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STEILACOOM Historical School District No. 1

Est. 1854

Study Session of the Board of Directors

Pioneer Middle School 1750 Bob's Hollow Lane DuPont, WA

Wednesday, October 9, 2019 06:00 PM

I. CALL TO ORDER (Action)

a. Pledge of Allegiance
b. Roll Call
c. Approval of Agenda

II. TOPIC FOR BOARD DISCUSSION

A. Introduction (Information)

Presenter: Paul Harvey

B. Saltar's Point Elementary School 2019-20 School Improvement Plan (Information)

Presenter: Alex Clauson

Saltar's Point Elementary School 2019-20 School Improvement Plan.pdf (p. 2)

C. Chloe Clark Elementary School 2019-20 School Improvement Plan (Information)

Presenter: Gary Yoho

Chloe Clark Elementary School 2019-20 School Improvement Plan.pdf (p. 7)

D. Anderson Island Elementary School 2019-20 School Improvement Plan (Information)

Presenter: Susan Greer

Anderson Island Elementary School 2019-20 School Improvement Plan.pdf (p. 11)

E. Cherrydale Primary School 2019-20 School Improvement Plan (Information)

Presenter: Ryan Douglas

Cherrydale Primary School 2019-20 School Improvement Plan.pdf (p. 14)

F. Superintendent Updates (Discussion)

III. ADJOURNMENT (Action)

Saltar's Point SIP 2019-2020

Enrollment: 473	Free/Reduced Lunch: 27%	ELL: 3%	Special Ed: 15%

Student Learning Goal 1: English Language Arts

Goal: Grade 4 will increase i-Ready tier 1 diagnostic scores by 21% on the winter diagnostic as compared to 16% in the 18-19 third grade year and an additional 20% as compared to 11% by the June diagnostic.

Goal: Grade 5 will increase i-Ready tier 1 diagnostic scores by 19% on the winter diagnostic as compared to 14% in the 18-19 fourth grade year and an additional 10% as compared to 6% by the June diagnostic.



Grade	Fall	Winter	Final
4	20%	41%	61%
5	25%	44%	54%

Rationale: We will focus much of our ELA instruction around understanding informational text as our students historically struggle in this area on the SBA.

Utilizing the i-Ready diagnostic report and weekly progress monitoring, our staff is able to identify groups of students and their instructional profile. Using these profiles, teachers are then able to strategically focus instruction for students with similarly identified areas of need. This enables teachers to address the specific instructional needs of students at all profile levels, differentiating instruction for those who are below grade level and those meeting or exceeding grade level expectations.

Assessment Tools: i-Ready diagnostic assessment given in the fall and winter and spring; Ongoing formative and summative assessments; i-Ready progress monitoring.

Action Steps:

- Prioritize instruction through informational text
- Science and Social Studies instruction through ELA
- Continue to dissect and focus on complex questions
- Using diagnostic results, identify bubble students and skill deficits

Student Learning Goal 2: Math

Goal: Grade 4 will increase i-Ready diagnostic tier 1 scores by 17% on the winter diagnostic as compared to 12% in the 18-19 third grade year and an additional 35% as compared to 29% by the June diagnostic.

Goal: Grade 5 will increase i-Ready diagnostic tier 1 scores by 25% on the winter diagnostic as compared to 21% in the 18-19 4th grade year and an additional 25% as compared to 15% by the June diagnostic.



Grade	Fall	Winter	Final
4	9%	26%	61%
5	14%	39%	64%

Rationale: Math has continued to be a priority while focusing our energy on habits of mind and habits of interaction through our work with the Teachers Development Group.

Assessment Tools: i-Ready diagnostic assessment given in the fall, winter, and spring; i-Ready progress monitoring; Ongoing curriculum-based formative and summative assessments; Implementation of Ready-Classroom curriculum using diagnostic, formative and summative assessments.

Action Steps:

- Focus on fractions as first course of study and revisit throughout the year
- Focus on student discourse time
- Continue to implement TDG strategies
- Focus on studio rotations
- Give each teacher release time to do peer observations
- Implement the new Ready-Classroom curriculum and align it with the math studio work
- Continue monthly math PLC work

Social Emotional Learning Goal

Goal: Students are identified for the Otter Zone through our consultations process. The student, teacher and OZ staff work collaboratively to set goals which will increase student on-task learning.

For students identified as needing Otter Zone supports, we will increase their on-task time as measured by individualized goal completion.

Rationale: Students currently identified as needing support in the Otter Zone are unable to maintain optimal on-task learning time. Through multiple supports in the Otter Zone, students will learn the strategies necessary to re-enter the classroom with skills to maintain on-task learning time.

Assessment Tools: Monitoring the ability to maintain on-task learning time.

Action Steps:

- Identify students needing support through our consultation process happening throughout the school year
- Professional development for all staff around SEL and support in the classroom to help students' transition skills from the OZ into the classroom. Identify students needing support through our consultation process throughout the school year
- Collaborate with student, teacher and staff to develop attainable goals to increase on-task learning
- Ongoing monitoring of student progress

Chloe Clark Elementary School SIP 2019-2020

Enrollment: 606	Free/Reduced Lunch: 13%	ELL: 3%	Special Ed: 10%

Student Learning Goal 1: Reading

Goal: The percentage of students will increase from 28% "on or above grade level" on the Fall Diagnostic to 73% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).

Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).

Action Steps:

- Ongoing meetings with certificated staff to analyze strengths and challenges from previous years' i-Ready and SBA reading data, identifying specific strands where there are clear deficiencies
- Utilize Intervention Teacher to provide ongoing reading support for "below level" students in grades Kindergarten and first grade
- Encourage regular meetings between with Intervention Teacher and grade-level (K-1) teams
- Professional learning and best practices for i-Ready use will continue through grade-level discussions
- Interim Assessments (SBA) around specific strands where deficiencies are noted will be done at a minimum of twice during the school year
- Data Team leaders will meet once a month to discuss vertical alignment of standards

Student Learning Goal 2: Math

Goal: The percentage of students will increase from 9% "on or above grade level" on the Fall Diagnostic to 54% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).

Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).

Action Steps:

- Continuing work with Teachers' Development Group (TDG): work with the TDG Studio Teacher; expand his exposure to the other members of the third-grade team by providing release time to observe peers' math instruction
- Note TDG strategies (e.g. "Private Reasoning Time" "Explaining Reasoning," "Justification," and "Multiple Pathways") in both formal and informal observations of teaching staff
- Utilize Intervention Teacher to provide ongoing math support for "below level" students in grades Kindergarten and first grade
- Encourage regular meetings between with Intervention Teacher and grade-level (K-1) teams
- Interim Assessments (SBA) around specific strands where deficiencies are noted will be done at a minimum of twice during the school year
- Data Team leaders will meet regularly to discuss vertical alignment of standards

Social and Emotional Learning Goal

Goal: In the area of Social-Emotional Learning (SEL), all students will show growth toward become learners who are self-aware, caring, respectful people who are connected to others and responsible decision-makers as measured by grade-level team reports provided each quarter.

Assessment Tools: Student Strengths Assessment (or another in conjunction with Mary Snyder) for grades K-8: Monitors optimistic thinking, self-management, goal-directed behavior, self-awareness, social awareness, personal responsibility, decision-making, and relationship skills.

Action Steps: Social-Emotional Learning

- Develop an infrastructure at the school that clearly and visibly makes SEL a priority and to ensure sustainability:
    a) Establish an SEL Team whose purpose will be to discuss and maintain a focus on SEL throughout the year. Team will work with the staff to review school activities and ensure that they are supporting SEL.
    b) Focus on SEL in all student gatherings: assemblies, Community Time, recess, hallways.
    c) Work with PTA to have PTA-sponsored events contain an SEL focus or component.
    d) Regularly share SEL information with the school and community through our website, social media, and the Friday Briefing.

- Grade-level teams will monitor SEL growth and meet to complete report on progress each quarter

- Be certain that discussions are begun and sustained with teachers concerning SEL during September goal setting conferences, noted in observations, and discussed in pre- and post-observation conferences

- Seek out ongoing SEL professional development opportunities for Certificated and Classified staff

- Provide a structure in coordination with the Social Emotional Learning Coordinator where the social/emotional needs of at-risk students are recognized and addressed

- Establishment of “stations” throughout the school where *Power-ups* or *Brain Breaks* can become part of classroom SEL work

- In coordination with the school counselor, capitalize on community and family relationships to help provide an additional layer of support for implementation at home of SEL skills learned in school (e.g. during parent meetings, contained in newsletters, etc.)

Anderson Island SIP 2019-2020 

Enrollment: 20	Free/Reduced Lunch: 41%	ELL: 0%	Special Ed: 14%

Student Learning Goal 1: Reading

Goal: The percentage of K-3 students who are "on or above level" in reading will increase from 19% in the Fall 2019 to 68% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+49% gain for the year).

Rationale: Based on the Fall i-Ready Benchmark assessment and the SBA results, Vocabulary, Comprehension of Literature, and Comprehension Informational Text have been identified as strands of focus.

Assessment Tools: i-Ready, Classroom-Based Assessments, Smarter Balanced Interim Assessments (for grade 3).

Action Steps:

- Identify and develop instructional groups and lessons to provide focused student interventions
- Provide students with direct instruction to increase accurate use of language and vocabulary when revising or composing texts
- Design project based learning to integrate reading with math, science, social studies, and art
- Collect i-Ready and classroom based assessment data monthly to monitor student progress and plan for instruction based on data observed

Student Learning Goal 2: Math

Goal: The percentage of K-3 students who are “on or above level” in math will increase from 6% in the Fall 2018 to 60% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (=54% gain for the year).

Rationale: Based on the Fall i-Ready Benchmark assessment, data analysis has determined students struggle with Algebra and Algebraic Thinking, Number and Operations, and Geometry.

Assessment Tools: i-Ready, Classroom-Based Assessments, Smarter Balanced Interim Assessments (for grade 3).

Action Steps:

- Identify and develop instructional groups and lessons to provide focused student interventions
- Provide students with direct instruction to increase accurate use of math language and vocabulary
- Design project based learning utilizing the Engineering Lab with an emphasis on inquiry and problem-solving design
- Collect i-Ready and classroom based assessment data monthly to monitor student progress and plan for instruction based on data observed

Student Learning Goal: Social Emotional Learning (SEL)

Goal: In the area of Social Emotional Learning, students will show growth equivalent to two grade levels in their development of social and emotional wellness and citizenship skills that empower healthy, resilient citizens within the school community who cooperatively and constructively participate in group situations as measured by the WaKIDS assessment.

Currently K-1st grade students measured at a Preschool 4 class level and the 2nd and 3rd grade students measured at a 1st grade level.

Rationale: Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. Students who are able to identify and manage their own emotions will be able to understand the perspectives of others and make sound choices about personal and social decisions.

Assessment Tools: Teaching Strategies Gold (WaKIDS), teacher formative assessments.

Action Steps:

- Staff are provided with the opportunity to participate in district SEL Professional Learning Community with district SEL coordinator
- Use common SEL vocabulary and integrate SEL practices through all curriculum and areas of the school
- Implement Morning Mindfulness program
- Work with all staff to move our language with students and staff from one that demonstrates a “fixed mindset” to one that actively promotes a “growth mindset.”
- Develop and utilize teacher-designed formative assessment and analyze results three times during the school year; targeting the objective of cooperative and constructive group participation
- Establish a preschool program with emphasis on social readiness (3 and 4 year olds) and academic readiness (4 year olds)

Cherrydale Primary School SIP 2019-2020

Enrollment: 397	Free/Reduced Lunch: 34%	ELL: 2%	Special Ed: 12%

Student Learning Goal 1: Reading

Goal: The total percentage of students will increase from 15% “on or above level” on the Fall Diagnostic to 60% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).

Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).

Action Steps:

- Three instructional interventionist teachers will support “below level” students and help move the students to “on our above level” in reading
- Create a master schedule with consistent specialist times that allow for common planning amongst grade level team
- Work collaboratively in data teams to refine yearlong instructional plans and formative assessments focused on essential reading standards selected by the team
- Work with parents via Title I engagement plan to increase communication and support for learning at home

Student Learning Goal 2: Math
Goal: The total percentage of students will increase from 8% "on or above level" in on the Fall Diagnostic to 53% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).
Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).
Action Steps: ● Continue our target professional development for third-grade staff by the Teacher Development Group ● Three instructional interventionist teachers will support "below level" students and help move the students to "on our above level" in math ● Create a master schedule with consistent specialist times that allow for common planning amongst grade level teams ● Work collaboratively in data teams to refine yearlong instructional plans and formative assessments focused on essential reading standards selected by the team ● Work with parents via Title I engagement plan to increase communication and support for learning at home

Social Emotional Learning Goal

Goal: Reduce disciplinary exclusion rates across all grades by 20% to under 90 total for the year.

Rationale: In 2018-2019 there were approximately 110 disciplinary referrals. Having students in class engaged in learning increases their chances for grade-level success.

Assessment Tools: Disciplinary referral tracking in SKYWARD

Action Steps:

- Conduct all staff professional development focused on Social Emotional Learning and Neural Education
- Establish a Social Emotional Learning team
- Use common SEL vocabulary and integrate SEL practices through all curriculum and areas of the school
- Implement the Cheetah Zone for sensory needs of specific students
- Continue to refine the consultations process
- Partner with outside mental health agencies to better meet the needs of students and families
- Use ZONES of Regulation teaching materials