



## Study Session of the Board of Directors

4/11/2018 06:00 PM

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

### 1. CALL TO ORDER

**(Action)**

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

### 2. TOPIC FOR BOARD DISCUSSION

#### a. School Improvement Plan Updates

**(Discussion)**

**Presenter:** Paul Harvey and Principals

[SIP Updates Introduction.pdf \(p. 2\)](#)

[SIP 20172018 AI SPRING 041118.pdf \(p. 3\)](#)

[SIP 20172018 CD SPRING 041118.pdf \(p. 7\)](#)

[SIP 20172018 CC SPRING 041118.pdf \(p. 11\)](#)

[SIP 20172018 SP SPRING 041118.pdf \(p. 17\)](#)

[SIP 20172018 PIO SPRING 041118.pdf \(p. 26\)](#)

[SIP 20172018 SHS SPRING 041118.pdf \(p. 33\)](#)

### 3. ADJOURNMENT

**(Action)**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 04/11/18

## **Strategic Focus Area**

- Teaching and Learning
- Safety, Service and Support
- Family & Community Involvement
- Resource Management

## **BACKGROUND INFORMATION**

**School Improvement Plans (SIP): Spring Update to be reviewed by the board in Study Session - April 11<sup>th</sup>, 2018.**

Attached to this document are the School Improvement Plans status reports from each of our buildings. This spring update includes narrative comments from the school on the action steps for each goal set last fall.

School Improvement Plans are working documents that are adjusted as new data is collected. Action steps are broken down even further by grade level/content teams to address student growth at the classroom level.

The principals reported on the progress toward each goal; the status of their action steps; updated performance graphs; and a brief summary explaining progress from the beginning of the school year to the present.

## **RECOMMENDED ACTION:**

Review and comment on the SIP plans and schools' year to date progress.

**Report prepared by:**  
**Paul Harvey, Executive Director of Student Achievement and Principals**

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# Anderson Island SIP 2017-2018



Enrollment: 32	Free/Reduced Lunch: 58%	ELL: 0%	Special Ed: 19%
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## Student Learning Goal 1: Reading

Goal: By June 2018, the number of K-5 students meeting grade level standard in Reading will increase by 25% as measured by i-Ready.

*We have exceeded our goal, based on Winter I-Ready benchmark data students meeting grade level standards increased by 35%.*

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 intervention strategies. *Implemented and ongoing.*
- Identify and develop instructional groups and lessons to provide focused student interventions. *Implemented and ongoing.*
- Design after school intervention program to address identified individual student needs. *Not yet implemented.*
- Collect i-Ready and classroom based assessment data monthly to monitor the intervention progress. *Implemented and ongoing.*
- Meet with the building Data Team monthly to review student progress and plan instruction. *Implemented and ongoing.*

## Student Learning Goal 2: Math

Goal: By June 2018, the number of K-5 students meeting grade level standard in Math will increase by 25% as measured by i-Ready.

*We have exceeded our goal, based on Winter I-Ready benchmark data students meeting grade level standards increased by 35%.*

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 intervention strategies. *Implemented and*

*ongoing.*

- Identify and develop instructional groups and lessons to provide focused student interventions. *Implemented and ongoing.*
- Design after school intervention program to address identified individual student needs. *Not yet implemented.*
- Collect i-Ready and classroom based assessment data monthly to monitor the intervention progress. *Implemented and ongoing.*
- Meet with the building Data Team monthly to review student progress and plan instruction. *Implemented and ongoing.*

### **Opportunity Gap Goal**

Goal: Target students who missed more than 10% of school during the 2016-2017 school year. Those students will be absent from school less than 10% of the days for the 2017-2018 school year.

*Of the five students who missed more than 10% of the 2016-2017 school year, three have been absent less than 10% of the 2017-2018 school year.*

Rationale: OSPI has established a correlation between attendance and student achievement. Research indicates that students with more than a 10% absence rate are less likely to meet grade level standards and graduate.

Assessment Tools: Daily attendance reports.

#### **Action Steps:**

- Communicate w/parents through newsletter. *Implemented and ongoing*
- Converse with parents during individual student conference. *Completed.*
- Employ a practice of confirmed parent communication. *Implemented and ongoing.*
- Facilitate importance of attendance during Open House. *Completed.*
- Use quarterly Principal Coffee Chats with families to address this goal. *Implemented and ongoing.*
- Give students the opportunity to participate in State-wide poster contest to promote awareness. *Not implemented.*

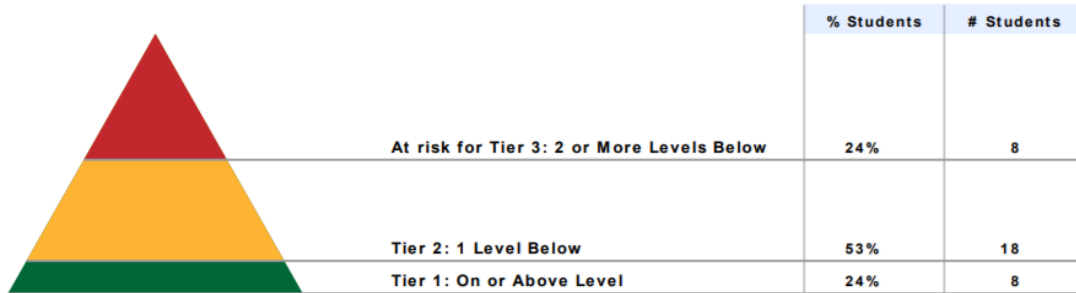
### **Spring Update**

*Student learning goals in the areas of reading and mathematics have exceeded our initial expectations. The staff at Anderson Island Elementary credits this achievement to our evaluation of data, followed by implementation of daily individualized instruction.*

*During the 2016-2017 school year, we noted a correlation between academic advancement and students who were absent more than 18 days during the school year. Through frequent parent communications, those same students have missed fewer days of school. The cold and flu season affected many of our students and staff resulting in higher than normal absences, however, academic achievement is increasing as noted in i-Ready winter results.*

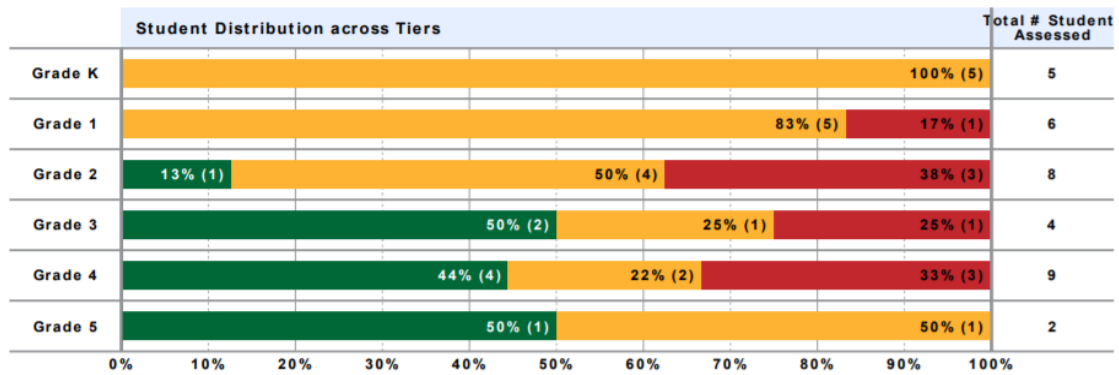
Goal: By June 2018, the number of K-5 students meeting grade level standard in Reading will increase by 25% as measured by i-Ready.

**34 out of 36 Students Tested**



**Detail by Grade**

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below



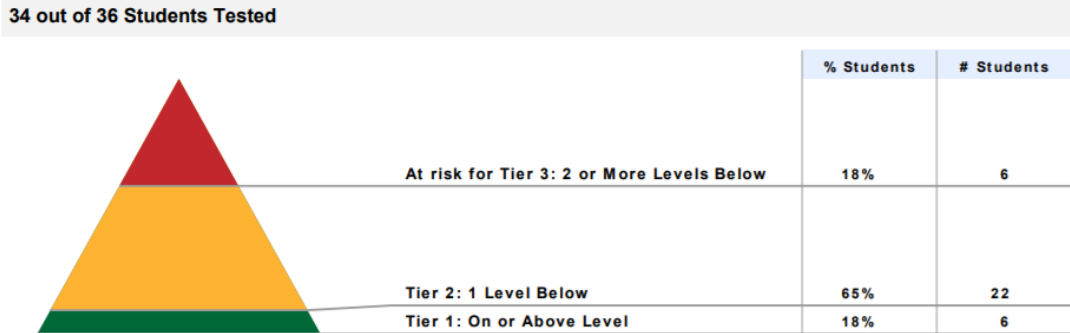
**School Summary ?**

**32 out of 33 Students Tested**

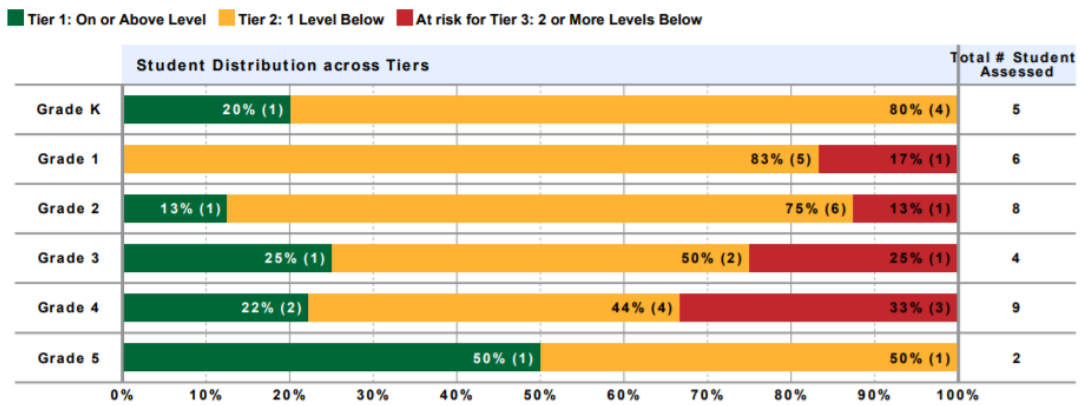


Goal: By June 2018, the number of K-5 students meeting grade level standard in Math will increase by 25% as measured by i-Ready.

FALL 2017



**Detail by Grade**



WINTER 2018

**School Summary**

32 out of 33 Students Tested



**Detail by Grade**

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

# Cherrydale SIP 2017-2018



Enrollment: 380	Free/Reduced Lunch: 37%	ELL: 3%	Special Ed: 13%
<b>Student Learning Goal 1: Reading</b>			
<p>Goal: The total number of students at Cherrydale scoring “At or Above Level” in reading as measured by the i-Ready assessment tool will increase from 28% to 75% by May, 2018.</p> <p><i>We are on track and approaching our goal. At the winter benchmark assessment, our “At or Above Level” score is 64%.</i></p>			
<p>Rationale: Based on the 2017 Smarter Balanced Assessment data in 3rd grade and our current i-Ready assessment data we have determined that our students need additional attention in reading.</p> <p>Assessment Tools: i-Ready, common assessments developed by grade level teams, and Smarter Balanced Interim Assessments.</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Identify essential reading skills for the grade level below theirs that articulates the three or four key skills entering students should have to succeed at that level in grade level PLC teams. <i>Completed.</i></li> <li>• Identify the essential learning standards that all students must know by the end of the year and focus instruction around these key standards in grade level PLC teams. <i>Completed.</i></li> <li>• Reconfigure the master schedule to create daily 30 minute WIN (What I Need) blocks at each grade level to support individual reading needs and the acquisition of essential learning outcomes. <i>Completed.</i></li> <li>• Develop intervention and support staff schedules around core reading instruction, ensuring all students have access to the core. <i>Completed.</i></li> </ul>			
<b>Student Learning Goal 2: Reading</b>			
<p>Goal: Grade level PLC teams will identify essential reading standards that all students must learn as well as develop common formative assessments to track student progress toward mastery of each essential standard by May, 2018.</p> <p><i>All of the grade level teams have identified essential standards in reading.</i></p>			
<p>Rationale: Based on the 2017 Smarter Balanced Assessment data in 3rd grade and our current i-Ready assessment data we have determined that our students need additional attention in reading.</p>			

Assessment Tools: i-Ready, common assessments developed by grade level teams, and Smarter Balanced Interim Assessments.

Action Steps:

- Identify essential reading skills for the grade level below theirs that articulates the three or four key skills entering students should have to succeed at that level in grade level PLC teams. *Completed.*
- Identify the essential learning standards that all students must know by the end of the year and focus instruction around these key standards in grade level PLC teams. *Completed.*
- Develop common assessments that target team-identified essential learning standards and determine future instructional steps (intervention, continued practice, or enrichment) in grade level PLC teams. *Implemented and ongoing.*

**Opportunity Gap Goal**

Goal: The total number of students at Cherrydale scoring “At Risk” in reading as measured by the i-Ready assessment tool will decrease from 12% to 6% by May, 2018.

*We have met our goal. The winter benchmark assessment had only 5% students scoring at the “At Risk” level in reading.*

Rationale: Based on the 2017 Smarter Balanced Assessment data in 3rd grade and our current i-Ready assessment data we have determined that our students need additional attention in reading.

Assessment Tools: i-Ready, common assessments developed by grade level teams, and Smarter Balanced Interim Assessments.

Action Steps:

- Reconfigure master schedule to create daily 30 minute WIN (What I Need) blocks at each grade level to support individual reading needs and the acquisition of essential learning outcomes. *Completed.*
- Develop intervention and support staff schedules around core reading instruction, ensuring all students have access to the core. *Completed.*
- Develop a positive reinforcement system to increase student attendance and decrease tardies. *Completed.*
- Create additional interventions that support the acquisition of identified essential learning standards (working lunch, before and after-school intervention) *Completed.*

## Spring Update

*As a school we are on track to meet our SIP goals. We attribute this growth to our intentional and collaborative focus on all students meeting our team-identified essential learning standards in reading. Our schoolwide focus on these essential learning standards and the implementation of WIN Time has allowed us to provide systemic interventions to meet the needs of students below, on, or above level. This same intentional focus has transferred to math with whole school math scores showing the same strong results we've seen in reading.*

*The success of the students and teachers is attributed to regular work on the goals. The grade level leaders report back to the principal on a quarterly basis. The staff have worked collaboratively on common assessments and have been consistently progress-monitoring between each benchmark assessment. We have used our professional learning time for PLCs to review data and assess progress toward our goals. The March release day was used for developing common formative assessments. A good description of our overall staff effort is "intentional and collaborative."*

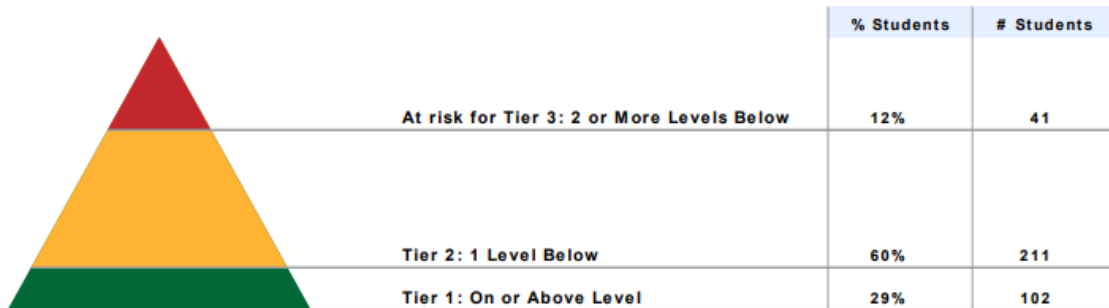
Goal: The total number of students at Cherrydale scoring “At or Above Level” in reading as measured by the i-Ready assessment tool will increase from 28% to 75% by May, 2018.

Goal: The total number of students at Cherrydale scoring “At Risk” in reading as measured by the i-Ready assessment tool will decrease from 12% to 6% by May, 2018.

Fall

**School Summary**

354 out of 376 Students Tested



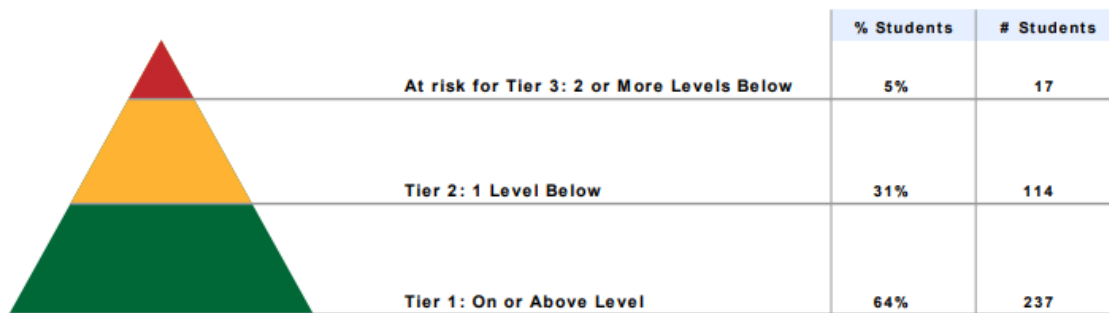
**Detail by Grade**

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Winter

**School Summary**

368 out of 376 Students Tested



**Detail by Grade**

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

# Chloe Clark Elementary SIP 2017-2018



Enrollment: 563	Free/Reduced Lunch: 14%	ELL: 6%	Special Ed: 11%
<b>Student Learning Goal 1: Reading</b>			
<p>Goal: The percentage of students who are “on or above level” in reading will increase from 42% in Fall 2017 to 80% in Spring 2018 as measured by the i-Ready Diagnostic Assessment.</p> <p><i>We are on track to meet our goal. Student scores moved from 42% to 69% “on or above level” as of the winter reading diagnostic.</i></p>			
<p>Rationale: The areas of vocabulary and comprehension were identified as areas of weakness over the past three SBA assessments as well as i-Ready “Needs Analysis” tool.</p> <p>Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), SBA.</p>			
<p>Action Plan:</p> <ul style="list-style-type: none"> <li>• Meet with certificated staff to analyze strengths and challenges from previous years’ SBA data. <i>Completed.</i></li> <li>• Professional learning for i-Ready will continue for staff on our October 13<sup>th</sup> day. <i>Completed.</i></li> <li>• Grade level teams will collaborate three times per month as a Professional Learning Community during ACE days. <i>Implemented and ongoing.</i></li> <li>• Students who are identified as not meeting proficiency on the i-Ready diagnostic assessments will get intervention support using i-Ready curriculum 5 days a week. <i>Implemented and ongoing.</i></li> <li>• Conduct progress monitoring once per month using i-Ready. <i>Implemented and modified. The once monthly progress monitoring tests were not giving teachers useful information and teachers reported students feeling test fatigue. We changed our progress monitoring strategy to a one minute timing, once a month, for LAP students only. All students still received the winter diagnostic test which better informs teachers of student progress.</i></li> <li>• Data Team leaders will meet once a month to discuss vertical alignment of standards. <i>Implemented and ongoing.</i></li> <li>• Utilize technology teacher to improve students’ computer skills when taking online assessment. <i>Implemented and ongoing.</i></li> <li>• Review attendance and discipline data on a weekly basis to provide support to students with excessive absence or social/emotional needs. <i>Implemented and ongoing.</i></li> <li>• Collaborate on the adoption of an English Language Arts curriculum that supports all students. <i>Implemented and ongoing.</i></li> <li>• Develop a K-3 literacy plan. <i>Completed.</i></li> </ul>			

## Student Learning Goal 2: Math

Goal: The percentage of students who are “on or above level” in math will increase from 20% in Fall 2017 to 70% in Spring 2018 as measured by the i-Ready Diagnostic Assessment.

*We are on track to meeting our goal. Student scores moved from 20% to 55% “on or above level” as of the winter math diagnostic.*

Rationale: The areas of numbers and operations and geometry were identified as areas of weakness over the past three SBA assessments as well as i-Ready “Needs Analysis” tool

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

### Action Steps:

- Meet with certificated staff to analyze strengths and challenges from previous years’ SBA data. *Completed.*
- Professional learning for i-Ready will continue for staff on our October 13<sup>th</sup> day. *Completed.*
- Grade level teams will collaborate three times per month as a Professional Learning Community during ACE days. *Implemented and ongoing.*
- Classroom teachers will conduct progress monitoring using i-Ready once per month in between benchmark testing to inform progress towards proficiency for students who have not met standard in a particular skill. *Modified. The once monthly progress monitoring tests were not giving teachers useful information and teachers reported students feeling test fatigue. We changed our progress monitoring strategy to classroom-based assessments. All students still received the winter diagnostic test which better informs teachers of student progress.*
- Utilize technology teacher to improve students’ computer skills when taking online assessment. *Implemented and ongoing.*
- Review attendance and discipline data on a weekly basis to provide support to students with excessive absence or social/emotional needs. *Implemented and ongoing.*

## Opportunity Gap Goal

Goal: The percentage of 3<sup>rd</sup> grade LAP students who score “proficient” will increase from 4% in Spring 2017 to 50% in Spring 2018 as measured by the SBA for ELA.

*Of 17 3<sup>rd</sup> grade students in our LAP program, the number of those students scoring “not at risk” increased from 5 to 7.*

Rationale: We looked at different sub groups and their performance on the 2017 SBA. Of the students who received LAP services last year, only 1 out of the 24 students scored proficient on the SBA.

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

Action Steps:

- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities. *Implemented and ongoing.*
- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1). *Implemented and ongoing.*
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three and five times a week for 20–40 minutes (Tier 2). *Implemented and ongoing.*
- Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a Tier 3 intervention plan. *Implemented and ongoing.*
- Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3). *Implemented and ongoing.*

### Spring Update

*The number of students scoring proficient on both the math and reading winter benchmark assessment indicates that we are on track to meeting our math and reading goals. The improvements in both of these areas are due to the grade levels focus on ensuring students are meeting state standards. The once monthly progress monitoring tests were not giving teachers useful information and teachers reported students feeling test fatigue. We changed our progress monitoring strategy to a one minute timing, once a month, for LAP students only. All students still received the winter diagnostic test which better informs teachers of student progress*

*Our LAP program has been given special attention this year as we changed models, curriculum, and staff. Both Mrs. Stalder and Mrs. Lee have directly coached the support staff on lesson delivery and positive behavior management to strengthen the program and student outcomes. DIBELS data is being used to determine if the intervention is improving student's reading ability each month. Some students have graduated out of the LAP program based on their progress and some have been recommended for SPED services who are not making progress.*

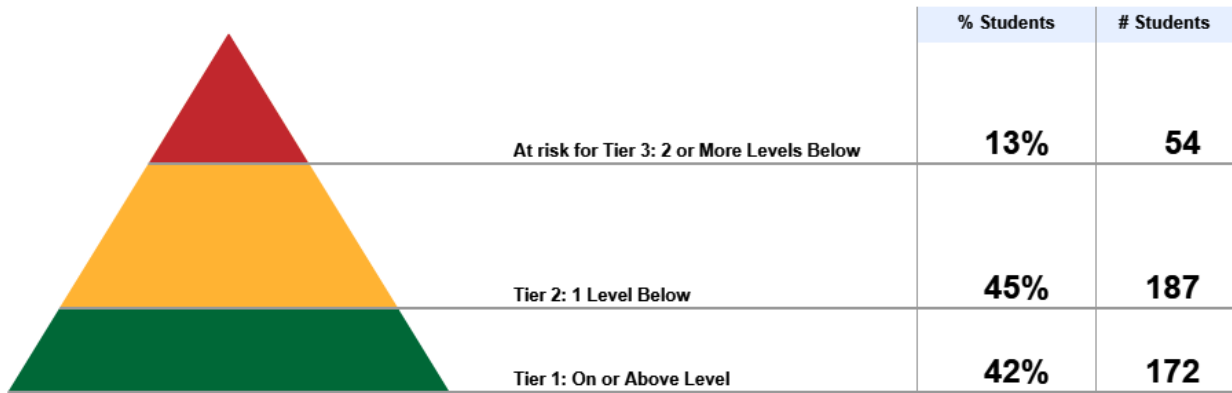
*Our technology teacher, Mr. Ford has created and implemented a continuum of computer skills for our K-3 students. This continuum includes digital citizenship, device logistics, software/apps usage, digital art, and programming/coding.*

Goal: The percentage of students who are “on or above level” in reading will increase from 42% in Fall 2017 to 80% in Spring 2018 as measured by the i-Ready Diagnostic Assessment.

Fall

**School Summary** ?

413 out of 563 Students Tested



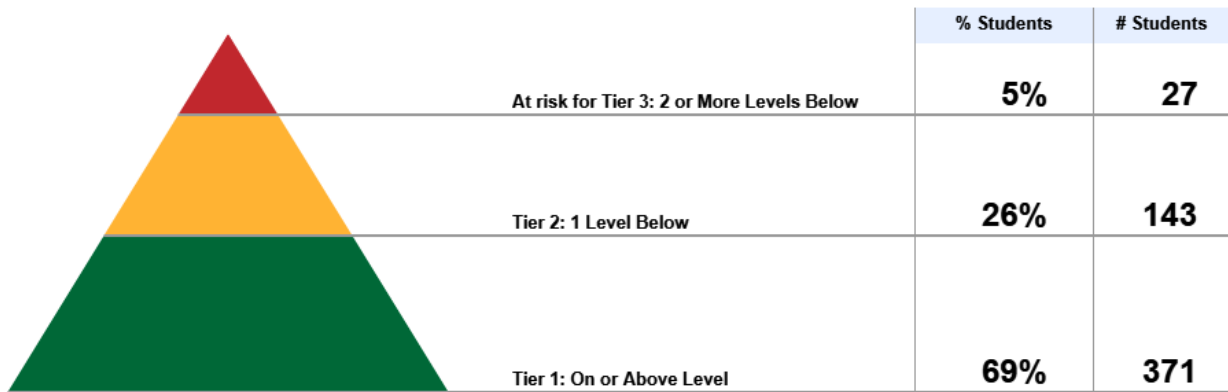
**Detail by Grade** ?

■ Tier 1: On or Above Level
 ■ Tier 2: 1 Level Below
 ■ At risk for Tier 3: 2 or More Levels Below

Winter

**School Summary** ?

541 out of 558 Students Tested



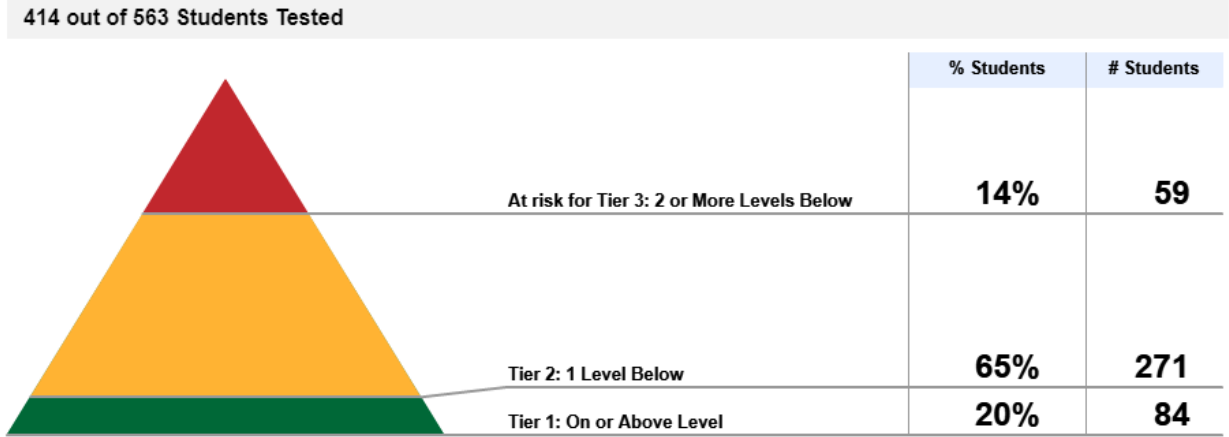
**Detail by Grade** ?

■ Tier 1: On or Above Level
 ■ Tier 2: 1 Level Below
 ■ At risk for Tier 3: 2 or More Levels Below

Goal: The percentage of students who are “on or above level” in math will increase from 20% in Fall 2017 to 70% in Spring 2018 as measured by the i-Ready Diagnostic Assessment.

Fall

**School Summary** ?



**Detail by Grade** ?

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Winter

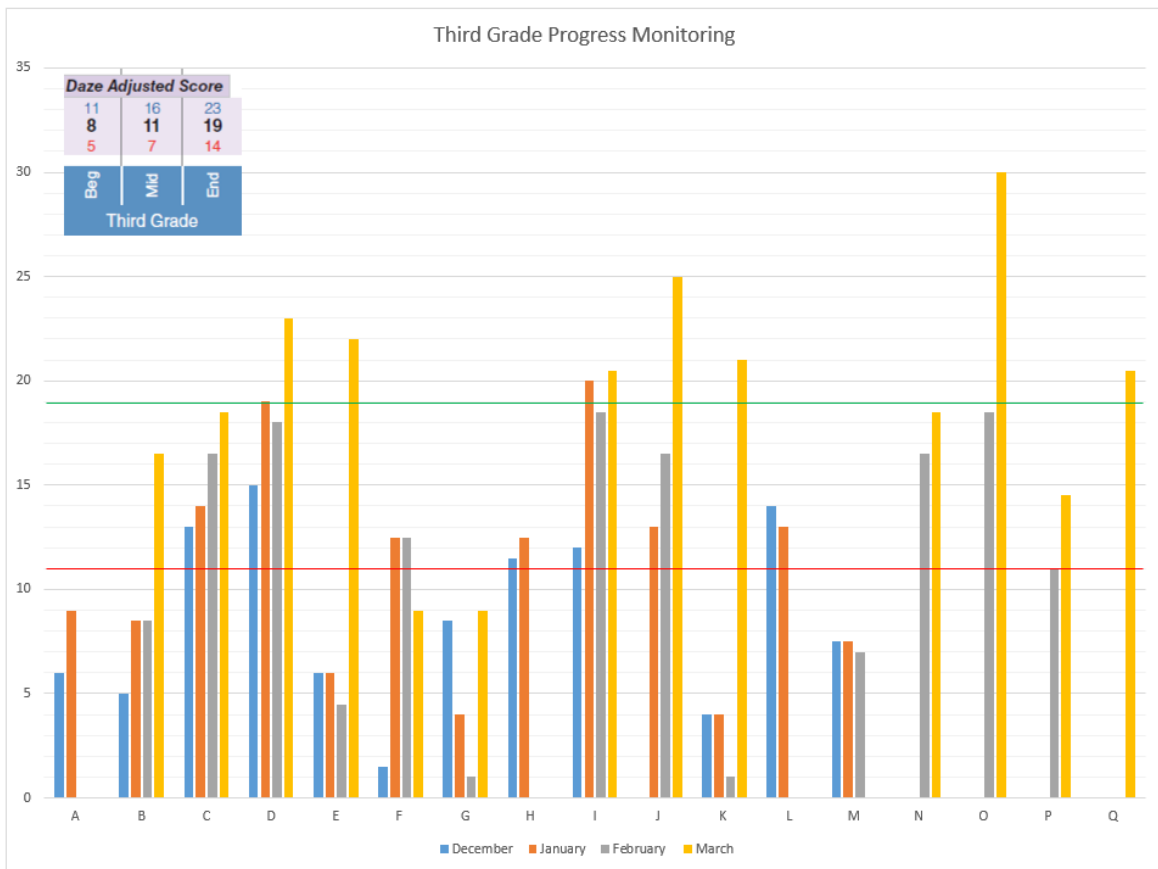
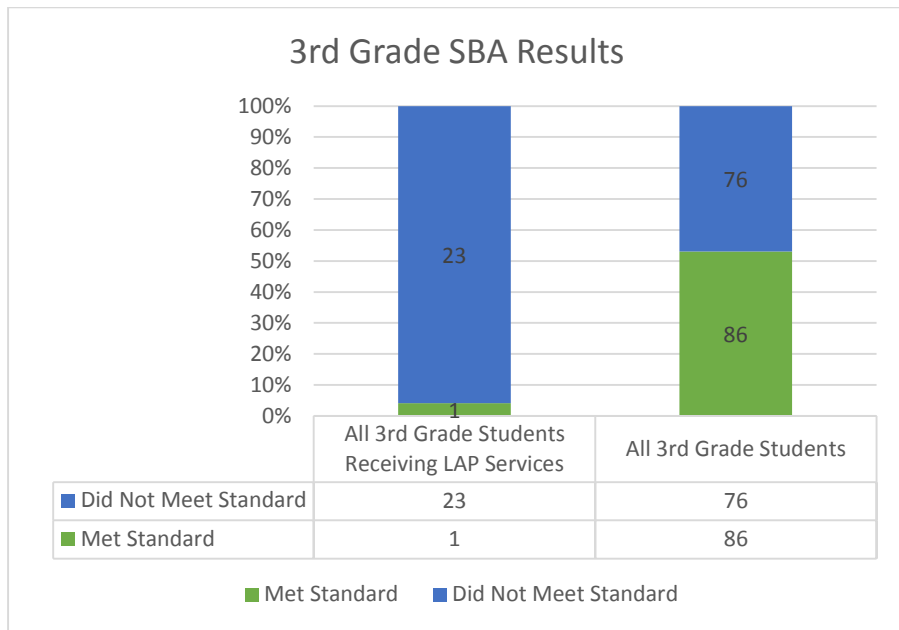
**School Summary** ?



**Detail by Grade** ?

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Goal: The percentage of 3<sup>rd</sup> grade LAP students who score “proficient” will increase from 4% in Spring 2017 to 50% in Spring 2018 as measured by the ELA SBA.



# Saltar's Point SIP 2017-2018



Enrollment: 482	Free/Reduced Lunch: 20%	ELL: 2%	Special Ed: 12%
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## Student Learning Goal 1: Math

Goal: By winter 2018, 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 growth expectancy 15%
- 5th grade growth expectancy 20%

	Fall 2017 i-Ready Diagnostic	Projected Winter 2017 i-Ready Growth <i>Actual Winter 2017 growth in italics</i>
4th grade Math	39% on or above grade level	54% on or above grade level <i>59% on or above grade level</i>
5th grade Math	38% on or above grade level	58% on or above grade level <i>59% on or above grade level</i>

Rationale: During the months of October through January, students work on strengthening foundational skills and are introduced to many new concepts and mathematical practices. Review of the 2016-2017 i-Ready fall and winter diagnostic indicated an average growth in number of students on or above grade level in the range of 10-18%.

Utilizing the i-Ready diagnostic report and weekly progress monitoring, our staff is able to identify groups of students and their instructional profile. Based on 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.

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 into the 'on or above standard' category.

### Assessment Tools:

- i-Ready diagnostic assessment given in the fall and winter
- i-Ready progress monitoring

- Implemented and ongoing. curriculum-based formative and summative assessments

Action Steps:

- Provide release time for teachers to dissect and analyze standardized test stimulus questions. *Completed March 2018.*
- Pilot the i-Ready math curriculum. *Implemented and ongoing. Also implemented Pearson, enVision, Bridges and Engage New York pilot.*
- Increase i-Ready training specific to the assessment tools, instructional grouping, and reporting. *Implemented and ongoing.*
- Provide release time for partner observations of other teachers to support new staff members. *Implemented and ongoing.*
- 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. *Book study implemented and ongoing.*
- Identify and focus on “bubble” students to move them quickly from “below standard” to “on or above standard.” *Implemented and ongoing.*

**Student Learning Goal 2: English Language Arts**

Goal: By Winter 2018, 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 growth expectancy 15%
- 5th grade growth expectancy 20%

	Fall 2017 i-Ready Diagnostic	Projected Winter 2017 i-Ready Growth <i>Actual Winter 2017 growth in italics</i>
4th grade ELA	39% on or above grade level	54% on or above grade level <i>57% on or above grade level</i>
5th grade ELA	47% on or above grade level	67% on or above grade level <i>56% on or above grade level</i>

Rationale: During the months of October through January, students work on strengthening foundational skills and are introduced to many new concepts and reading practices. Review of the 2016-2017 i-Ready fall and winter diagnostic indicated an average growth in number of students on or above grade level in the range of 7-14%.

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
- Implemented and ongoing. formative and summative assessments
- i-Ready progress monitoring

Action Plan:

- Provide release time to teachers to collaboratively score ELA writing prompt as aligned with standardized rubrics. *Completed October 2017.*
- Repurpose morning bus arrival and after school bus lines for students to read their “right-fit book.” *Introduced October 2017.*
- Provide release time for teachers to dissect and analyze standardized test stimulus questions. *Not yet completed.*
- Provide release time for partner observations of other teachers to support new staff members. *Implemented and ongoing.*
- Increase i-Ready training specific to the assessment tools, instructional grouping, and reporting. *Implemented and ongoing.*
- Identify and focus on “bubble” students to move them quickly from “below standard” to “on or above standard.” *Implemented and ongoing.*

### Opportunity Gap Goal

Goal: Students will increase use of self-regulation tools or thinking strategies in order to more successfully engage in academic learning and develop stronger school-community connections.

Rationale: Over the course of the past several years, Saltar’s Point has experienced an increase in the number of students presenting with social and emotional difficulties. For some students these challenges are a result of mental health concerns or trauma. A major focus of our learning has been related to ACEs or Adverse Childhood Experiences. According to the CDC, “Adverse Childhood Experiences (ACEs) are common. Almost two-thirds of study participants reported at least one ACE, and more than one in five reported three or more ACEs. The ACE score, a total sum of the different categories of ACEs reported by participants, is used to assess cumulative childhood stress. Study findings repeatedly reveal a graded dose-response relationship between ACEs and negative health and well-being outcomes across the life course.” Many of these students are unable to regulate their emotions and/or regulate their response to emotions. Lack of skill in self-regulation impacts students’ presence in the classroom and their engagement in the learning.

As the district increases its focus on social emotional learning, Saltar's has implemented the Zones of Regulation curriculum school-wide. Zones (as it is typically referred to) is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Instruction in the Zones and facilitated support of students' as they implement the Zones strategies and tools will improve students' abilities to control their response to emotions and impulses, manage their sensory needs, and problem solve conflicts. As a result, students will be better able to attend to academic tasks, increase their time in class, and develop stronger relationships within the school community.

#### Assessment Tools:

- Through the consultation model, classroom teachers collect and share data with a multi-disciplinary team in order to identify and support students who are at risk
- Adverse Childhood Experiences (ACEs) checklist and identification strategies. Original research study and findings of the Centers for Disease Control and Prevention can be found here: <https://www.cdc.gov/violenceprevention/acestudy/about.html>
- Students will document their "zone" when entering and departing the multi-sensory space. Each student will also indicate which tool or strategy was utilized in order to regain control and re-engage in classroom. Time outside of the classroom will be calculated and recorded.

#### Action Steps:

- Provide ACEs Trauma Professional Learning for classified and certificated staff in August to be revisited throughout the school year. *Completed August 2017 and will revisit in October 2018.*
- Provide Implemented and ongoing. Professional Learning of the Zones of Regulation for classified and certificated staff during ACE time. *Implemented and ongoing.*
- Employ the Weekly Consultation model with "expert" staff specialists for collaboration with teachers to learn new tools and get research-based action steps for working with academically disengaged students. *Implemented and ongoing.*
- Create a "multi-sensory space" to meet the sensory needs of targeted students and to meet their sensory diet in partnership with the Safe & Sound grant. *Completed November 2017*
- Create data collection tools to monitor the usage of the sensory space, time elapsed, tool or strategy used, and student "zone" upon entry and exit to be used in connection with the Safe & Sound grant. *Completed November 2017, Data collection is implemented and ongoing.*
- Create Solution Seeker form for students to self-identify their "zone" when problem solving for data tracking to be used as data in the Safe & Sound

grant. Completed September 2017. Data collection is implemented and ongoing.

- Continue our partnership with the Brooks Powers Group to provide observations and student specific plans for self-regulation and thinking strategies. Implemented and ongoing.

### Spring Update

All classes in both 4<sup>th</sup> and 5<sup>th</sup> grade made significant growth in students on or above grade level in math. Some classes increased the percentage of students on or above grade level by over 30%. Before taking the second diagnostic assessment, targeted students conferenced with their teachers to set goals in areas of improvement and how they would be able to attain that goal. We saw a direct correlation between the number of students meeting the 45 minutes per week instructional usage requirement and the percent of students moving to on or above grade level.

In late February, we re-allocated para-educator support to classrooms with students needing intense intervention. Classroom teachers are providing focused intervention to small groups of students while para-educators are supporting the "on-level" students. These intensive intervention groups are fluid and change as students master content and skills.

Most classes in the 4<sup>th</sup> and 5<sup>th</sup> grade made significant growth in the percentage of students on or above grade level. Some classes increased the percentage of students on or above grade level by over 30%. Before taking the second diagnostic assessment, targeted students conferenced with their teachers to set goals in areas of improvement and how they would be able to attain that goal. We saw a direct correlation between the number of students meeting the 45 minutes per week instructional usage requirement and the percent of students moving to on or above grade level.

Classrooms with higher needs are continuing to receive para-educator support to work with targeted groups of students.

ACEs training has made a meaningful impact on our staff's ability to address student achievement in academic areas, as well as social and emotional learning. We will be continuing our work with ACEs as we have confirmed professional development in October 2018.

We have devoted our building ACE time for professional development specifically related to social and emotional learning and the Zones of Regulation curriculum. Classroom teachers have partnered with our instructional coach to share their work focused on implementation of the Zones curriculum with the entire staff. They have shared evidence of the impact of Zones lessons on establishing a culture for learning and increased students' self-regulation. NOTE: Related Data is attached.

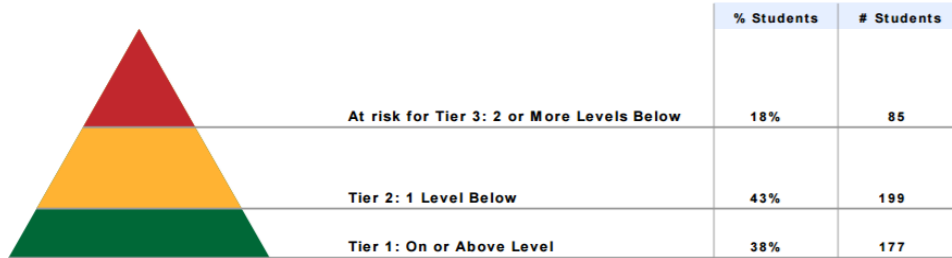
Goal: By winter 2018, the percentage of 4th and 5th grade students on or above grade level will increase as measured by the i-Ready diagnostic assessment.

- 4th grade growth expectancy 15%
- 5th grade growth expectancy 20%

Fall

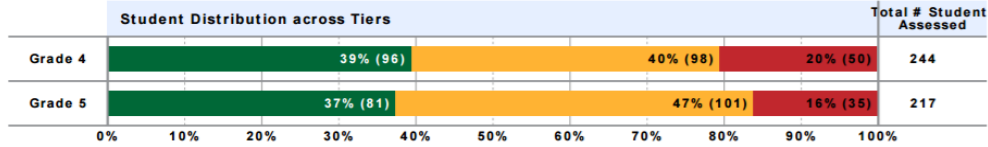
**School Summary**

461 out of 481 Students Tested



**Detail by Grade**

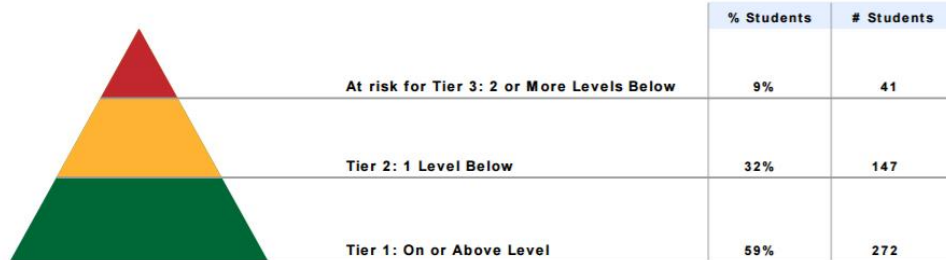
■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below



Winter

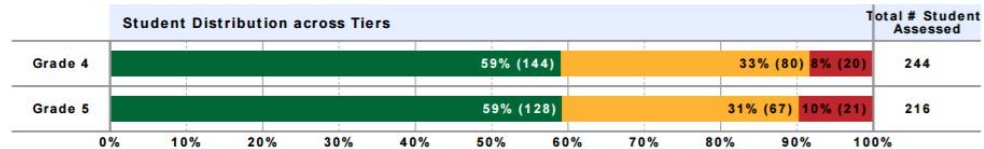
**School Summary**

460 out of 482 Students Tested



**Detail by Grade**

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below



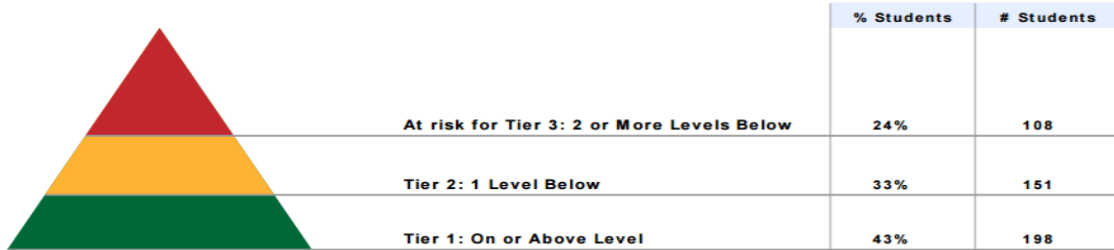
Goal: By Winter 2018, the percentage of 4th and 5th grade students on or above grade level will increase as measured by the i-Ready Diagnostic assessment.

- 4th grade growth expectancy 15%
- 5th grade growth expectancy 20%

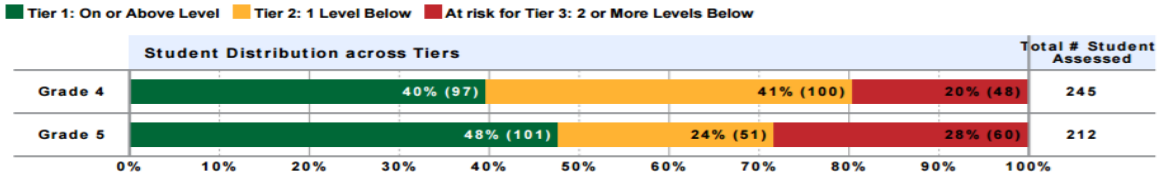
Fall

**School Summary**

457 out of 481 Students Tested



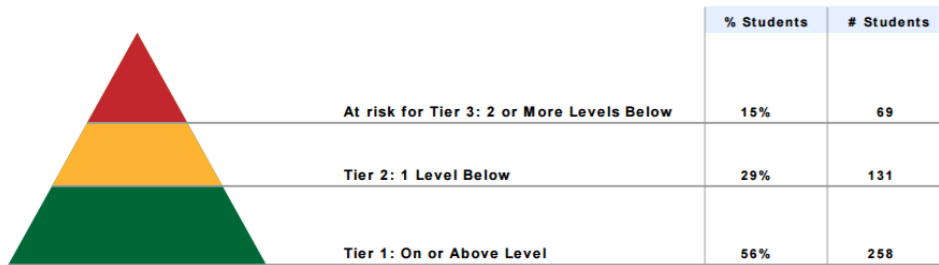
**Detail by Grade**



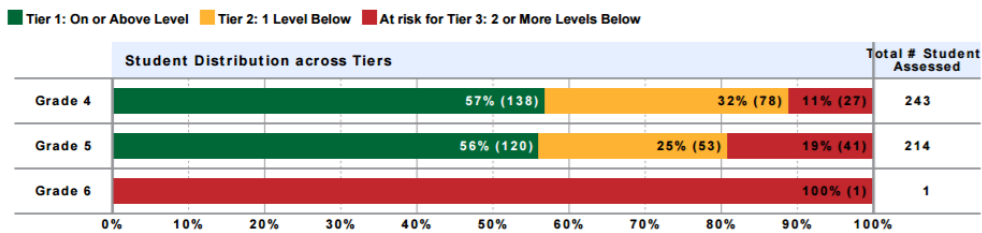
Winter

**School Summary**

458 out of 482 Students Tested



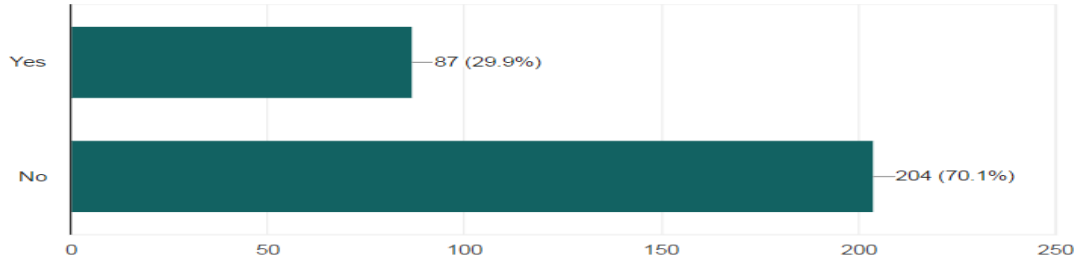
**Detail by Grade**



## Saltar's Solution Seekers (Student Self-Referral)

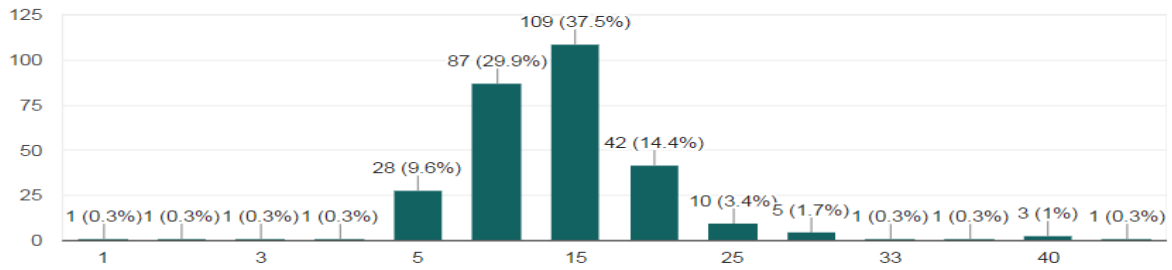
### Military Connected

291 responses



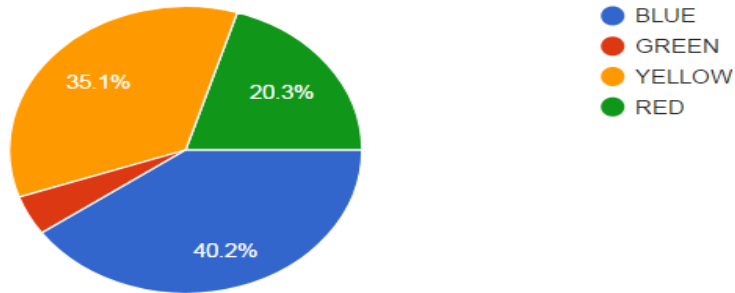
### Total Time

291 responses



### What Zone is the student in?

291 responses



Year to Date	Discipline incidents
2016-2017	48
2017-2018	32
<b>Reduction Rate</b>	<b>34%</b>

## Multi-Sensory Room

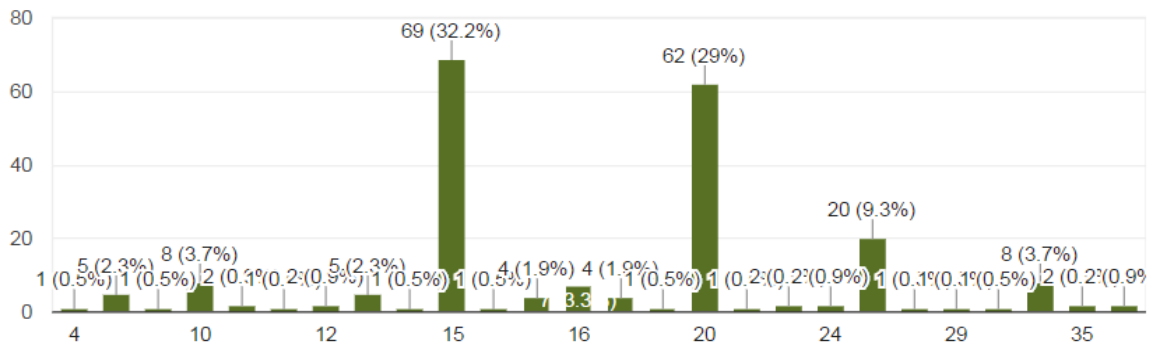
### Instruction

214 responses



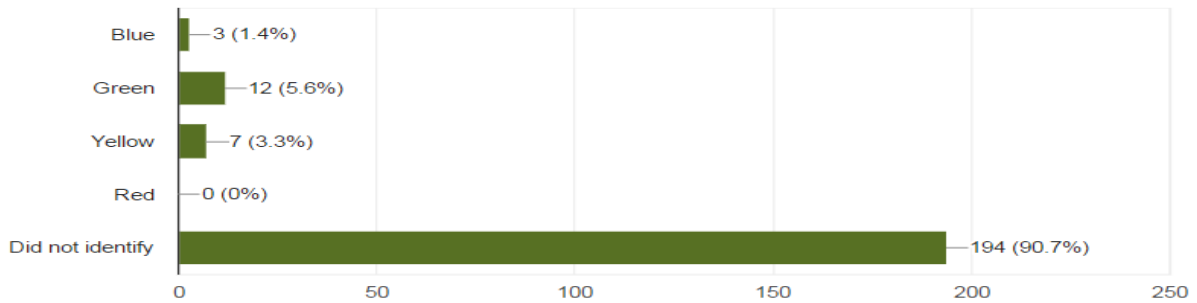
### Total time in minutes spent in multi-sensory room

214 responses



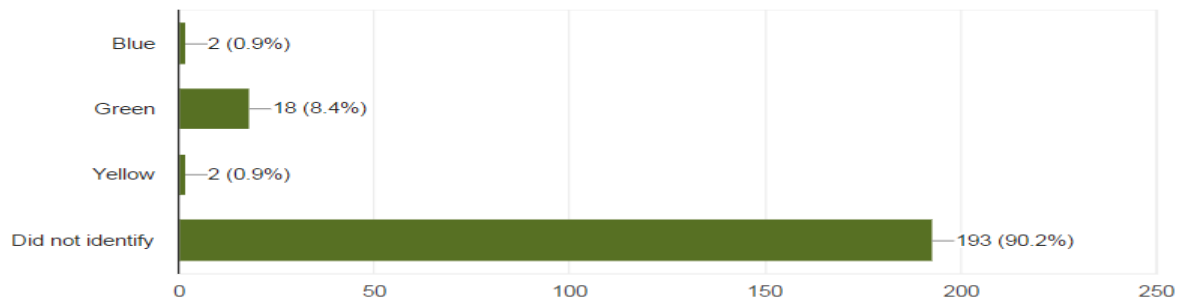
### Student identified zone at check in (look at board)

214 responses



### Student identified zone at check out (look at board)

214 responses



# Pioneer Middle School SIP 2017-2018



Enrollment: 762	Free/Reduced Lunch: 23%	ELL: 1%	Special Ed: 11%
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## Student Learning Goal 1: Literacy

Goal: The total number of students meeting standard in literacy will increase by 5% as measured by the i-Ready assessment tool.

- Fall 2017, 47% of 6<sup>th</sup> grade scored at or above grade level in reading.
- Fall 2017, 54% of 7<sup>th</sup> grade scored at or above grade level in reading.
- Fall 2017, 59% of 8<sup>th</sup> grade scored at or above grade level in reading.
- For Winter 2018, 52% of 6<sup>th</sup> grade will score at or above grade level in reading. *6<sup>th</sup> grade scored at 65%, which is 13% above our goal.*
- For Winter 2018, 59% of 7<sup>th</sup> grade will score at or above grade level in reading. *7<sup>th</sup> grade scored at 61%, which is 2% above our goal.*
- For Winter 2018, 64% of 8<sup>th</sup> grade will score at or above grade level in reading. *8<sup>th</sup> grade scored at 64%, which is exactly at our goal.*

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

Assessment Tools: Pioneer teachers will use data from the i-Ready assessment.

### Action Steps:

- Develop Reading Intervention classes at all grade levels to provide extended support in reading to student not at grade level or served by special education. *Completed. We have 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade sections of Reading Intervention.*
- Establish clear Professional Learning Communities based on common grade level and ACE schedule that supports PLC focus. *Completed. All staff are currently in a PLC by grade/content. PLC's meet at least twice a month, including two ACE days per month.*
- 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. *Completed. Students are getting extra support after school in the areas they need.*
- Utilize PLC's at Work Continuum by self-assessing with team to set goals. *Implemented and ongoing. PLC's will conduct a self-assessment this spring. Goals are reviewed and discussed each meeting.*
- Utilize i-Ready to support student achievement in targeted areas.

*Completed. Teachers use the i-Ready lessons to differentiate instruction. Students are encouraged to practice i-Ready 45 minutes per week independently.*

- Provide professional learning on creating/designing common assessments.  
*Not yet implemented. Some PLC's have worked on this on their own, but we have not yet provided a building-wide professional learning.*
- Work collaboratively with colleagues in PLC's to develop instructional plans and formative assessments focused on targeted ELA/Literacy standards.  
*Implemented and ongoing.. This winter staff completed a survey about integrating ELA standards across the content areas. We are building upon this work.*
- Implement individual and small-group interventions based on i-Ready progress monitoring data by the third quarter.  
*Completed. Teachers are running their own intervention in class based on student needs.*

## Student Learning Goal 2: Mathematics

Goal: The total number of students meeting standard in mathematics will increase by 5% as measured by the i-Ready assessment tool.

- Fall 2017, 49% of 6<sup>th</sup> grade scored at or above grade level in mathematics.
- Fall 2017, 34% of 7<sup>th</sup> grade scored at or above grade level in mathematics.
- Fall 2017, 21% of 8<sup>th</sup> grade scored at or above grade level in mathematics.  
*Note: These are incomplete scores as some teachers are still testing. Also, 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in HS level classes – Algebra and Geometry – do not take i-Ready assessment.*
- For Winter 2018, 54% of 6<sup>th</sup> grade will score at or above grade level in mathematics.  
*6<sup>th</sup> scored at 63%, which is 9% above our goal.*
- For Winter 2018, 39% of 7<sup>th</sup> grade will score at or above grade level in mathematics.  
*7<sup>th</sup> scored at 49%, which is 10% above our goal.*
- For Winter 2018, 26% of 8<sup>th</sup> grade will score at or above grade level in mathematics.  
*8<sup>th</sup> scored at 34%, which is 8% above our goal.*

Rationale: 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.”

Assessment Tools: Pioneer teachers will use data from the i-Ready assessment.

#### Action Steps:

- Develop Math Intervention classes at all grade levels to provide support in mathematics to student not at grade level or served by special education.  
*Completed. We have a 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade section of Targeted Assistance Math.*
- Provide time and support for math teachers to participate in year-long professional learning via the (SER)<sup>2</sup> grant work with focus on the Habits of Mind and Interaction.  
*Completed. Teachers have had continued release days for Math Studio time.*
- Establish clear Professional Learning Communities based on common grade level and ACE schedule that supports PLC focus.  
*Completed. All staff are currently in a PLC by grade/content. PLC’s meet at least twice a month, including two ACE days per month.*
- 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.  
*Completed. Students are getting extra support after school in the areas they need.*
- Utilize PLC’s at Work Continuum by self-assessing with team to set goals.  
*Implemented and ongoing. PLC’s will conduct a self-assessment this spring. Goals are reviewed and discussed each meeting.*
- Utilize i-Ready to support student achievement in targeted areas.  
*Completed. Teacher use the i-Ready lessons to differentiate instruction. Students are encouraged to practice i-Ready 45 minutes per week independently.*
- Provide professional learning on creating/designing common assessments.  
*Not yet implemented. Some PLCs have worked on this on their own, but we have not yet provided a building-wide professional learning.*
- Work collaboratively with colleagues in PLC’s to develop instructional plans and formative assessments focused on targeted math standards.  
*Implemented and ongoing. Math PLC’s are using their (SER)<sup>2</sup> time to develop lessons and formative assessments that apply the Habits of Mind and Interaction.*
- Implement individual and small-group interventions based on i-Ready progress monitoring data.

*Completed. Teachers are running their own intervention in class based on student needs.*

### **Opportunity Gap Goal**

Goal: Students who are in the subgroup of Free/Reduced Lunch will have fewer than 9 absences in the school year, which is an indicator of good attendance. (Source: Attendance Works)

*At the end of March, of the 162 students who qualify for free/reduced lunch, 90 have fewer than 9 absences. This includes both excused and unexcused absences.*

Rationale: This year, all schools in Steilacoom Historical School District are making a special effort to ensure that all students fully benefit from their education by attending school regularly. Attending school regularly helps children feel better about school - and themselves. By 6th grade, absenteeism is one of three signs that a student may drop out of high school. By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores. Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation. For the 2016-17 school year, students in the subgroup F/R lunch missed an average of 19 days of school. (Source: Attendance Works)

Assessment Tools: Excused and unexcused absences using the Attendance Detail Report in Skyward. Participation rates in extra-curricular activities.

#### Action Steps:

- Communicate with families the importance of attendance and how to make attendance a priority (newsletter, website, calls home, home visits). *Completed. Various newsletter briefings throughout the year on attendance, sharing with specific families the importance of attendance and being at school.*
- Commit all administrators, counselors, social worker and the campus supervisor to supporting students they personally check-and-connect with on a weekly and often daily basis. *Completed. We check in with each other at our weekly Admin Meeting regarding progress on individual students.*
- Continue our partnership with Brooks Powers Group to develop our Positive Behavior Intervention Systems which supports our school in building a multi-tiered approach to social, emotional and behavior support, thus helping students feel more connected to school and want to be here.  
*Completed. Regular in-person meetings and email communication regarding our Positive Behavior Intervention Supports with BPG.*
- Train staff to understand and use Zone of Regulation curriculum to help students gain skills in consciously regulating their actions, which in turn lead to increased control and problems solving abilities, also resulting in successful school experiences that encourage regular attendance and school participation. *Completed. Staff was formally trained and our staff has taught their students how to use Zones of Regulation.*

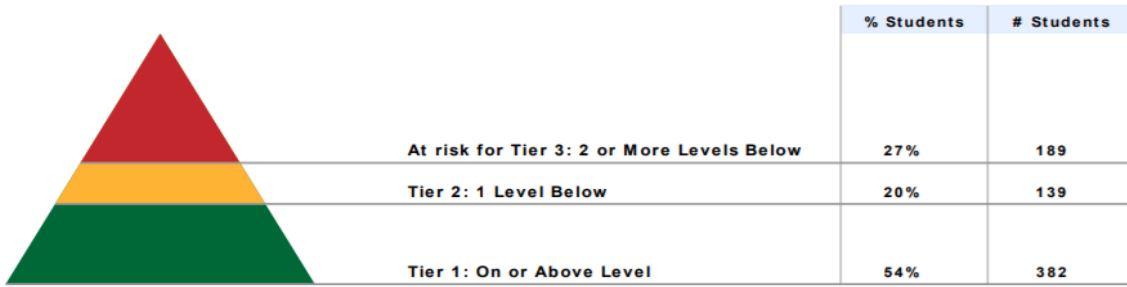
### *Spring Update*

*We are pleased with the progress we are making on our SIP goals. The progress exceeded our expectations in literacy and math. We believe the reason for this success in the combination of strong teachers who provide differentiation, frequent communication with families, and increased instructional support for intervention. We will continue to offer the intervention classes in reading and math next year, as well as Homework Club. Students in the intervention reading classes increased an average of 5%; students in the intervention math classes increased an average of 10%. We realize we have work to do with our F/R students given our attendance data at this point in the year, and we realize that there are still 2.5 months of school left. We will continue to support our students and check in with them regularly.*

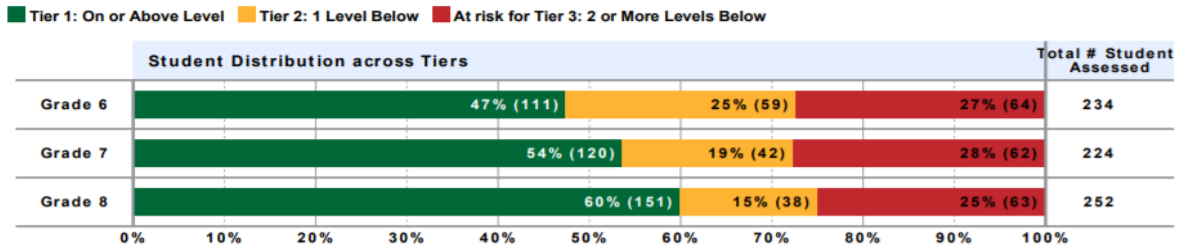
Goal: The total number of students meeting standard in literacy will increase by 5% as measured by the i-Ready assessment tool.

Fall

710 out of 757 Students Tested

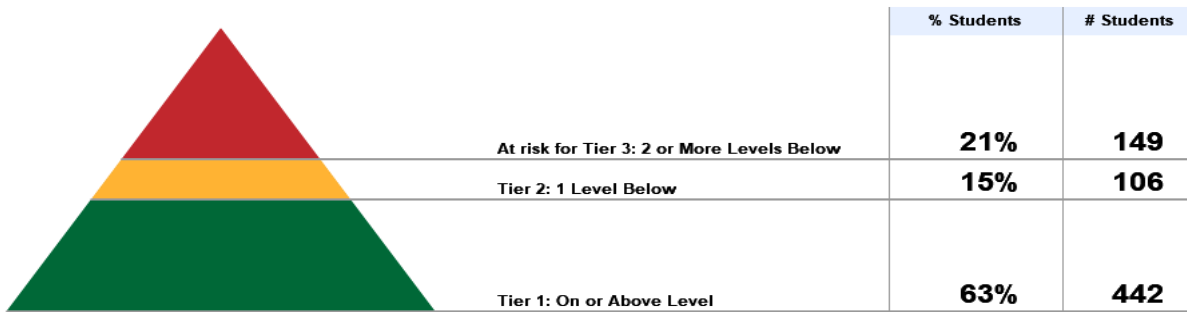


Detail by Grade

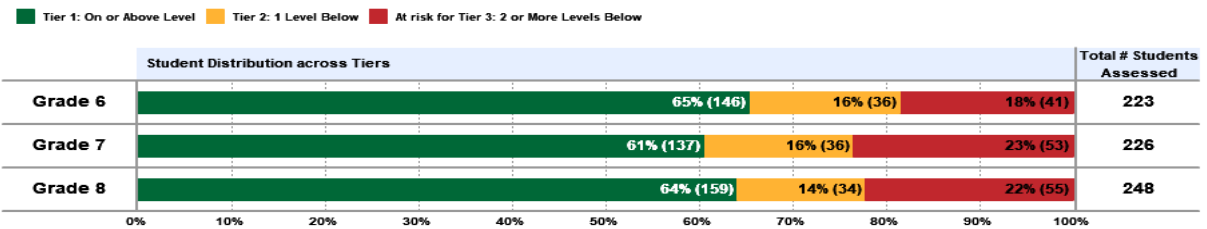


Winter

697 out of 742 Students Tested



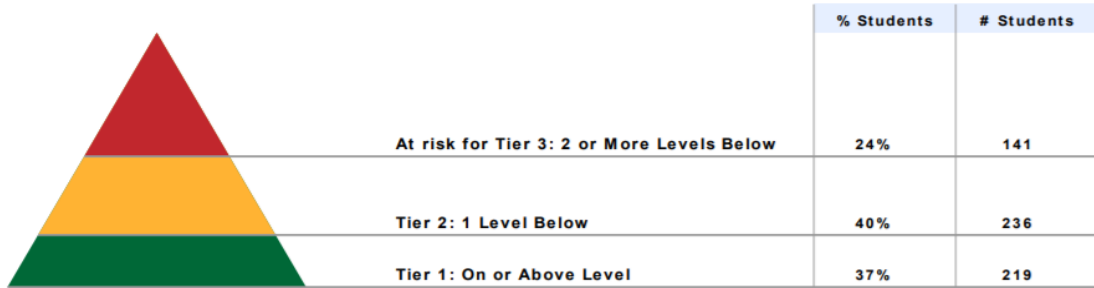
Detail by Grade ?



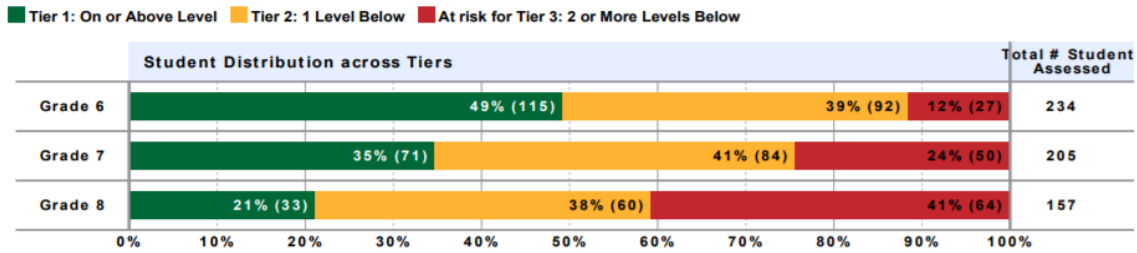
Goal: The total number of students meeting standard in mathematics will increase by 5% as measured by the i-Ready assessment tool.

Fall

596 out of 754 Students Tested

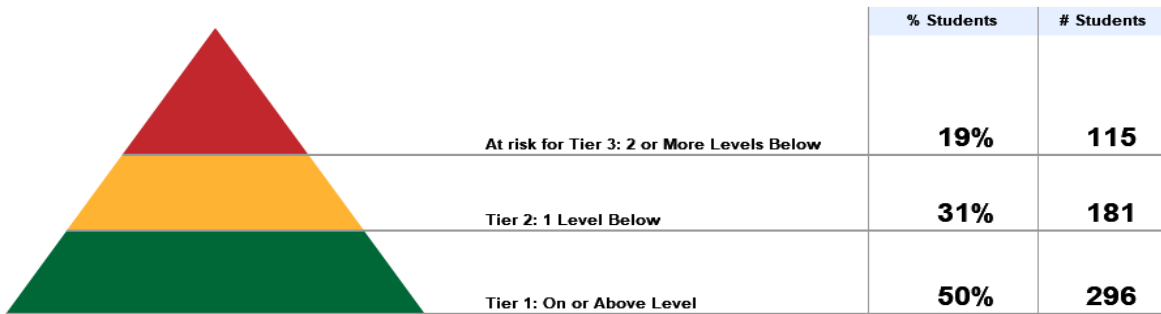


**Detail by Grade**

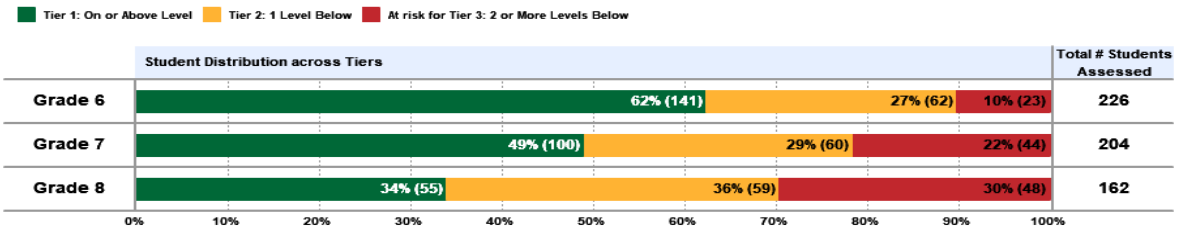


Winter

592 out of 740 Students Tested



**Detail by Grade**



# Steilacoom High School SIP 2017-2018



Enrollment: 1041	Free/Reduced Lunch: 20%	ELL: 1%	Special Ed: 9%
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## Building Goal 1: Student Learning

Goal: Increase the Smarter Balanced Assessment passing rate for first-time test-takers. ELA pass rate will increase from 82% to 85% and Math pass rate will increase from 89% to 92%.  
*During the SBA Fall intervention we helped several of our students pass the state tests required for graduation.*

Rationale: Breaking down the goal, the work equates to helping one more student per teacher in ELA and Math meet standard.

Assessment Tools: Classroom walkthrough data; PLC reports on classroom assessments; Smarter Balanced Assessment.

### Action Steps:

- Reinforce with our teachers the concept that the focus for change is small scale (individual students). *Completed.*
- Implement SBA intervention program the week prior to SBA testing for Tier II (failed one) and Tier III (failed both ELA and Math) students. *Completed.*
- Collect classroom walkthrough data with the specific lens of learning targets, cognitive demand, student discourse, and opportunities to respond. *Implemented and ongoing.*

## Building Goal 2: Student Management Focus

Goal: The daily student attendance rate will increase from 91% to 96% as defined by 'on-time daily attendance'.

*We have implemented and regularly review a progressive discipline model for daily attendance. This effort has helped maintain an on-time rate of 90% or above for each month this year.*

Rationale: Increased attendance will benefit the whole student by increasing achievement in the classroom, as well as increasing involvement in school activities. Studies show that students who miss more school than their peers consistently score lower on standardized tests. Reducing absenteeism is also a state-wide initiative this school year.

Assessment Tools: Monthly Response to Intervention (RTI) reports that include data on attendance, failure rates, credit deficiency, and discipline. Tracking count of students sent to

Community Truancy Board.

Action Steps:

- Update the attendance page on website. *Completed.*
- Use the sandwich board at student drop-off to communicate the daily attendance rate to parents. *Implemented and ongoing.*
- Strengthen attendance management protocols. *Implemented and ongoing.*
- Install and use countdown clock to inform students how many minutes until school starts. *Implemented and ongoing.*
- Increase counselors' role in collecting and monitoring student data. *Implemented and ongoing.*

**Opportunity Gap Goal**

Goal: Increase testing proficiency for targeted subgroups (black, Hispanic, students with disabilities, and low income students) on the Smarter Balanced Assessment from “Underperforming to Good” as measured by the Washington Achievement Index Report.

*Our Action-Steps are on track to meet our goal of targeted subgroups. The Washington Achievement Index Scores are released in June and will be assessed by the leadership team to determine the status of this goal.*

Rationale: Our desire is to be recognized as one of the highest achieving high schools in Washington State. These subgroups are tracked on the state index report.

Assessment Tool: Washington Achievement Index Report.

Action Steps:

- Develop student growth goals as provided by teachers and departments with reference to targeted subgroups. *Completed.*
- Increase the role of the counselors in the RTI process. *Implemented and ongoing.*
- Add intervention system for second-time test takers. *Completed.*
- Use i-Ready with students behind grade level (special education department). *Implemented and ongoing.*
- Pilot the Edgenuity (credit recovery) program for students performing below standard. *Implemented and ongoing.*

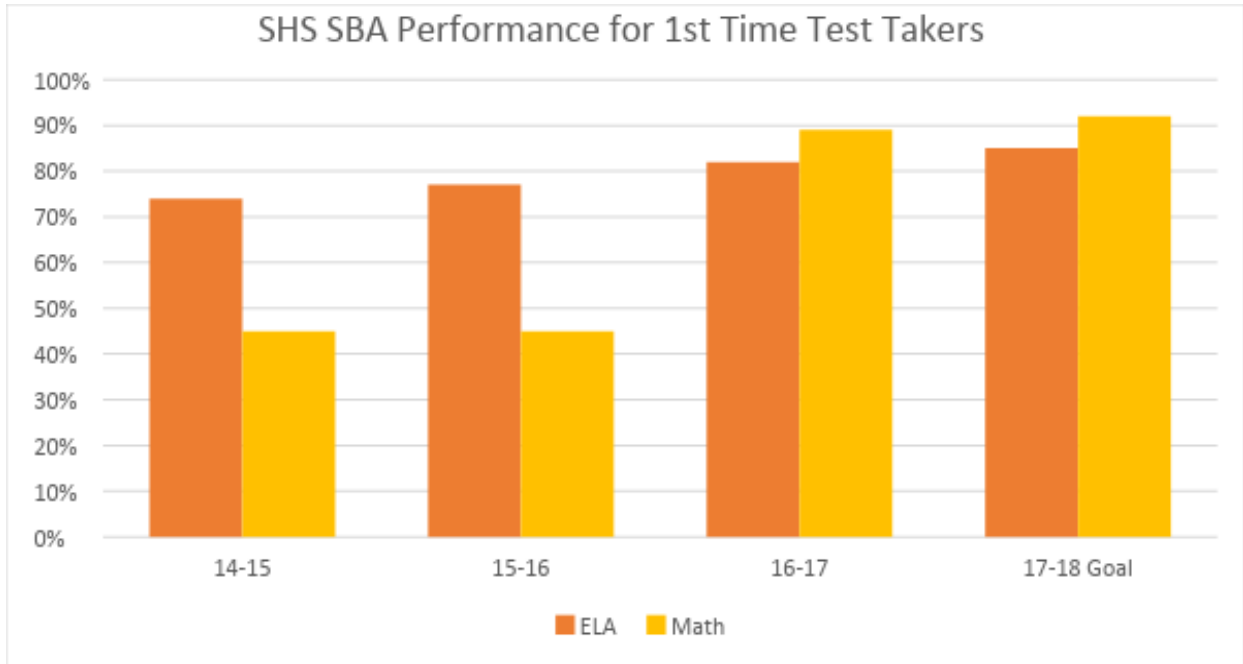
**Spring Update**

*Our assessment intervention was created “after the fact” that students have failed the test initially. We are now looking into creating a more proactive intervention within the school day for our sophomore first time test takers at both the freshman and sophomore levels. We*

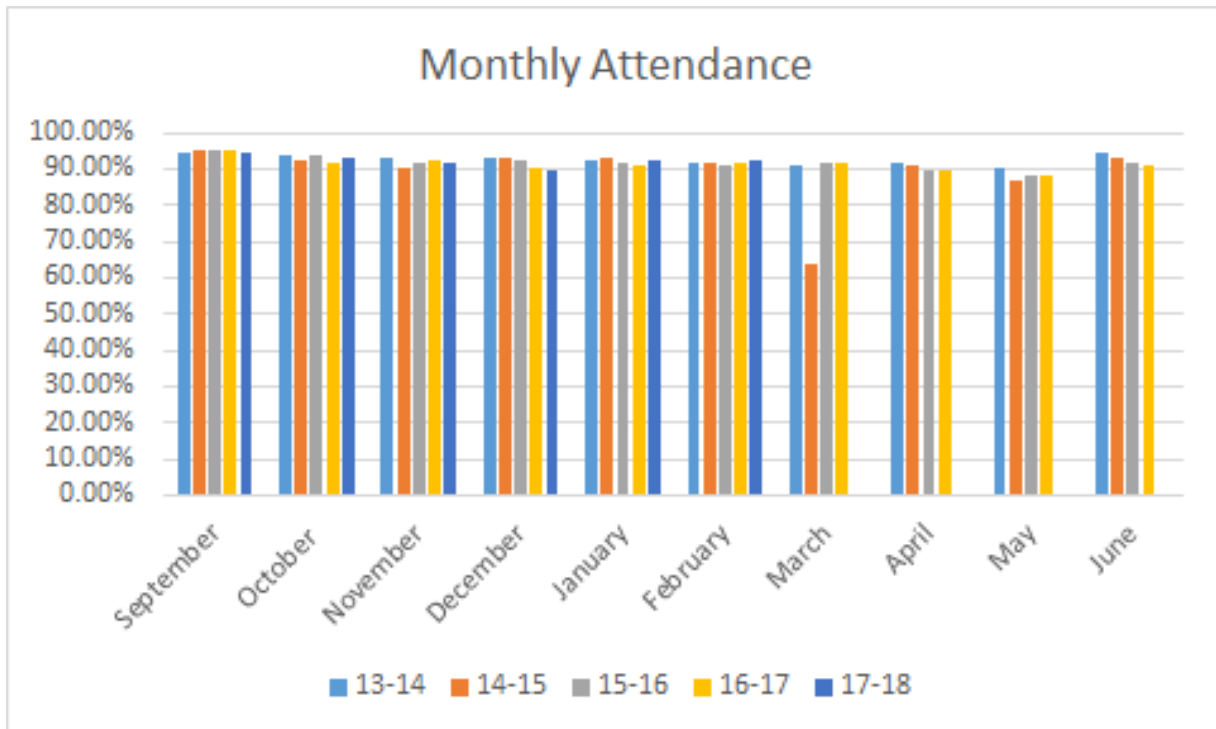
*have seen steady high attendance rates this year and a cut down in the number of first period tardies.*

*We continue to work on partnering with our counselors in compiling and analyzing RTI data including attendance, academics, and discipline. We are currently piloting the Edgenuity program to help our students reach standard in freshman English and math courses to decrease the number of credit recovery courses needed over the summer and into next year.*

Goal: Smarter Balanced Assessment passing rate for first-time test-takers. ELA, from 82% to 85%. Math, from 89% to 92%.



Goal: The daily student attendance rate will increase from 91% to 96% as defined as 'on-time daily attendance'.



Goal: Increase testing proficiency for targeted subgroups (black, hispanic, students with disabilities, and low income students) on the Smarter Balanced Assessment from “Underperforming to Good” as measured by the Washington Achievement Index Report.

