



Study Session of the Board of Directors

Pioneer Middle School 1750 Bob's Hollow Lane DuPont, WA 98327

10/10/2018 06:00 PM

1. CALL TO ORDER

(Action)

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

2. TOPIC FOR BOARD DISCUSSION

a. INTRODUCTION

Presenter: Paul Harvey and Susanne Beauchaine

[Instructional Continuum for Special Education.pdf \(p. 3\)](#)

[SHSD Glossary of Educational Acronyms 2018.pdf \(p. 6\)](#)

b. Anderson Island Elementary School

(Information)

Presenter: Susan Greer

[SIP 1819 AI.pdf \(p. 7\)](#)

c. Cherrydale Primary School

(Information)

Presenter: Ryan Douglas

[SIP 1819 CD.pdf \(p. 10\)](#)

d. Chloe Clark Elementary School

(Information)

Presenter: Gary Yoho

[SIP 1819 CC.pdf \(p. 12\)](#)

e. Saltar's Point Elementary School

(Information)

Presenter: Alex Clauson

[SIP 1819 SP.pdf \(p. 15\)](#)

f. Pioneer Middle School

(Information)

Presenter: JoAnne Fernandes

[SIP 1819 PIO.pdf \(p. 19\)](#)

g. Steilacoom High School

(Information)

Presenter: Mike Miller

[SIP 1819 SHS.pdf \(p. 23\)](#)

3. ADJOURNMENT

(Action)

Steilacoom Historical School District No. 1

The best education for EVERY student!

Instructional Continuum for Special Education

	Type	Description
Inclusion General Education	Modified Core	The special education and general education teachers modify the core curriculum for access. Services may be provided using a co-teaching model with a special education teacher or with support of a special education para-educator. Para-educators may provide instruction as directed by the special education and general education teachers.
	Strategic Interventions	Targeted instruction designed to increase specific skills needed for the student to progress in core classes (“fill-in-the-gaps”). May use core or supplemental activities/ curriculum. Provided by a special education teacher through a co-teaching model or para-educator as directed by the special education and general education teachers.
Supplemental Special Education	Supplemental Core	Comprehensive programs delivered in addition to full participation in core classes
	Strategic Interventions	As above, except provided within a special education setting. Instruction is supplemental to full participation in core classes.
Supplanted Special Education	Modified Core	Core curriculum modified for access and delivered within a special education location. Students do not receive core instruction in general education.
	Replacement Core	Use of district approved replacement core programs to supplant core instruction. Generally designed to improve basic skills. Supplement with grade level core concepts.
	Functional Academics	Curriculum designed to emphasize life applications of basic skills. Aligned to standards necessary for daily functioning. Supplement with grade level core concepts.

In partnership with our communities, we educate and prepare responsible citizens who can contribute and adapt in a changing world.

Steilacoom Historical School District No. 1

The best education for EVERY student!

Least Restrictive Environment (LRE) Considerations

The law requires districts to provide special education services in the Least Restrictive Environment (LRE). The LRE is the educational setting that is closest to the general education classroom that still allows the student to access an appropriate education from which they can benefit.

- Will the student satisfactorily achieve the goals and benchmarks or objectives in the IEP if the student is educated in the regular class with the support of the supplementary aids and services?
- What are the nonacademic benefits of such a placement? (e.g. social, communication skills)
- Are the student's needs for interaction with nondisabled peers appropriately addressed?
- How will the student have opportunities to participate in nonacademic and extracurricular activities?

Children with disabilities must always be considered general education students first.

Frequently Used Terms

Accommodations	Changes in how material is taught or a test is administered but does not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing.
Child with a disability (under special education law)	Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. Children with developmental delays (age 3-9) can also be eligible for services.
FAPE Free Appropriate Public Education	Education for children with disabilities provided in the least restrictive environment, and at public expense, under public supervision and without charge through an IEP.
IDEA Individuals with Disabilities Education Act	Our nation's special education law. IDEA was first passed in 1975, where it was called the Education for All Handicapped Children's Act. Every few years, the law has been revised (a process called <i>reauthorization</i>).
IEP Individualized education program	A written document for the child with a disability that is developed, reviewed and revised in accordance with federal and state law and regulations.
Special Education	Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings.

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OSPI's Priorities for Improving Outcomes for Students with Disabilities



Leadership

Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.



Growth Mindset

Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, and IEP-related decisions, and post-school outcomes).



Evidence-Based Practices

Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.



Professional Development

Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).



Resource Allocation

Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.



Recruitment & Retention

Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.

SHSD GLOSSARY OF EDUCATIONAL ACRONYMS

TERM	DEFINITION AND CONTEXT
ACE	Academic Collaboration Enhancement. Release time provided to staff every Wednesday for the purpose of collaboration for learning improvement.
CBA	Classroom-Based Assessments. There are two types: 1) Teacher-designed assessments for given content; and 2) state-required examinations in specific content: social studies; the arts; physical education; and educational technology.
ELL	English Language Learners: Non-native speakers of English. Identified by the WELPA test. Students who qualify get additional English instruction by ELL staff.
Free and Reduced Lunch (F/R)	An indicator of poverty in the district. Students who qualify for F/R Lunch status get reduced or free meals at school. Funding for programs such as Title I and LAP is also allocated to the district based on this figure. This sub-population of students is often disaggregated by the state to monitor effectiveness of instructional programs.
IEP	Individualized Education Plan (Special Education).
i-Ready	The district's adopted internal assessment tool for student growth. Used by all K-8 teachers to monitor progress in reading and math and to predict success on end of the year state assessments. Ready Mathematics is a curriculum used by Saltar's Point.
MTSS	Multi-Tiered System of Supports. Synonymous with RTI.
PL	Professional Learning. Trainings in or outside of the school district designed to improve teaching and learning in schools.
PLC	Professional Learning Community. Any group of educators who gather regularly for the purpose of learning together in services of improving teaching and learning. The groups can vary in size, content, and purpose.
RTI	Response to Intervention. The multi-tiered plan to help students with learning and behavior based on level of need. Synonymous with MTSS.
SBA	Smarter Balanced Assessment. The state-required tests in mathematics and English Language Arts used since 2015. Taken in the spring of each year.
SDI	Specially Designed Instruction. An intervention most frequently used for students with IEPs.
SEL	Social Emotional Learning. The intentional teaching and learning which provides social and emotional support to students in order to be successful in school. This is a one of the district's strategic goals and our professional learning.
SIP	School Improvement Plan. The annual plan that guides the school leadership and instructional staff regarding priorities for learning improvement. Presented to the board of directors in the fall and the spring of each school year.
WSLS	Washington State Learning Standards. The collection of all of the content area learning standards. The State of Washington selected CCSS as the standards for learning mathematics and English Language Arts.

Anderson Island SIP 2018-2019



Enrollment: 25	Free/Reduced Lunch: 32%	ELL: 0%	Special Ed: 28%
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Student Learning Goal 1: Reading

Goal: The percentage of students who are “on or above level” in Reading will increase from 28% in the Fall 2018 to 68% in June 2019 as measured by the i-Ready Diagnostic Assessment.

Rationale: Based on the fall i-Ready Benchmark assessment, 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 grades 3-5.

- Action Steps:
- Utilize ACE day time to collaborate on curriculum implementation and intervention strategies.
 - Identify and develop instructional groups and lessons to provide focused student interventions.
 - Provide para-educators with training around reading curriculum and social emotional learning.
 - Design project based learning to integrate reading with math, science, social studies, and art.
 - Evaluate student progress on monthly basis and determine if an after school intervention program would assist in student progress.
 - Collect i-Ready and classroom based assessment data monthly to monitor the intervention progress.
 - Meet with the building Data Team monthly to review student progress and plan instruction.
 - 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.”
 - Provide staff access in order to collaborate with the district’s Social Emotional Learning Coordinator with the goal of learning strategies to assist with the social/emotional needs of students.

Student Learning Goal 2: Math

Goal: The percentage of students who are “on or above level” in math will increase from 20% in the Fall 2018 to 70% in June 2019 as measured by the i-Ready Diagnostic Assessment.

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

Assessment Tools: i-Ready, Classroom-Based Assessments, Smarter Balanced Interim Assessments for grades 3-5.

Action Steps:

- Utilize ACE day time to collaborate on curriculum implementation and intervention strategies.
- Identify and develop instructional groups and lessons to provide focused student interventions.
- Provide para-educators with training around reading curriculum and social emotional learning.
- Design project based learning to integrate math with reading, science, social studies, and art.
- Evaluate student progress on monthly basis and determine if an after school intervention program would assist in student progress.
- Collect i-Ready and classroom based assessment data monthly to monitor the intervention progress.
- Meet with the building Data Team monthly to review student progress and plan instruction.
- 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.”
- Provide staff access in order to collaborate with the district’s Social Emotional Learning Coordinator with the goal of learning strategies to assist with the social/emotional needs of students.

Student Learning Goal: The Opportunity Gap

Goal: In the area of reading, the demonstrated i-Ready level of 2nd and 3rd-grade students who qualify for an IEP in reading only will each experience an increase of one grade level during the period of Fall 2018 to Spring 2019, as measured by the Spring i-Ready Diagnostic.

Rationale: Based on the fall i-Ready Benchmark assessment, 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 grades 3-5.

Action Steps:

- Teachers will communicate with families regarding student progress.
- Meet with certificated teachers and Special Education Case Manager to analyze strengths and challenges from previous years’ i-Ready data in the area of reading.
- Professional learning and collaboration around i-Ready will continue.
- Classroom teachers will conduct progress monitoring using i-Ready between scheduled benchmark testing to inform progress towards proficiency for students who have not met standard in a particular skill.
- 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.”

- Provide staff access in order to collaborate with the district’s Social Emotional Learning Coordinator with the goal of learning strategies to assist with the social/emotional needs of students.

Table of Students with IEPs for reading: Grade level assigned and current grade level performance.

Grade 2 Reading		Grade 3 Reading	
Current Level	Students	Current Level	Students
Level K	1	Level K	1
Level 1	1	Level 1	1
Level 2	0	Level 2	0
Level 3	0	Level 3	1

Cherrydale Primary School SIP 2018-2019



Enrollment: 381	Free/Reduced Lunch: 37%	ELL: 1%	Special Ed: 13%
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Student Learning Goal 1: Grade 3 Reading

Goal: The percentage of third-grade students who are “on or above level” in Reading will increase from 58% in Fall 2018 to 80% in Spring 2019 as measured by the i-Ready Diagnostic Assessment.

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

Action Plan:

- Meet with staff to analyze strengths and challenges from previous years’ SBA and i-Ready data.
- Fully implement our new district adopted Wonders reading curriculum by ensuring alignment and providing continued professional development for all staff.
- Respond to the multi-sensory learning needs of all students through intentional professional development for all staff designed by our Special Education Team.
- Develop a team who will meet once a week to design, implement, and monitor individualized interventions for our most struggling students (Design for the Edges).
- Continue to refine and ensure all students receive targeted individualized instruction through WIN Time (What I Need) blocks of 30 minutes at each grade level.
- Improve alignment between core reading instruction and intervention instruction.
- Increase attendance for struggling students by implementing the Five to Thrive program.

Student Learning Goal 2: Grade 3 Math

Goal: The percentage of third-grade students who are “on or above level” in Math will increase from 17% in Fall 2018 to 70% in Spring 2019 as measured by the i-Ready Diagnostic Assessment.

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

Action Plan:

- Meet with staff to analyze strengths and challenges from previous years’ SBA and i-Ready data.
- Provide targeted professional development for the third-grade team by the Teachers Development Group.
- Respond to the multi-sensory learning needs of all students through intentional professional development for all staff designed by our Special Education Team.
- Develop a team who will meet once a week to design, implement, and monitor individualized interventions for our most struggling students (Design for the Edges).
- Continue to refine and ensure all students receive targeted individualized instruction

through WIN Time (What I Need) blocks of 30 minutes at each grade level.

- Improve alignment between core reading instruction and intervention instruction.
- Increase attendance for struggling students by implementing the Five to Thrive program.

Student Learning Goal 3: The Opportunity Gap

Goal: In the areas of both reading and math, the demonstrated i-Ready level of all students who qualify for an IEP in reading and/or math will each experience an increase of one grade level during the period of Fall, 2018 to Spring, 2019 as measured by the Spring i-Ready Diagnostic.

Assessment Tools: i-Ready, classroom-based assessments, SBA

Action Steps: Math and Reading

- Meet with staff to analyze strengths and challenges from previous years' SBA and i-Ready data for both reading and math.
- Continue to enhance collaboration opportunities within the Special Education Team, and between the Special Education Team and other building staff.
- Continue to provide professional development opportunities for our Special Education Team around our new Wonders reading curricula.
- Improve alignment of core reading instruction and Special Education instruction through the implement of our new district adopted Wonders reading curriculum.
- Increase attendance for our Special Education students by implementing the Five to Thrive program.

Tables of Student's with IEPs: Grade level assigned and current grade level performance.

Grade K Math		Grade K Reading		Grade 1 Math		Grade 1 Reading	
Current Level	Students	Current Level	Students	Current Level	Students	Current Level	Students
Emerging K	7	Emerging K	11	Level K	0	Level K	1
Level K	0	Level K	0	Level 1	0	Level 1	2
Level 1	0	Level 1	0	Level 2	0	Level 2	0
Level 2	0	Level 2	0	Level 3	0	Level 3	0

Grade 2 Math		Grade 2 Reading		Grade 3 Math		Grade 3 Reading	
Current Level	Students	Current Level	Students	Current Level	Students	Current Level	Students
Level K	1	Level K	1	Level K	0	Level K	0
Level 1	0	Level 1	1	Level 1	1	Level 1	5
Level 2	0	Level 2	0	Level 2	2	Level 2	1
Level 3	0	Level 3	0	Level 3	0	Level 3	0

Chloe Clark Elementary SIP 2018-2019



Enrollment: 579	Free/Reduced Lunch: 12%	ELL: 3%	Special Ed: 12%
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Student Learning Goal 1: Grade 3 Reading

Goal: The percentage of third-grade students who are “on or above level” in Reading will increase from 63% in Fall 2018 to 80% in Spring 2019 as measured by the i-Ready Diagnostic Assessment.

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

Action Plan:

- Ongoing meetings with certificated third-grade staff to analyze strengths and challenges from previous years’ i-Ready and SBA reading data, identifying specific strands where there are clear deficiencies.
- Professional learning and best practices for i-Ready use will continue through grade-level discussions.
- Grade level team will collaborate three times per month as a Professional Learning Community during ACE days.
- Students who are identified as not meeting proficiency on the i-Ready Reading Diagnostic assessment will receive intervention support using i-Ready curriculum.
- Work with all staff on an ongoing basis to move our language with kids – in all interactions with them – from one that states a “fixed mindset” to one that actively promotes a “growth mindset.”
- Data Team leaders will meet once a month to discuss vertical alignment of standards.
- Utilize technology teacher to improve students’ computer skills when taking online assessment.
- Provide a structure in coordination with the Social Emotional Learning Coordinator where the social/emotional needs of at-risk students are recognized and addressed.
- Continue to provide professional development opportunities around our new Wonders reading curriculum.

Student Learning Goal 2: Grade 3 Math

Goal: The percentage of third-grade students who are “on or above level” in Math will increase from 25% in Fall 2018 to 75% in Spring 2019 as measured by the i-Ready Diagnostic Assessment.

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

Action Plan:

- Ongoing meetings with certificated third-grade staff to analyze strengths and challenges from previous years’ i-Ready and SBA math data, identifying specific strands where there are clear deficiencies.

- Professional learning and best practices for i-Ready use will continue through grade-level discussions.
- Grade level team will collaborate three times per month as a Professional Learning Community during ACE days.
- Students who are identified as not meeting proficiency on the i-Ready Math Diagnostic assessment will receive intervention support using i-Ready curriculum.
- Data Team leaders will meet once a month to discuss vertical alignment of standards.
- Utilize technology teacher to improve students' computer skills when taking online assessment.
- Work with all staff on an ongoing basis to move our language with kids, in all interactions with them, from one that states a "fixed mindset" to one that actively promotes a "growth mindset."
- Provide a structure in coordination with the Social Emotional Learning Coordinator where the social/emotional needs of at-risk students are recognized and addressed.
- Targeted professional development for the second-grade team in the area of math.

Student Learning Goal 3: The Opportunity Gap

Goal: In the areas of both reading and math, the demonstrated i-Ready level of all students who qualify for an IEP in reading and/or math will each experience an increase of one grade level during the period of Fall, 2018 to Spring, 2019 as measured by the Spring i-Ready Diagnostic.

Assessment Tools: i-Ready, classroom-based assessments, SBA

Action Steps: Math and Reading

- Meet with certificated Special Education staff to analyze strengths and challenges from previous years' SBA and i-Ready data for both reading and math.
- Continue to enhance collaboration opportunities within the Special Education Team: SpEd Office brings staff to a common area; speech services in a common area.
- Professional learning and collaboration around i-Ready will continue.
- Work with all staff on an ongoing basis to move our language with kids – in all interactions with them – from one that states a "fixed mindset" to one that actively promotes a "growth mindset."
- Special Education Team meeting are scheduled, providing opportunities for discussion around the children they serve.
- Utilize technology teacher to improve students' computer skills when taking online assessment.
- Continue to provide professional development opportunities around our new Wonders reading curriculum.
- Provide a structure in coordination with the Social Emotional Learning Coordinator where the social/emotional needs of at-risk students are recognized and addressed.
- Targeted additional support provided to Special Education programs by more effectively utilizing existing staff.

Tables of Students with IEPs: Grade level assigned and current grade level performance.

Grade 1 Math		Grade 1 Reading		Grade 2 Math		Grade 2 Reading	
Current Level	Students	Current Level	Students	Current Level	Students	Current Level	Students
Emerging K	0	Emerging K	0	Level K	4	Level K	3
Level K	6	Level K	6	Level 1	1	Level 1	1
Level 1	1	Level 1	1	Level 2	2	Level 2	2
Level 2	0	Level 2	0	Level 3	3	Level 3	3
Level 3	0	Level 3	0				
Grade 3 Math		Grade 3 Reading					
Current Level	Students	Current Level	Students				
Level K	6	Level K	4				
Level 1	7	Level 1	9				
Level 2	3	Level 2	1				
Level 3	0	Level 3	1				

Saltar's Point SIP 2018-2019



Enrollment: 485	Free/Reduced Lunch: 28%	ELL: 2%	Special Ed: 14%
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Student Learning Goal 1: Math

Goal: By winter 2019, the percentage of 4th and 5th grade students on or above grade level will increase as measured by the i-Ready diagnostic assessment.

- 4th grade, n=218, growth expectancy 20%
- 5th grade, n=240, growth expectancy 15%

Goal: By Spring 2019, the percentage of 4th and 5th grade students on or above grade level will increase as measured by the i-Ready diagnostic assessment.

- 4th grade, n=218, growth expectancy 40%
- 5th grade, n=240, growth expectancy 35%

	Fall 2018 i-Ready Diagnostic	Projected Winter 2019 i-Ready Growth	Projected Spring 2019 i-Ready Growth
4th grade Math	42% on or above grade level	62% on or above grade level	82% on or above grade level
5th grade Math	43% on or above grade level 39% Fall 2017	58% on or above grade level	78% on or above grade level

Rationale: Review of the 2017-2018 i-Ready fall and winter diagnostic indicated an average growth in number of students on or above grade level in the range of 18% - 20%. Review of the 2017-2018 i-Ready fall and spring diagnostic scores indicated an average growth in number of students on or above grade level in the range of 33%-40%

Continuing to utilize the instructional profile tool, teachers are able to break students in to smaller groups with like areas of instructional growth. These groups are fluid and students move in and out based on academic need. With the implementation of the ready-math curriculum this school year, teachers and students will utilize a curriculum aligned to both the state standards and the i-Ready online tool to help build a strong set of foundational skills and problem solving strategies.

In order to meet or exceed the building growth goal, each teacher has identified students who need targeted instruction in identified mathematical concepts in order to move them from Tier 2 status.

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-math curriculum using diagnostic, formative and summative assessments.

Action Steps:

- All teachers participate in TDG (Teachers Development Group) training and studio work.
- All teachers participate in TDG studio observations and reflections 4 times annually in order to implement instructional strategies.
- Provide time to align TDG instructional strategies with ready-math curriculum.
- Continue to provide additional release time for teachers to dissect and analyze standardized test stimulus questions.
- Provide release time for partner observations of other teachers to support new staff members.
- Continue to structure opportunities for collaborative conversations and lesson planning based on the research of Stanford Graduate School of Education professor Jo Boaler on promoting equitable mathematics instruction.
- Identify and focus on “bubble” students to move them quickly from “below standard” to “on or above standard.”

Student Learning Goal 2: English Language Arts

Goal: By Winter 2019, the percentage of 4th and 5th grade students on or above grade level will increase as measured by the i-Ready Diagnostic assessment.

- 4th grade, n=201, growth expectancy 20%
- 5th grade, n=246, growth expectancy 15%

Goal: By Spring 2019, the percentage of 4th and 5th grade students on or above grade level will increase as measured by the i-Ready Diagnostic assessment.

- 4th grade, n=201, growth expectancy 30%
- 5th grade, n=246, growth expectancy 25%

	Fall 2018 i-Ready Diagnostic	Projected Winter 2019 i-Ready Growth	Projected Spring 2019 i-Ready Growth
4th grade ELA	40% on or above grade level	60% on or above grade level	70% on or above grade level
5th grade ELA	43% on or above grade level 40% fall 2017	67% on or above grade level	68% on or above grade level

Rationale: Review of the 2017-2018 i-Ready fall and winter diagnostic indicated an average growth in number of students on or above grade level in the range of 9%-17%. Review of the i-Ready spring diagnostic indicated an average number of students on or above grade level in the range of 11%-23%.

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.

With the adoption of the Wonders curriculum this past year, students and staff are able to use this tool kit to support literacy instruction. Literacy is also addressed through informational text while using primary documents for both science and social studies.

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

Action Plan:

- Provide release time for teachers to dissect and analyze standardized test stimulus questions.
- Provide release time for partner observations of other teachers to support new staff members.
- Implement the Wonders curriculum with continued training.
- Identify and focus on “bubble” students to move them quickly from “below standard” to “on or above standard.”

Opportunity Gap Goal

Goal: Students who qualify for an IEP in math and/or reading will increase by one academic grade level as measured by the i-Ready diagnostic assessment by the spring of 2019.

Grade 4 Reading		Grade 4 Math		Grade 5 Reading		Grade 5 Math	
Current Level	Students	Current Level	Students	Current Level	Students	Current Level	Students
Level K	3	Level K	2	Level K	4	Level K	3
Level 1	3	Level 1	6	Level 1	5	Level 1	3
Level 2	3	Level 2	3	Level 2	2	Level 2	4
Level 3	4	Level 3	6	Level 3	6	Level 3	3
				Level 4	3		

Rationale: Saltar's Point has been identified as a ESSA Targeted Support (students with disabilities academic indicator) school as measured by the three-year progress of students with disabilities (students with IEPs). In order to grow academic skills in our students with IEPs we monitored and adjusted the methods by which we deliver instruction and identify intervention for students performing below grade level.

Assessment Tools:

- i-Ready diagnostic assessment given in the fall, winter and spring
- Ongoing formative and summative assessments

Action Steps:

- This year one of our resource teachers has been co-planning and co-teaching in the classrooms where students are receiving Specially Designed Instruction in reading and math.
- Students with similar academic goals were carefully placed in classrooms together.
- Adopting a more inclusive model allows students to receive modified core instruction in the general education setting.
- Through the co-teaching model, students with disabilities are receiving at-level instruction with their grade level peers while having the curriculum differentiated to their academic levels.
- Continue Student Consultations Team meetings weekly to address the academic and behavioral needs of our whole student population. Using a team approach to identify interventions in the classroom, student referrals to special education has decreased significantly.
- We have staffed our Otter Zone (multi-sensory space) this year. Students are able to access the space to self-regulate, take sensory breaks and access other interventions specifically designed for each student.

Pioneer Middle School SIP 2018-2019



Enrollment: 719	Free/Reduced Lunch: 23%	ELL: 2%	Special Ed: 10%
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Student Learning Goal 1: Math

Goal: By spring 2019, the percentage of 6th, 7th and 8th grade students on or above grade level will increase 15% as measured by the i-Ready diagnostic assessment.

Fall 2018, 42% of 6th grade scored at or above grade level in mathematics.

Fall 2018, 35% of 7th grade scored at or above grade level in mathematics.

Fall 2018, 26% of 8th grade scored at or above grade level in mathematics.

**(140 7th and 8th grade students enrolled in HS level classes – Algebra and Geometry – did not take the i-Ready assessment.)

By Spring 2019, 57% of 6th grade will score at or above grade level in mathematics.

By Spring 2019, 50% of 7th grade will score at or above grade level in mathematics.

By Spring 2019, 41% of 8th grade will score at or above grade level in mathematics.

Rationale: During the months of October through January, students work on strengthening foundational skills and are introduced to many new concepts and mathematical practices.

The SBA data from Spring 2017 revealed that students needed attention in all four claims in mathematics.

Claim #1 – Concepts & Procedures “Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”

Claim #2 – Problem Solving “Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”

Claim #3 – Communicating Reasoning “Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

Claim #4 – Modeling and Data Analysis “Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”

Continuing to utilize the instructional profile tool, teachers are able to break students in to smaller groups with like areas of instructional growth. These groups are fluid and students move in and based on academic need. With the implementation of the ready-math curriculum this school year, teachers and students will utilize a curriculum aligned to both the state standards and the i-Ready online tool to help build a strong set of foundational skills and problem solving strategies.

In order to meet or exceed the building growth goal, each teacher has identified students who need targeted instruction in identified mathematical concepts in order to move them from the Tier 2 category.

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-math curriculum using diagnostic, formative and summative assessments.

Action Steps:

- Develop mathematics intervention classes (Targeted Assistance Math and Math Skills) classes at all grade levels to provide support in mathematics to student not at grade level.
- Math teachers will participate PLCs that continue the work of the (SER)2 grant and the Teacher Development Group with focus on the Habits of Mind. Meetings occur during scheduled ACE times.
- Establish after-school Homework Club support program to focus on Level 2 students or those students not meeting standard on formative/summative assessments in class.
- Utilize i-Ready to support student achievement in targeted areas.
- Professional Learning on creating/designing common assessments.
- Work collaboratively with colleagues in PLC's to develop instructional plans and formative assessments focused on targeted math standards.
- Implement individual and small-group interventions based on i-Ready progress monitoring data.
- Identify and focus on "bubble" students to move them quickly from "below standard" to "on or above standard."

Student Learning Goal 2: English Language Arts

Goal: By spring 2019, the percentage of 6th, 7th and 8th grade students on or above grade level will increase 15% as measured by the i-Ready diagnostic assessment.

Fall 2018, 50% of 6th grade scored at or above grade level in reading.

Fall 2018, 60% of 7th grade scored at or above grade level in reading.

Fall 2018, 53% of 8th grade scored at or above grade level in reading.

By Spring 2019, 65% of 6th grade will score at or above grade level in reading.

By Spring 2019, 75% of 7th grade will score at or above grade level in reading.

By Spring 2019, 68% of 8th grade will score at or above grade level in reading.

Rationale: During the months of October through January, students work on strengthening foundational skills and are introduced to many new concepts and reading practices.

Reviewing student performance on the 2017 SBA, we determined that Claim #1 needs attention – Reading “Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

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.

This fall we are piloting StudySync English/Language Arts curriculum in all grades. One feature of this curriculum is its ability to allow teachers to target literacy standards by creating assignments and assessments based on student-specific literacy goals.

Assessment Tools:

- i-Ready diagnostic assessment given in the fall and winter
- Ongoing formative and summative assessments
- i-Ready progress monitoring

Action Plan:

- Develop Reading Intervention groups at all grade levels to provide extended support in reading to student not at grade level. Students will be pulled from their elective or PE class 1-3 times a week, depending on need.
- Establish clear Professional Learning Communities based on common grade level and ACE schedule that supports PLC focus.
- Establish after-school Homework Club support program to focus on Level 2 students or those students not meeting standard on formative/summative assessments in class.
- Utilize i-Ready to support student achievement in targeted areas.
- Work collaboratively with colleagues in PLCs to develop instructional plans and formative assessments focused on targeted ELA/Literacy standards using StudySync curriculum and NewsELA support.
- Increase i-Ready training specific to the assessment tools, instructional grouping, and reporting.
- Identify and focus on “bubble” students to move them quickly from “below standard” to “on or above standard.”

Opportunity Gap Goal

Goal: Students who qualify for an IEP in reading and/or math served in the academic areas of math and reading will increase by one academic grade level as measured by the i-Ready diagnostic assessment by the spring of 2019.

Grade 6 Reading		Grade 6 Mathematics	
Current Level	Students	Current Level	Students
Level K	2	Level K	0
Level 1	1	Level 1	0
Level 2	2	Level 2	3
Level 3	2	Level 3	5
Level 4	1	Level 4	0
Level 5	2	Level 5	4

Grade 7 Reading		Grade 7 Mathematics	
Current Level	Students	Current Level	Students
Level K	2	Level K	1
Level 1	0	Level 1	4
Level 2	2	Level 2	2
Level 3	8	Level 3	7
Level 4	4	Level 4	4
Level 5	1	Level 5	3
		Level 6	3

Grade 8 Reading		Grade 8 Mathematics	
Current Level	Students	Current Level	Students
Level K	2	Level K	0
Level 1	3	Level 1	3
Level 2	0	Level 2	3
Level 3	2	Level 3	2
Level 4	4	Level 4	2
Level 5	0	Level 5	3
Level 6	2	Level 5	1

Rationale: Pioneer has been identified as a ESSA Targeted Support (student with disabilities academic indicator) school as measured by the three-year progress of students receiving SDI (Specially Designed Instruction). In order to grow academic skills in our students with IEPs we monitored and adjusted the methods by which we deliver instruction.

Assessment Tools:

- i-Ready diagnostic assessment given in the fall, winter and spring
- Ongoing formative and summative assessments

Action Steps:

- In their PLCs, our special education teachers are examining and practicing the research-based high-leverage practices put out by the Council for Exceptional Children in 2016. While there are 22 high-leverage practices, our teachers are focusing on the following five most intensely for reading and math instruction:
 1. Providing positive and constructive feedback to guide students' learning and behavior.
 2. Identifying and prioritizing long- and short-term learning goals.
 3. Systematically designing instruction toward specific learning goals.
 4. Providing scaffolded supports.
 5. Teaching students to maintain and generalize new learning across time and settings.
- Provide a supervised Time-out Space available for students with the intention of keeping them engaged at school and supporting increased success in classes.

Steilacoom High School SIP 2018-2019



Enrollment: 1032	Free/Reduced Lunch: 19%	ELL: 1%	Special Ed: 9%
Building Goal 1: Student Learning			
<p>Goal: The percentage of students meeting standard on the Math SBA will increase from 40.6% to 90%.</p>			
<p>Rationale: We did not meet our math goal last year because of the format by which testing was scheduled. We tested students because they were sophomores, as opposed to testing students who had received instruction on the specific type of math (Algebra and Geometry), which better prepares them for the SBA.</p> <p>Because we use standards-based grading and because the SBA is aligned to the Washington State Learning Standards we can use the data from last year's SBA scores to determine which strands of math content our students need the most support and target instruction to the standards that align with this content. Doing this will allow us to use the formative and summative assessments that our teachers create together in the Algebra and Geometry PLCs as checkpoints throughout the entire year.</p> <p>Assessment Tools: Mid-term and final assessments which may be comprised of the SBA interim assessments.</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> • Plan for testing students who are currently enrolled in Algebra 2 or higher. • Work with Algebra 2 teachers to evaluate data from two years ago to find opportunities for growth. • Work with the math department to implement SBA interim assessments. • Continue professional development around high-yield instructional strategies, and monitoring strategies via classroom walkthroughs. 			
Building Goal 2: Opportunity Gap			
<p>Goal: Ninth grade students who qualify for IEPs in reading and/or math will improve performance on the i-Ready ELA & math assessments by one grade level.</p>			
<p>Rationale: Our work in service of learning improvement will include a specific focus on students we have identified as needing additional supports. Counselors, staff and administrators will develop a Multi-Tiered System of Support System/Response to Intervention system which provides timely academic and behavioral assistance designed to improve the relationships between students and staff, as well as academic performance in the classroom. The vision is to start monitoring students' progress as early as possible in order to provide timely interventions.</p> <p>Assessment Tools: i-Ready and Skyward data reports.</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> • Weekly administrator/counselor meeting to progress monitor our targeted subgroup. • Review 8th grade SBAC data to determine standards of focus. • Use i-Ready assessments in ELA & Math resource classrooms to monitor progress. • Guide staff in writing and monitoring growth goals. 			

Table of Students with IEPs: Ninth-grade students by current level of performance.

ELA		Math	
Grade Level	Students	Grade Level	Students
K	3	K	0
1	3	1	5
2	2	2	2
3	6	3	3
4	4	4	4
5	1	5	4
6	1	6	1
7	0	7	0
8	0	8	0
9	1	9	0