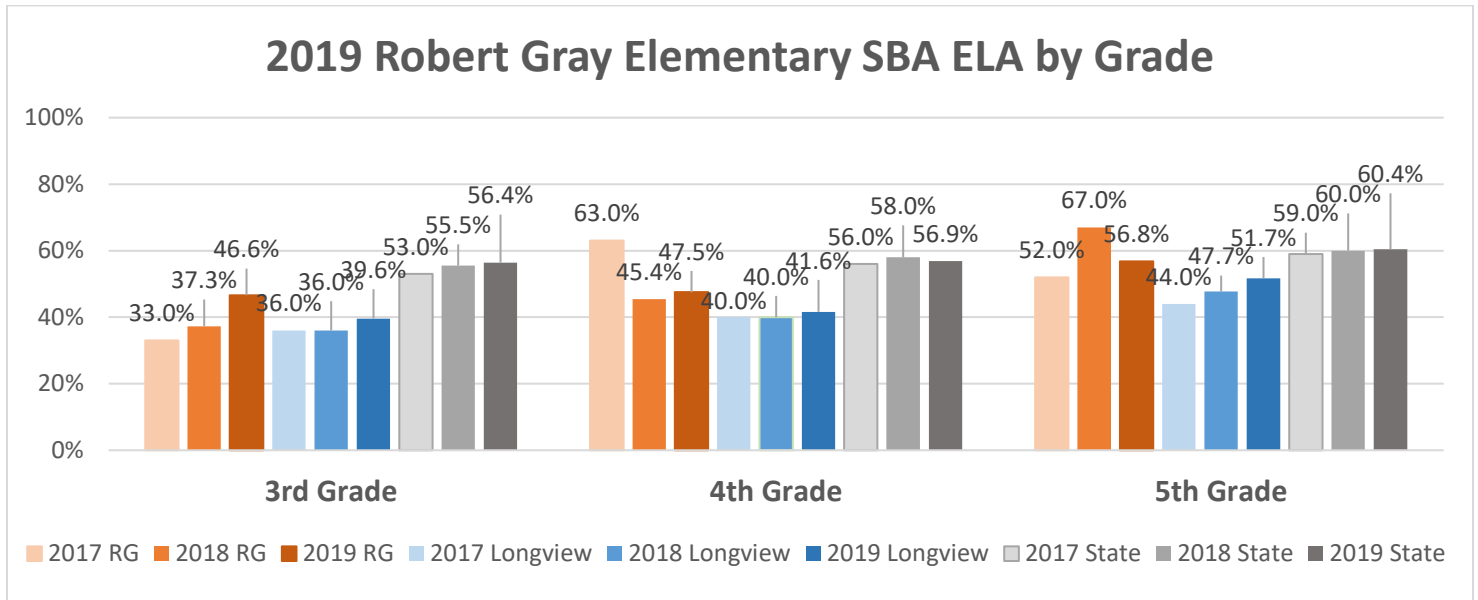
The **Longview School District's Aim** is to be the District of Choice for families, educators and support staff.

Robert Gray Elementary is a school where continuous improvement, rigorous learning, and high standards are the norm.

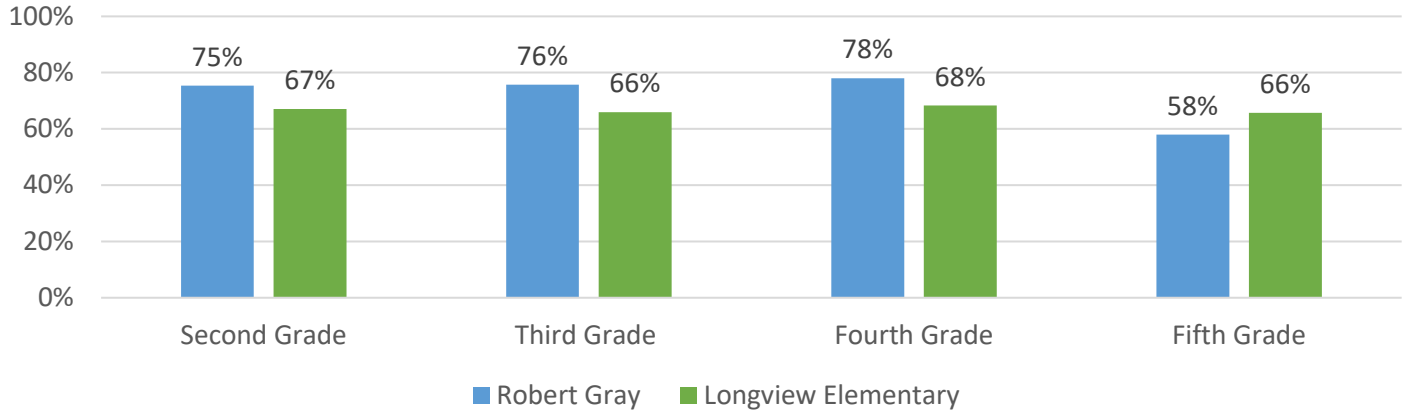
The **Primary Goal of Robert Gray Elementary** is to Increase Student Achievement.

The **Secondary Goal of Robert Gray Elementary** is to improve the Climate and Culture.

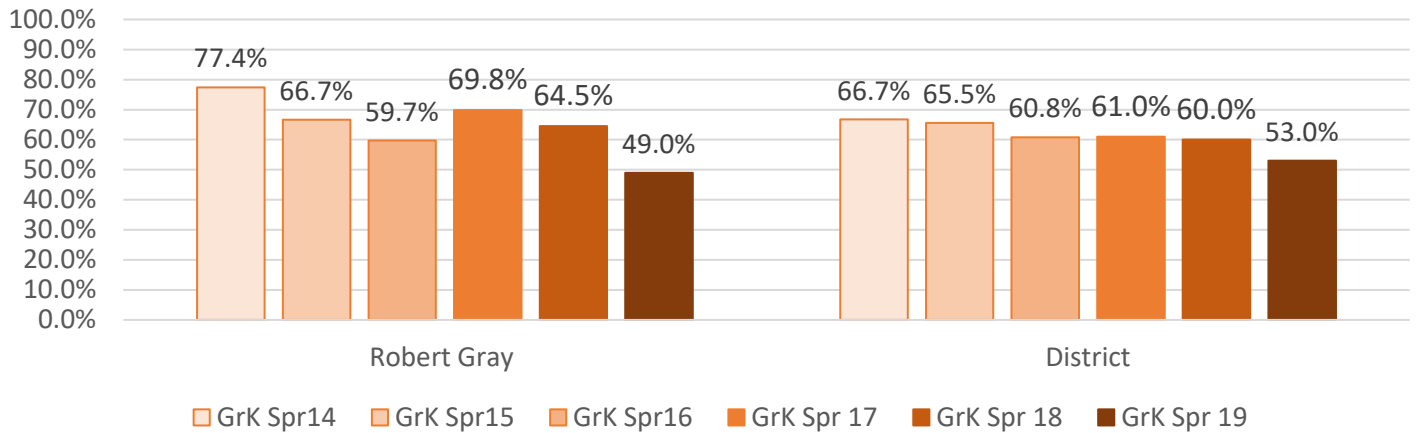
Student Achievement Data: 2018-2019



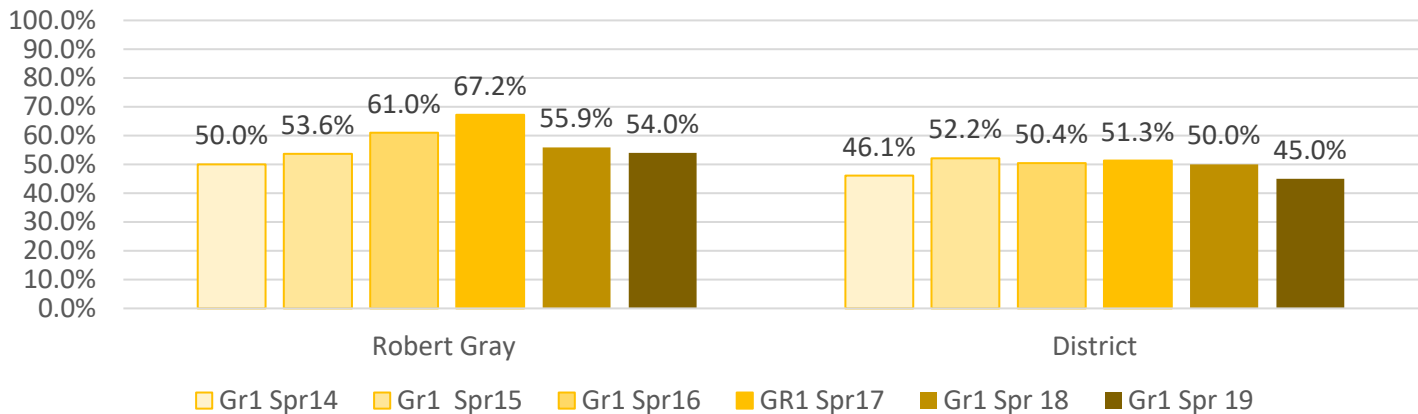
Robert Gray 2019 iReady Reading Percent Met Typical Growth Target



Robert Gray Elementary Kindergarten DIBELS Met Core



Robert Gray Elementary Grade 1 DIBELS Met Core



Student Achievement Reading Data and Goals:

Grade	Test Instrument	19-20 Goals and Measurement	% Increase Needed to Meet Goal	
K	ACADIENCE/DIBELS	59%	10%	Kindergarten students will increase the number of students meeting core standards by 10% more than last year's kindergarten students.
1	ACADIENCE/DIBELS	59%	10%	As kindergarten students, 49% of this first grade group met proficiency. In the 2019-20 school years the goal is to have a minimum of 59% at the proficiency level in 1 st grade. This is a 10% increase of this cohort group.
2	I-Ready Reading	85%	10%	2 nd grade will increase the number of students meeting yearly targets by 10% more than last year's 2 nd grade students.
3	SBA Reading	57%	10%	3 rd grade will increase the number of students at the proficiency level, by 10% more students than last year's 3 rd grade students.
3	I-Ready Reading	85%	10%	As 2 nd graders, 75% of this 3 rd grade group met proficiency. In the 2019-20 school years the goal is to have a minimum of 85% at the proficiency level in 3 rd grade. This is a 10% increase of this cohort group.
4	SBA Reading	57%	10%	As 3 rd graders, 47% of this 4 th grade group met proficiency. In the 2019-20 school years the goal is to have a minimum of 57% at the proficiency level in 4 th grade. This is a 10% increase.
4	I-Ready Reading	86%	10%	As 3 rd graders, 76% of this 4 th grade group met proficiency. In the 2019-20 school years the goal is to have a minimum of 86% at the proficiency level in 4 th grade. This is a 10% increase.
5	SBA Reading	59%	10%	As 4 th graders, 49% of this 5 th grade group met proficiency. In the 2019-20 school years the goal is to have a minimum of 59% at the proficiency level in 5 th grade. This is a 10% increase.
5	I-Ready Reading	88%	10%	As 4 th graders, 78% of this 5 th grade group met proficiency. In the 2019-20 school years the goal is to have a minimum of 88% at the proficiency level in 5 th grade. This is a 10% increase.

Kindergarten:

Rationale: In the 2018-2019 school years, 54.4% of Longview kindergarten students met or exceeded the ACADIENCE/DIBLES assessment, 49.3% of Robert Gray students met or exceeded the same assessment.

First Grade:

Rationale- In the 2018-2019 school years, 46.9 of Longview first grade students met or exceeded the ACADIENCE/DIBLES assessment, 54.1% of Robert Gray students met or exceeded the same assessment.

Second Grade:

Rationale: In 2018-2019 school years, 57% of students in the Longview School District achieved their growth goal in iReady reading and 26% exceeded their targeted growth goal. 62% of Robert Gray students achieved their growth goal, and 37% exceeded their targeted growth goal.

Third Grade:

Rationale: In 2019 the SBA state average for 3rd grade was 58% proficient, the Longview School District scored 41% and Robert Gray scored 47%.

Analysis of Data: 72 students tested at Robert Gray, 22% scored level 1, 31% level 2, 24% level 3, and 24% level 4.

Fourth Grade:

Rationale: In 2019 the SBA state average for ELA 4th grade was 58% proficient, the Longview School District scored 43% and Robert Gray scored 49.

Analysis of Data: 78 students tested at Robert Gray, 33% scored level 1, 18% level 2, 24% level 3 and 24% level 4.

Fifth Grade:

Rationale: In 2019 the state average for SBA ELA was 61% proficient, the Longview School District scored 52% and Robert Gray scored 58%.

Analysis of Data: 79 students tested at Robert Gray. 25% scored level 1, 16% level 2, 29% level 3, and 29% level 4.

2019-20 Action Steps for the Student Achievement Focus Areas found in the "District's Design for Excellence"

Rigor and Relevance –

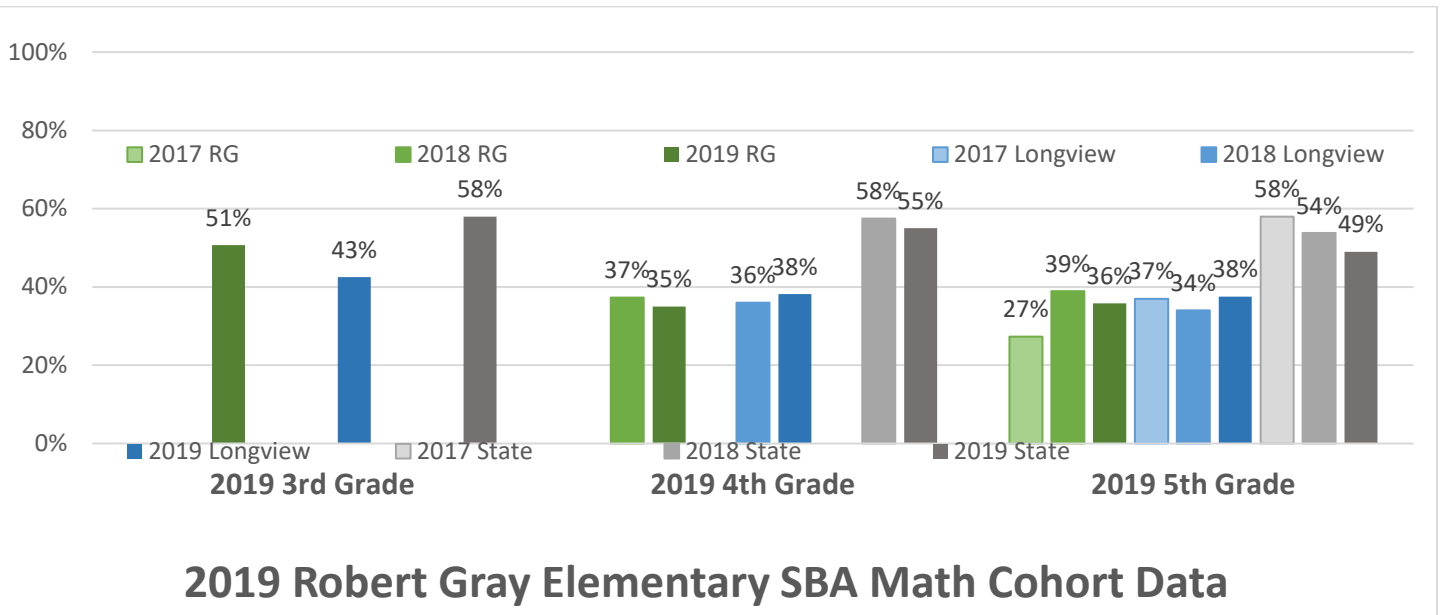
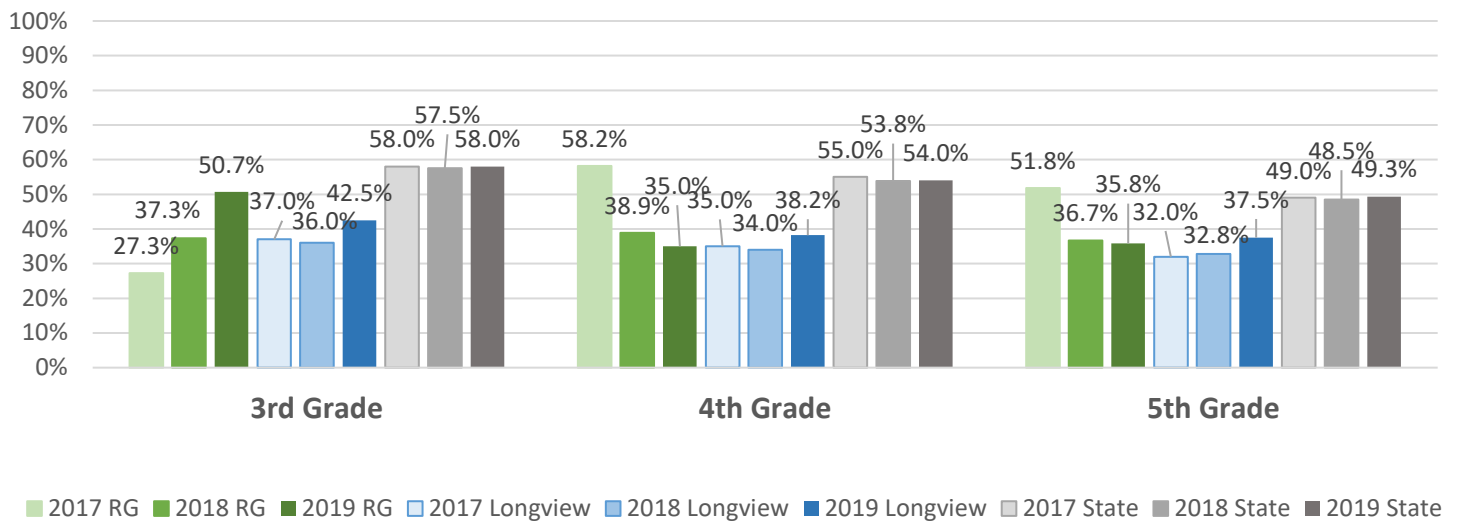
- Teachers follow the district ELA Action Plan including 120-150 minutes of reading and writing, including 45 minutes whole group, 45 minutes small group, 30 minutes intervention/enrichment, 30 minutes writing 3 times per week
- Focus on clear and rigorous standards, quality instruction, and effective (and timely) feedback
- Focus on guided practice with frequent checks for understanding
- Alignment of curriculum to Common Core State Standards
- Kindergarten focus on phonemic awareness, letter-sound knowledge and vocabulary
- First and second grades focus on phonemic awareness, phonics, and vocabulary
- Third grade focuses on multisyllabic words, vocabulary and comprehension
- Fourth and fifth grade focuses on vocabulary and comprehension

- PLCs focus on data to drive instructional decisions

Focused Intervention –

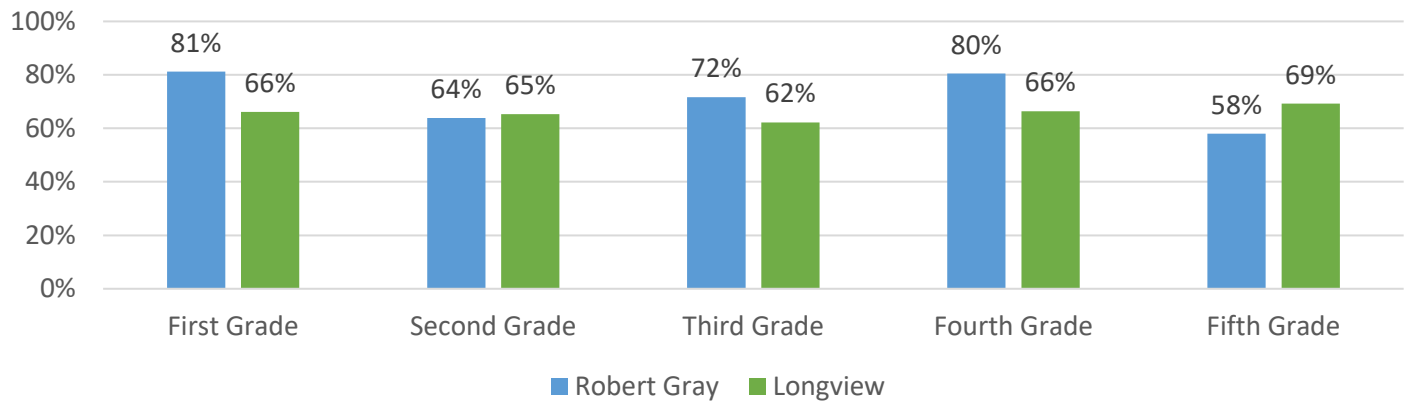
- Students reading below and well below standards receive daily interventions
- PLCs focusing on ACADIENCE/DIBLES, iReady and SBA reading data to drive instructional decisions
- Every child in grades kindergarten through 3 receives daily reading interventions at their targeted level using the “flood in” model of multiple paras and multiple teachers teaching reading at the same time lowering the class sizes for all students
- The most struggling students receive instruction in the smallest sized groups, moving from phonemic awareness, phonics, and blending
- Three week progress monitoring data drives intervention instruction
- Perseverance is built in The Daily 5 of Reading to Self, Writing, Reading to Someone, Listening to Reading, and Working on Words
- Specialized Instruction in 4th and 5th grades with one teacher teaching reading instruction in each grade
- The 4th and 5th grade reading and writing teachers work as ELA teams to ensure students are learning the same type of reading and writing at the same time, example narrative, expository, informational, realistic fiction, and supporting the same academic vocabulary
- School wide focus on small group mini lessons targeted at students’ deficit areas

2019 Robert Gray Elementary SBA Math By Grade



2019 Robert Gray Elementary SBA Math Cohort Data

Robert Gray 2019 iReady Mathematics Percent Met Median Growth Targets



Student Achievement Math Data and Goals:

Grade	Test Instrument	19-20 Goals and Measurement	% Increase Needed to Meet Goal	
K	Math Common Assessment	87%	10%	Kindergarten students will increase the number of students meeting core standards by 10% more than last year's kindergarten students.
1	Math Common Assessment	87%	10%	As kindergarten students, 77% of our current 1 st graders met proficiency on the Math Common Assessment. In the 2019-20 school years a minimum of 87% will score proficient at the first grade level. This is a 10% increase in the overall proficiency rate in cohort data.
1	I-Ready Math	91%	10%	1 st grade students will increase the number of students meeting core standards by 10% more than last year's 1 st grade students.
2	I-Ready Math	91%	10%	As 1 st grade students, 81% of our current 2 nd graders met proficiency on i-Ready Math. In the 2019-20 school years a minimum of 91% will score proficient level at the 2 nd grade level. This is a 10% increase in cohort data.
3	SBA Math	61%	10%	3 rd grade students will increase the number of students meeting proficiency by 10% more than last year's 3 rd grade students. This is a 10% increase in cohort data.
3	I-Ready Math	74%	10%	As 2 nd grade students, 64% of our current 3 rd graders met proficiency. In the 2019-20 school years a minimum of 74% will score proficient level in 3 rd grade. This is a 10% increase in cohort data.
4	SBA Math	61%	10%	As 3 rd grade students, 51% of our current 4 th graders met proficiency. In the 2019-20 school years the goal is to have a minimum of 61% at the proficiency level in 4 th grade. This is a 10% increase in cohort data.
4	I-Ready Math	82%	10%	As 3 rd grade students, 72% of our current 4 th graders met proficiency. In the 2019-20 school years the goal is to have a minimum of 82% at the proficiency level in 4 th grade. This is a 10% increase in cohort data.
5	SBA Math	45%	10%	As fourth grade students, 35% of these 5 th grade students met proficiency. In the 2019-20 school years the goal is to have a minimum of 45% score at the proficiency level in 5 th grade. This is a 10% increase in cohort data.
5	I-Ready Math	90%	10%	As fourth grade students, 80% of these 5 th graders met proficiency. In the 2019-20 school years the goal is to have a minimum of 90% score at the proficiency level in 5 th grade. This is a 10% increase in cohort data.

Kindergarten:

Rationale: In 2018-2019 school years, 73% of District kindergarten students met or exceeded benchmark status on the spring Math Common Assessment. 77% of Robert Gray kindergarten students met or exceeded the benchmark.

First Grade:

Rationale: In 2018-2019 school years, 72% of District first grade students met or exceeded benchmark status on the spring Math Common Assessment. 77% of Robert Gray first grade students met or exceeded benchmark.

Second Grade:

Rationale: In the 2018-2019 school years, 57% of the District met their iReady targeted growth and 28% exceeded their targeted growth. 53% of Robert Gray students achieved their targeted growth, and 32% exceeded their targeted growth.

Third Grade:

Rationale: In the 2018-2019 school years, 58% of students in the state scored proficient. The Longview School District scored 43% proficient and Robert Gray students scored 51% proficient.

Analysis of Data: 72 Robert Gray students took the test, 21% scored level 1, 28% scored level 2, 31% scored level 3, and 21% scored level 4.

Fourth Grade:

Rationale: In the 2018-2019 school years, 55% of students in the state scored proficient. The Longview School District scored 38% proficient and Robert Gray scored 35% proficient.

Analysis of Data: 78 students took test, 26% scored level 1, 38% scored level 2, 19% scored level 3, and 17% scored level 4.

Fifth Grade:

Rationale: In the 2018-2019 school years, 49% of students in the state scored proficient, the Longview School District scored 38% proficient and Robert Gray scored 36% proficient.

Analysis of Data: 81 students took the test, 31% scored level 1, 33% scored level 2, 19% scored level 3, and 17% scored level 4.

2019-20 Action Steps for the Student Achievement Focus Areas found in the "District's Design for Excellence"

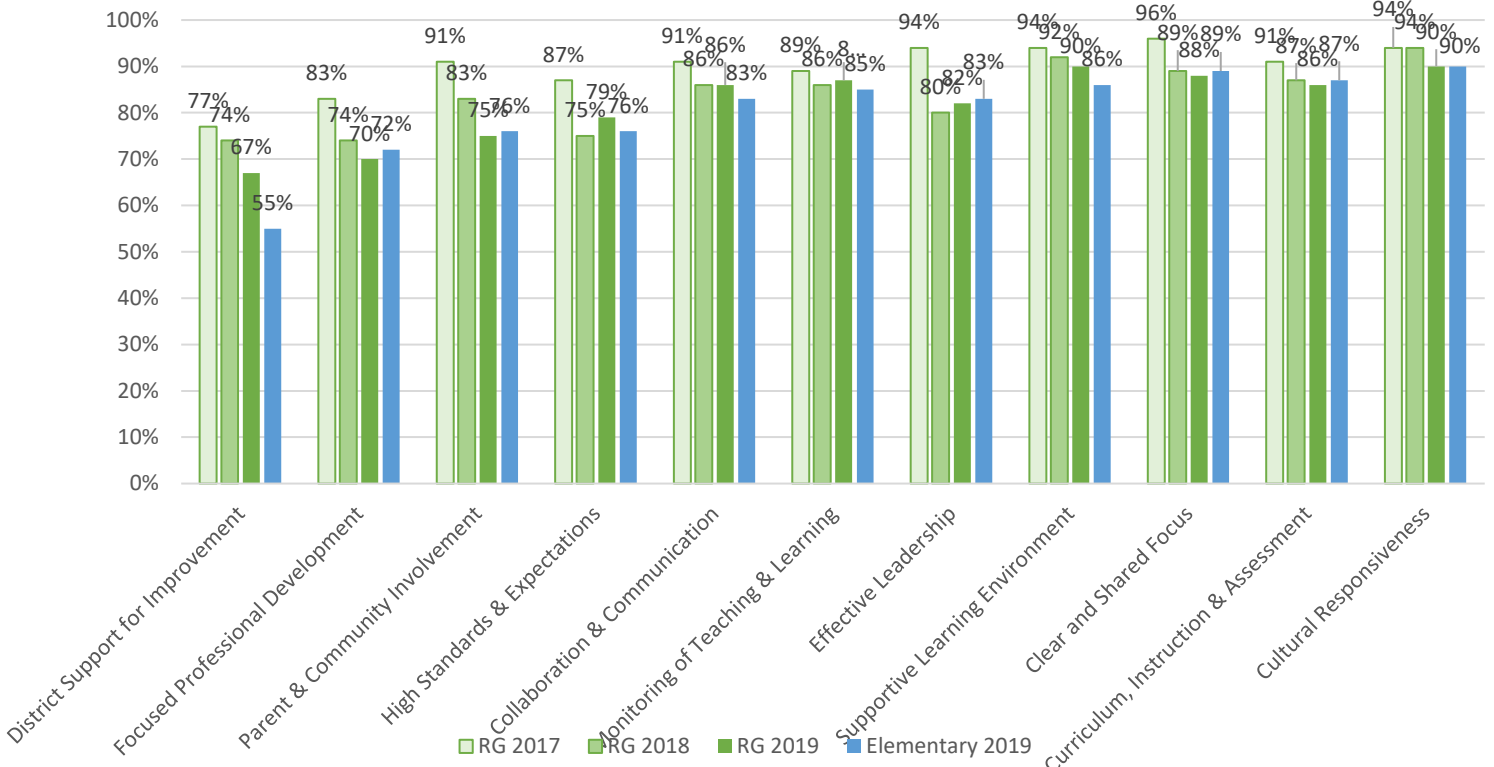
Rigor and Relevance

- Teachers follow the district Math Action Plan including 90 minutes of math with 40-60 minutes daily whole group, 30- 45 minutes daily small group, and 30-49 minutes weekly iReady online support passing 2 lessons per week
- Explicit teaching of content and academic vocabulary
- Focus on clear and rigorous standards, quality instruction, and effective timely feedback,
- Lessons are modeled and include guided practice with frequent checks for understanding
- Alignment of curriculum to Common Core State Standards
- Math discourse practiced in all classrooms
- PLCs focusing on iReady math data, 3,4,5 focusing on SBA data to drive instructional decisions

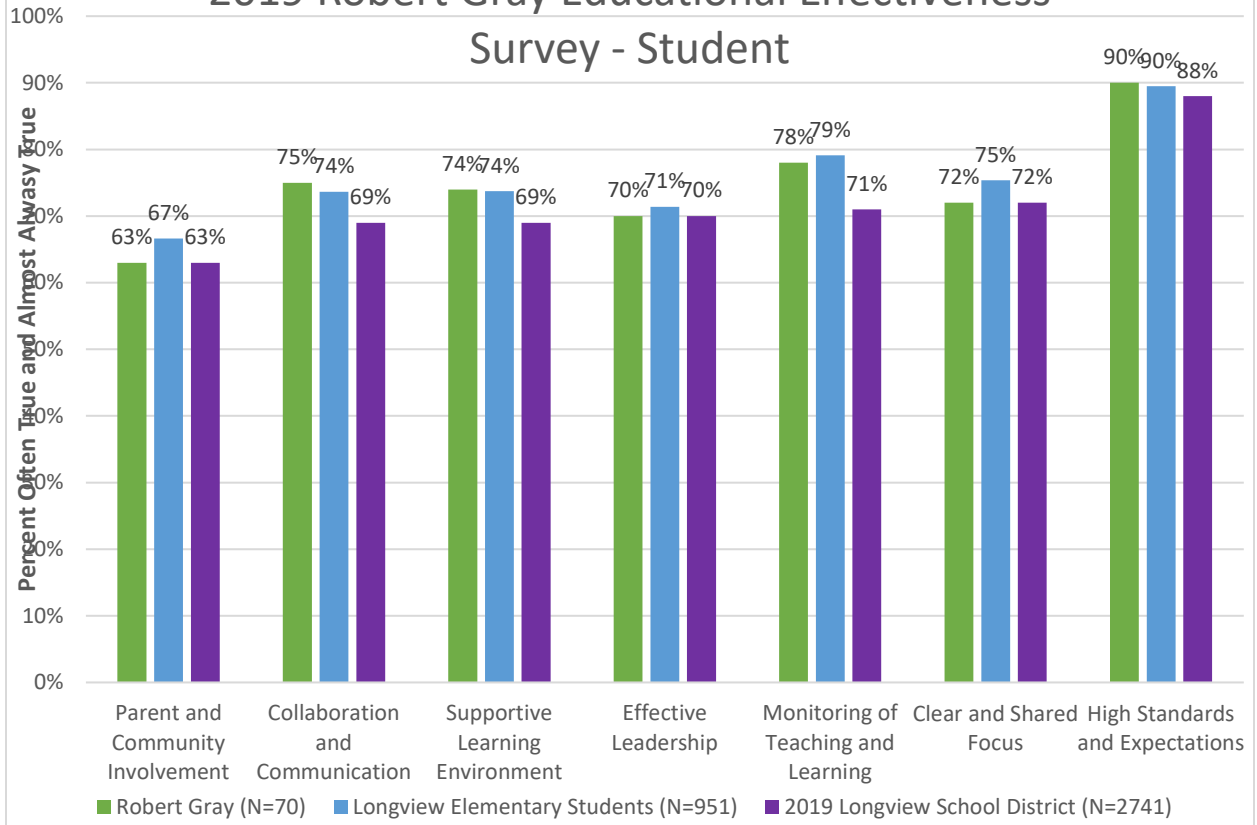
Focused Intervention –

- 30-49 minutes per week of iReady online support with the goal of passing 2 lessons per week, online instruction is monitored
- One 4th grade math teacher teaching all 4th grade students math and one 5th grade teacher teaching all 5th grade students math
- School wide focus on small group mini lessons targeted at students' deficit areas

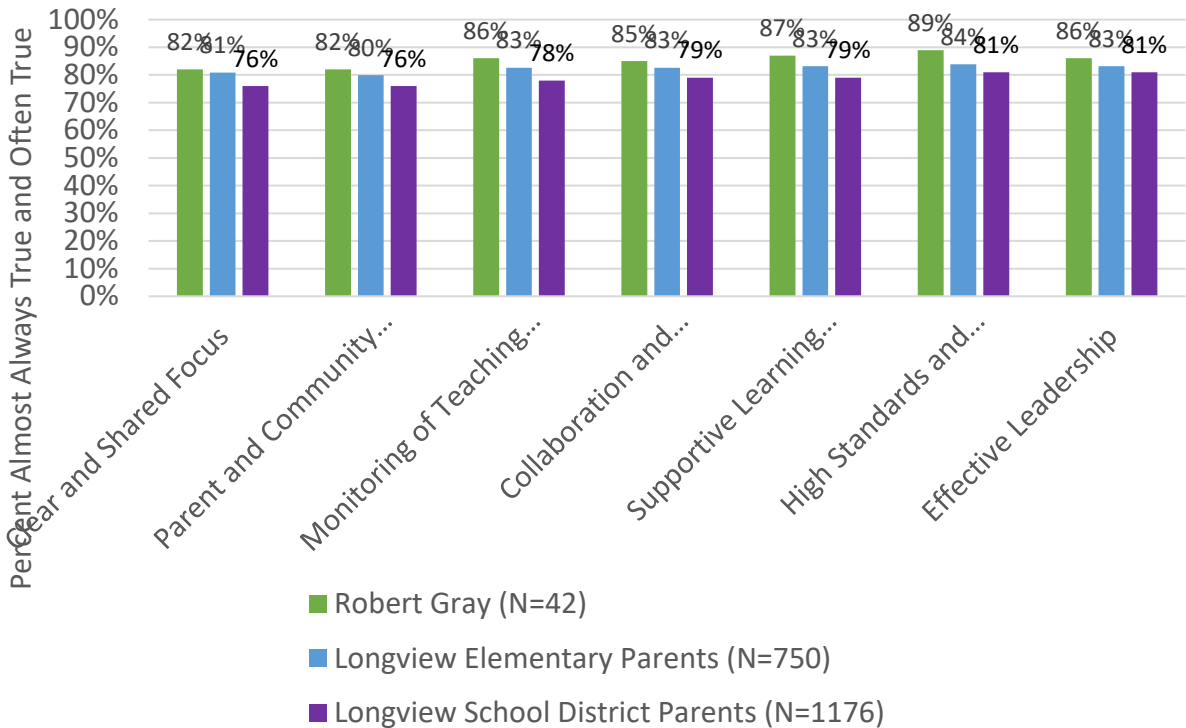
**Robert Gray Elementary School Staff Educational Effectiveness Survey
11 Characteristics**



2019 Robert Gray Educational Effectiveness Survey - Student



2019 Robert Gray Educational Effectiveness Survey - Parent



2019-20: Building Climate and Culture Goal:

Goals: During the 2019-2020 school years, Robert Gray is working to increase Parent and Community Involvement by increasing our numbers of families and staff members involved in PTO, inviting more parent volunteers into our building, improving our fundraising efforts, making stronger connections during car drop-offs and pickups, and improving our return time for both phone calls and emails. Robert Gray staff will also improve our Cultural Responsiveness by having monthly grade level awards assemblies, utilizing more Culture of Hope and Conscious Discipline strategies in our Learning and Refocusing Room, and during recesses and during class time. Specifically, we will find students with lagging social skills and teach those deficit areas in context of when they occur.

2019-20 Focus Areas:

Student Connectedness:

- After the district and staff work of A Culture of Hope, staff agreed to spend the first 6 Weeks of school as targeting Positive Student Connections. After 6 weeks we are finding those non-connected students for counselor lunch groups and developing connections from staff to student and from student to student.
- The first 10 Thursdays, staff and students dress in the same color as a way to build school culture. At the end of those 10 weeks, we will embrace Positive Statement Tee Shirts, such as Be Kind, You've Got This, and You Matter, as a way continuing way to build school culture
- Continued Conscious Discipline Student Safe Spots throughout the building
- The Staff Room holds Conscious Discipline Best Practices as a way to keep the work in front of staff during lunch and break times
- Monthly grade level celebrations assemblies focusing on social skills and academic growth, will increase the student recognition
- Tweaking our Learning and Refocus Room to incorporate more Conscious Discipline and Culture of Hope best practices
- Student led daily intercom announcements
- Friday Facebook posts focusing on student learning
- Older students connecting with younger students striving to build student leadership
- Transitional meetings with Head Start, Broadway, and each Longview middle schools
- Kindergarten WA KIDS parent interviews, and Kindergarten Slow Start
- PTO is in a building year with more parents and staff members at the first meeting than in past years
- Playground staff and classroom teachers now have Conscious Discipline Problem Solving Boards to use during recess to teach students problem solving skills

Whole Child

- Frequent opportunities to communicate with parents: Parent conferences, report cards, school website, Facebook and all staff out after school during dismissal times
- Counselor provides student support
- Secretary knows every students' name and each family
- Parent volunteers
- Learning and Refocus Room where students may go to take an occasional break, or a scheduled break
- Buddy Benches are being purchased for each playground as a way for students to connect and staff to help build student connections
- PE Specialist and a team of parents and staff painted the kinder playground as a way to increase student involvement and student activity
- All school garden
- PTO is working to purchase 2 Buddy Benches for students to use during recesses as a way to invite students to join in
- The kindergarten playground was just painted by our PE specialist and a group of Explorers