The best education for every student.

STEILACOOM Historical School District No. 1

Est. 1854

Study Session of the Board of Directors

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

10/11/2017 06:00 PM

1. CALL TO ORDER (Action)

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

2. School Improvement Plans

a. General Information (Information)

Presenter: Paul Harvey

SIP FALL Board Study Session.pdf (p. 3)

b. Steilacoom High School (Information)

Presenter: Mike Miller

SIP 20172018 SHS.pdf (p. 6)

c. Pioneer Middle School (Information)

Presenter: JoAnne Fernandes

SIP 20172018 PIO.pdf (p. 12)

d. Saltar's Point Elementary School (Information)

Presenter: Alex Clauson

SIP 20172018 SP.pdf (p. 17)

e. Chloe Clark Elementary School (Information)

Presenter: Gary Yoho

SIP 20172018 CC.pdf (p. 23)

f. Cherrydale Primary School (Information)

Presenter: Ryan Douglas

SIP 20172018 CD.pdf (p. 29)

g. Anderson Island Elementary School (Information)

Presenter: Susan Greer

SIP 20172018 AI.pdf (p. 32)

3. ADJOURNMENT (Action)

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: 10/11/2017

Strategic Focus Area

☒ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

School Improvement Plans (SIP)

The attached School Improvement Plans provide an overview of the priorities and planned actions by our schools for the coming school year. English Language Arts, mathematics, and addressing achievement gaps are included in the form of goals and action steps. This is the second year of implementing the i-Ready Diagnostic Assessment program in grades K-8. The i-Ready program provides benchmark assessments at the beginning of the school year, mid-year, and end-of-year. The i-Ready program allows schools to monitor student progress on a regular basis. The i-Ready program's high correlation to state assessments will give K-8 staff specific data to help drive teaching and learning decisions. The School Improvement Plans are working documents that are adjusted as new data is collected. Action steps are broken down even further by grade level or content areas to address student growth at the classroom level. The attached i-Ready guide is available to teachers and administrators for references and can inform SIP development. The attached acronym list is produced to help

RECOMMENDED ACTION:

Information only.

Report prepared by:
Paul Harvey, Executive Director of Student Achievement
Nancy McClure, Executive Director of Safety and Intervention
School Principals

i-Ready CHEAT SHEET
Class Profile Report (Reading)

What this report tells you: This report tells you what instructional needs your class has in Reading, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students. The Reading version of this report is identical to the Math version except it contains scale scores and placement levels for reading domains.

Intended use(s): For Planning Instruction

When to use it: When first planning instruction after an administration of the Diagnostic Assessment



Click the "Print/Save" button to print or save a PDF version of any report.

1. **Average Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment.
2. **Student Placement Distribution:** How many of each of your students are below, on, or above level.
3. **Overall Scale Score:** Scale score on the selected Diagnostic Assessment for all Reading domains.
4. **Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment.
5. **Overall Placement Key:** Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.
6. **Placement by Domain:** Grade-level student was placed at for each subject domain.
7. Use the ↑↓ symbol to sort scores by overall or domain placement level.
8. **Test Duration Alert:** You may see a symbol like this when reviewing a student's performance on the most recent test. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.

TIPS

- Use the Student Profile Report if you'd like to get a closer look at an individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.

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.
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.
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.
SBA	Smarter Balanced Assessment. The state-required tests in mathematics and English Language Arts used since 2015. Taken in the spring of each year.
SEL	Social Emotional Learning. The intentional teaching and learning which provides social and emotional support to students in order to be successful in school.
$(SER)^2$	The Math Science Partnership grant. A three year partnership won by our district and shared with Eatonville and Rochester with the purpose of improving content knowledge and pedagogy in mathematics and science for teachers in grades 6-12.
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.

Steilacoom High School SIP 2017-2018

Enrollment: 1041	Free/Reduced Lunch: 20%	ELL: 1%	Special Ed: 9%

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%.

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.

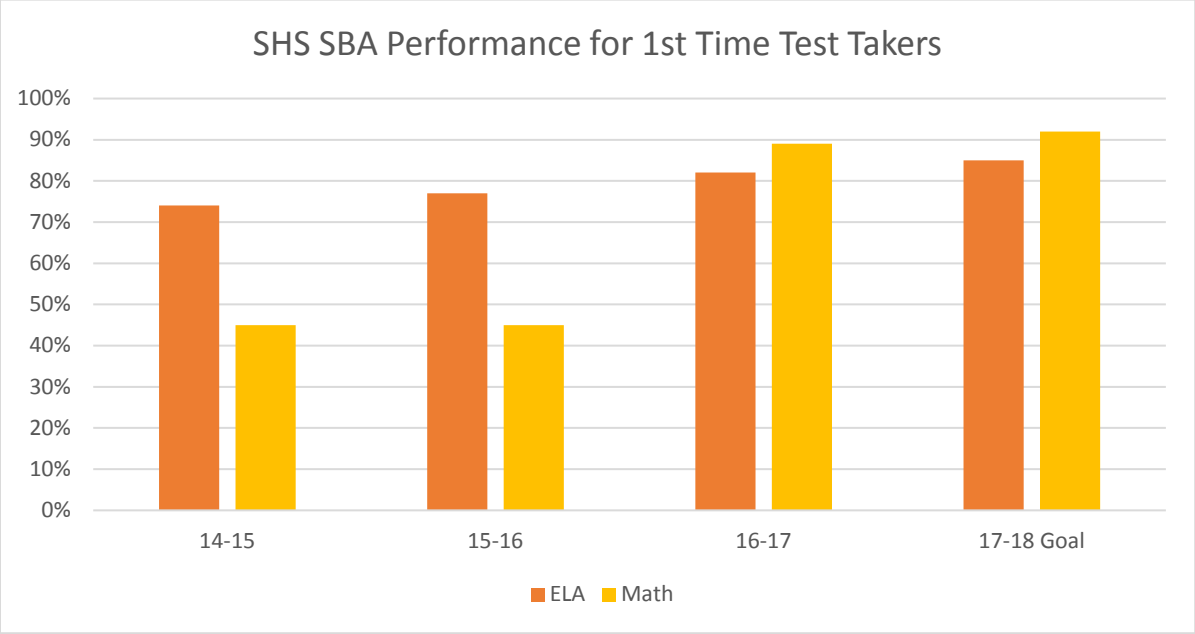
Action Steps:

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

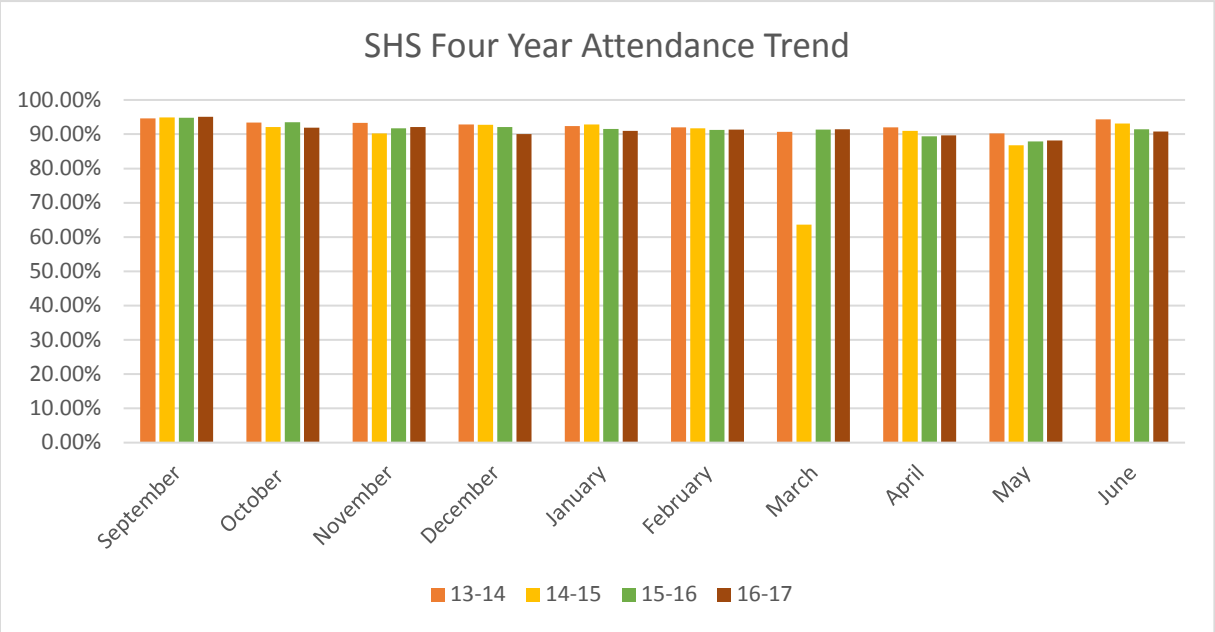
Building Goal 2: Student Management Focus
Goal: The daily student attendance rate will increase from 89% to 92% as defined as 'on-time daily attendance'.
Rationale: Increased attendance will benefit the whole student by increasing achievement in the classroom, as well as increasing involvement in school 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. • Use the sandwich board at student drop-off to communicate the daily attendance rate to parents. • Strengthen attendance management protocols. • Install and use countdown clock to inform students how many minutes until school starts. • Increase counselors' role in collecting and monitoring student data.

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.
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. • Increase the role of the counselors in the RTI process. • Add intervention system for second-time test takers. • Use i-Ready with students behind grade level (special education department). • Pilot the Edgenuity (credit recovery) program for students performing below standard.

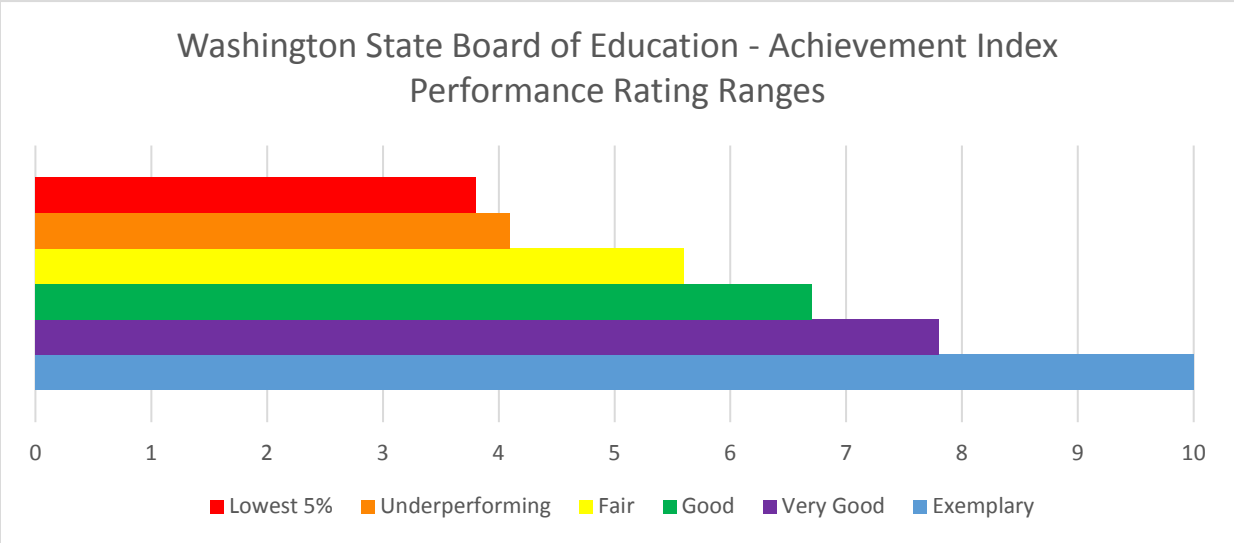
Goal: Smarter Balanced Assessment passing rate for first-time test-takers. ELA, from 82% to 85%. Math, from 89% to 92%.

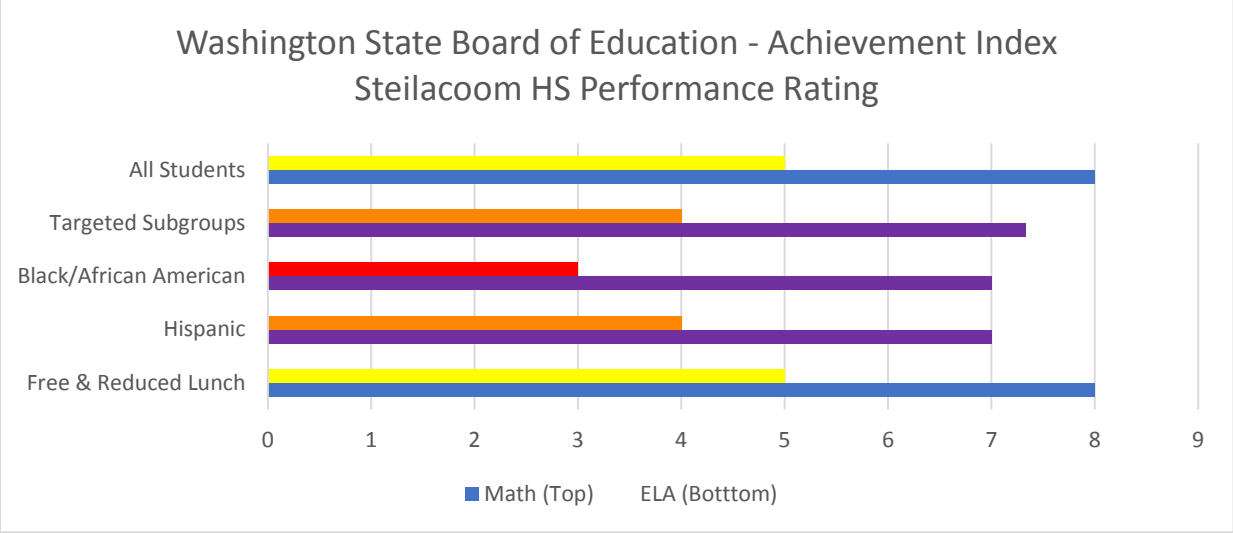


Goal: The daily student attendance rate will increase from 89% to 92% as defined as 'on-time daily attendance'.



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.





Pioneer Middle School SIP 2017-2018

Enrollment: 762	Free/Reduced Lunch: 23%	ELL: 1%	Special Ed: 11%

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 6th grade scored at or above grade level in reading.
- Fall 2017, 54% of 7th grade scored at or above grade level in reading.
- Fall 2017, 59% of 8th grade scored at or above grade level in reading.

- For Winter 2018, 52% of 6th grade will score at or above grade level in reading.
- For Winter 2018, 59% of 7th grade will score at or above grade level in reading.
- For Winter 2018, 64% of 8th grade will score at or above grade level in reading.

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.
- 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 PLC's at Work Continuum by self-assessing with team to set goals.
- Utilize i-Ready to support student achievement in targeted areas.
- Provide professional learning on creating/designing common assessments.
- Work collaboratively with colleagues in PLC's to develop instructional plans and formative assessments focused on targeted ELA/Literacy standards.
- Implement individual and small-group interventions based on i-Ready progress monitoring data by the third quarter.

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 6th grade scored at or above grade level in mathematics.
- Fall 2017, 34% of 7th grade scored at or above grade level in mathematics.
- Fall 2017, 21% of 8th grade scored at or above grade level in mathematics. (These are incomplete scores – some teachers are still testing.) (Also, 7th and 8th grade students enrolled in HS level classes – Algebra and Geometry – didn't take i-Ready.)

- For Winter 2018, 54% of 6th grade will score at or above grade level in mathematics.
- For Winter 2018, 39% of 7th grade will score at or above grade level in mathematics.
- For Winter 2018, 26% of 8th grade will score at or above grade level in mathematics.

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.
- Provide time and support for math teachers to participate in year-long professional learning via the $(SER)^2$ grant work with focus on the Habits of Mind and Interaction.
- 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 PLC's at Work Continuum by self-assessing with team to set goals.
- Utilize i-Ready to support student achievement in targeted areas.
- Provide 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.

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)

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)

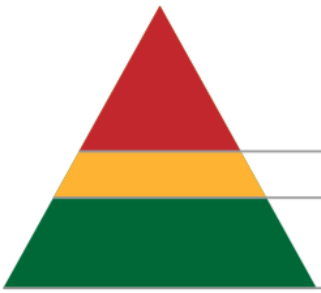
Assessment Tools: Excused and unexcused absences using the Attendance Detail Report in Skyward. Participation rates in extra-curricular activities.

Action Steps:

- Communicate with families the importance of attendance and how to make attendance a priority (newsletter, website, calls home, home visits)
- 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.
- 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.
- 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.

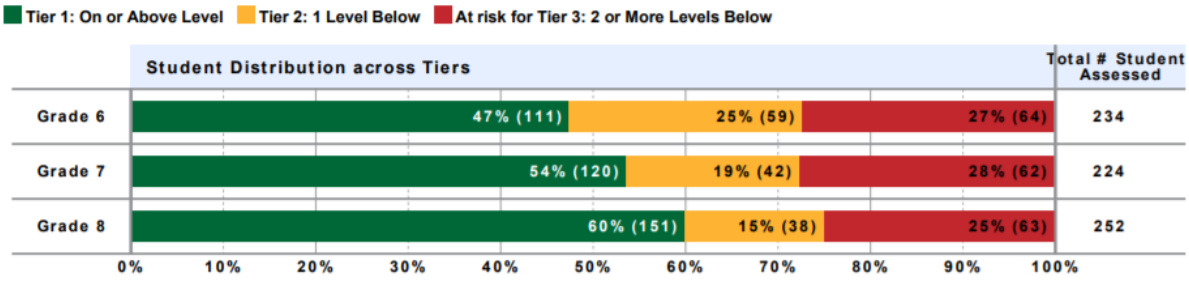
Goal: The total number of students meeting standard in literacy will increase by 5% as measured by the i-Ready assessment tool.

710 out of 757 Students Tested



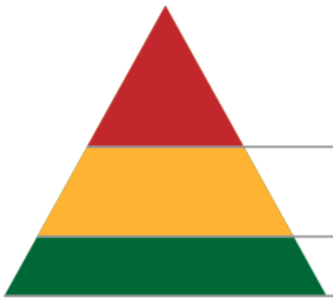
	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	27%	189
Tier 2: 1 Level Below	20%	139
Tier 1: On or Above Level	54%	382

Detail by Grade



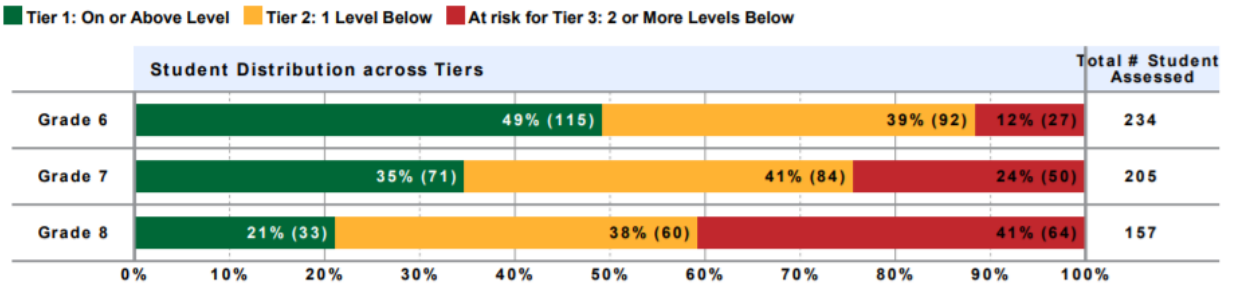
Goal: The total number of students meeting standard in mathematics will increase by 5% as measured by the i-Ready assessment tool.

596 out of 754 Students Tested



	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	24%	141
Tier 2: 1 Level Below	40%	236
Tier 1: On or Above Level	37%	219

Detail by Grade



Saltar's Point SIP 2017-2018



Enrollment: 482	Free/Reduced Lunch: 20%	ELL: 2%	Special Ed: 12%

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, n=245, growth expectancy 15%
- 5th grade, n=216, growth expectancy 20%

	Fall 2017 i-Ready Diagnostic	Projected Winter 2017 i-Ready Growth
4th grade Math	39% on or above grade level	54% on or above grade level
5th grade Math	38% on or above grade level	58% on or above grade level

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
- Ongoing curriculum-based formative and summative assessments

Action Steps:

- Provide release time for teachers to dissect and analyze standardized test stimulus questions.
- Pilot the i-Ready math curriculum.
- Increase i-Ready training specific to the assessment tools, instructional grouping, and reporting.
- Provide release time for partner observations of other teachers to support new staff members.
- 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 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, n=246, growth expectancy 15%
- 5th grade, n=209, growth expectancy 20%

	Fall 2017 i-Ready Diagnostic	Projected Winter 2017 i-Ready Growth
4th grade ELA	39% on or above grade level	54% on or above grade level
5th grade ELA	47% on or above grade level	67% on or above grade level

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
- 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.
- Repurpose morning bus arrival and after school bus lines for students to read their "right-fit book."
- 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.
- Increase i-Ready training specific to the assessment tools, instructional grouping, and reporting.
- Identificaty and focus on "bubble" students to move them quickly from "below standard" to "on or above standard."

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.
- Provide on-going Professional Learning of the Zones of Regulation for classified and certificated staff during ACE time.
- 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.
- 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.
- 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.
- Create a 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.
- Continue our partnership with the Brooks Powers Group to provide observations and student specific plans for self-regulation and thinking strategies.

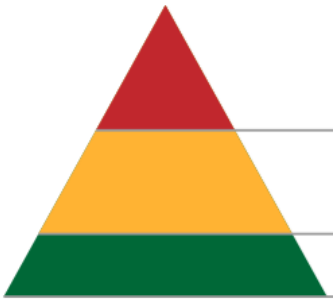
Goal: By winter 2018, the percentage of 4th and 5th grade students on or above grade level will increase as measured by the i-Ready diagnostic assessment.

- 4th grade, n=245, growth expectancy 15%
- 5th grade, n=216, growth expectancy 20%

Fall 2017 Math Diagnostic

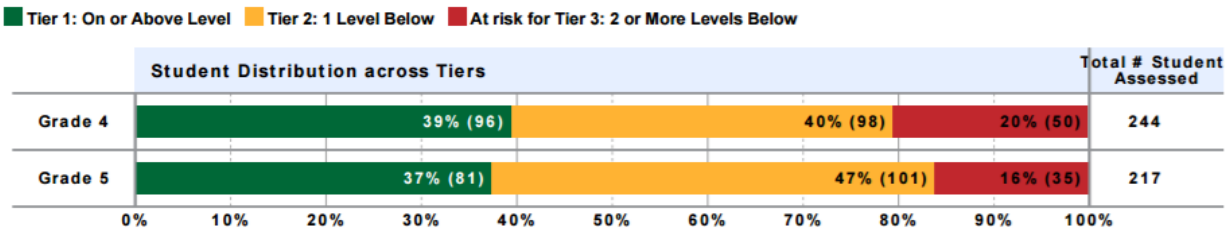
School Summary

461 out of 481 Students Tested



	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	18%	85
Tier 2: 1 Level Below	43%	199
Tier 1: On or Above Level	38%	177

Detail by Grade



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, n=246, growth expectancy 15%
- 5th grade, n=209, growth expectancy 20%

Fall 2017 Reading Diagnostic

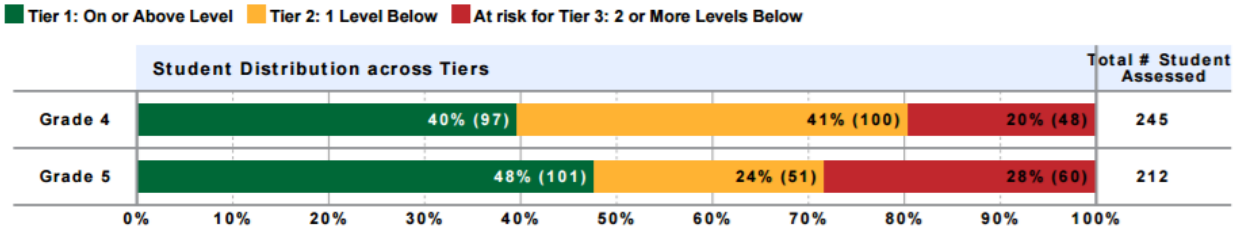
School Summary

457 out of 481 Students Tested



	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	24%	108
Tier 2: 1 Level Below	33%	151
Tier 1: On or Above Level	43%	198

Detail by Grade



Chloe Clark Elementary SIP 2017-2018

Enrollment: 563	Free/Reduced Lunch: 14%	ELL: 6%	Special Ed: 11%

Student Learning Goal 1: Reading

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.

District Strategic Goal: Pre-K to 3rd grade students will show continual growth in all content areas.

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.

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

Action Plan:

- Meet with certificated staff to analyze strengths and challenges from previous years' SBA data.
- Professional learning for i-Ready will continue for staff on our October 13th day.
- Grade level teams 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 diagnostic assessments will get intervention support using i-Ready curriculum 5 days a week.
- Conduct progress monitoring once per month using i-Ready.
- 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.
- Review attendance and discipline data on a weekly basis to provide support to students with excessive absence or social/emotional needs.
- Collaborate on the adoption of an English Language Arts curriculum that supports all students.
- Develop a K-3 literacy plan.

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.

District Strategic Goal: Pre-K to 3rd grade students will show continual growth in all content areas.

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.
- Professional learning for i-Ready will continue for staff on our October 13th day.
- Grade level teams will collaborate three times per month as a Professional Learning Community during ACE days .
- 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.
- Utilize technology teacher to improve students' computer skills when taking online assessment.
- Review attendance and discipline data on a weekly basis to provide support to students with excessive absence or social/emotional needs.

Opportunity Gap Goal

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

District Strategic Goal: Students in targeted subgroups will show growth toward closing and eliminating achievement gaps.

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

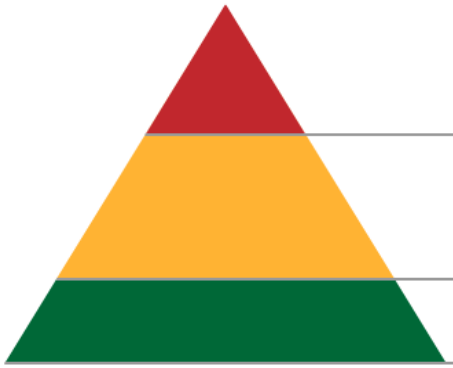
risk for developing reading disabilities.

- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).
- 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).
- 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.
- 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).

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.

School Summary

413 out of 563 Students Tested



	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	13%	54
Tier 2: 1 Level Below	45%	187
Tier 1: On or Above Level	42%	172

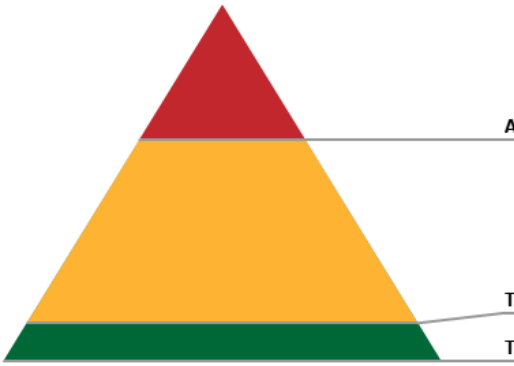
Detail by Grade

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.

School Summary

414 out of 563 Students Tested

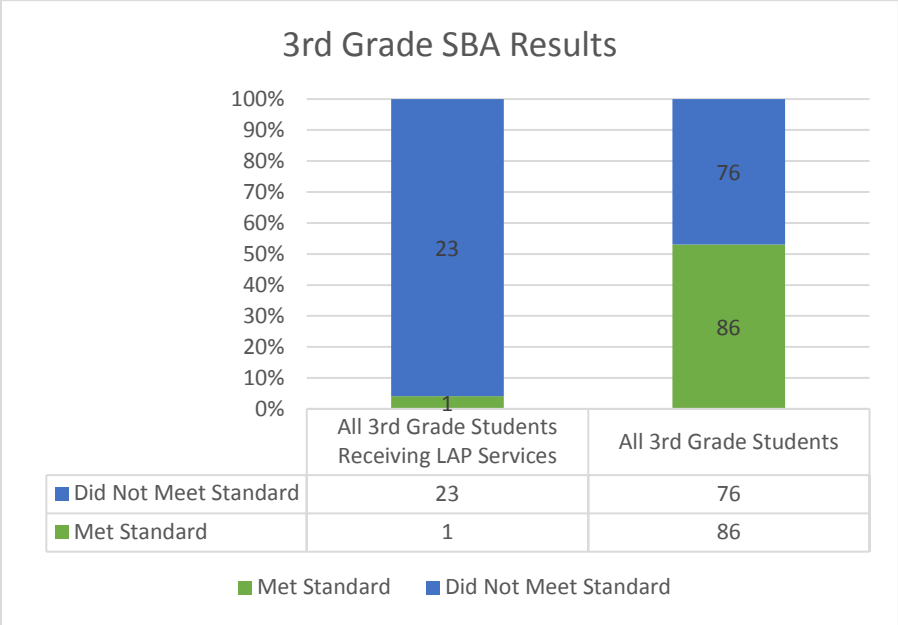


	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	14%	59
Tier 2: 1 Level Below	65%	271
Tier 1: On or Above Level	20%	84

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 3rd grade LAP students who score “proficient” will increase from 4% in Spring 2017 to 50% in Spring 2018 as measured by the ELA SBA.



Cherrydale SIP 2017-2018

Enrollment: 380	Free/Reduced Lunch: 37%	ELL: 3%	Special Ed: 13%

Student Learning Goal 1: Reading

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.

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:

- 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.
- 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.
- 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.
- Develop intervention and support staff schedules around core reading instruction, ensuring all students have access to the core.

Student Learning Goal 2: Reading

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.

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:

- 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.

- 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.
- 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.

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.

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.
- Develop intervention and support staff schedules around core reading instruction, ensuring all students have access to the core.
- Develop a positive reinforcement system to increase student attendance and decrease tardies.
- Create additional interventions that support the acquisition of identified essential learning standards (working lunch, before and after-school intervention).

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.

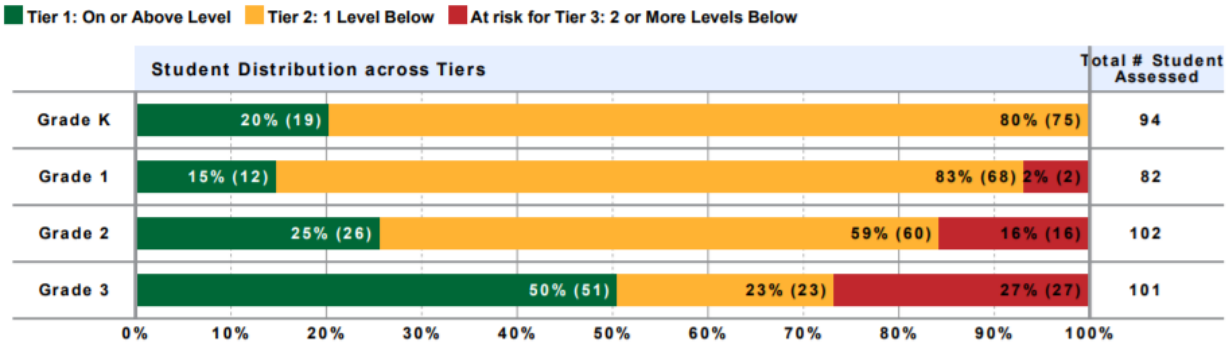
Goal: The total number of students at Cherrydale scoring “At Risk” in reading as measured by the i-Ready assessment tool will decrease from 12% to 6% by May, 2018.

379 out of 380 Students Tested



	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	12%	45
Tier 2: 1 Level Below	60%	226
Tier 1: On or Above Level	28%	108

Detail by Grade



Anderson Island SIP 2017-2018 

Enrollment: 36	Free/Reduced Lunch: 58%	ELL: 0%	Special Ed: 14%

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.

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.
- Identify and develop instructional groups and lessons to provide focused student interventions.
- Design after school intervention program to address identified individual student needs.
- 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.

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.

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.
- Identify and develop instructional groups and lessons to provide focused student interventions.
- Design after school intervention program to address identified individual student needs.
- 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.

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.

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.

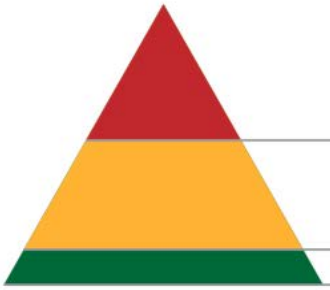
Assessment Tools: Daily attendance reports.

Action Steps:

- Communicate w/parents through newsletter.
- Converse with parents during individual student conference.
- Employ a practice of confirmed parent communication.
- Facilitate importance of attendance during Open House.
- Use quarterly Principal Coffee Chats with families to address this goal.
- Give students the opportunity to participate in State-wide poster contest to promote awareness.

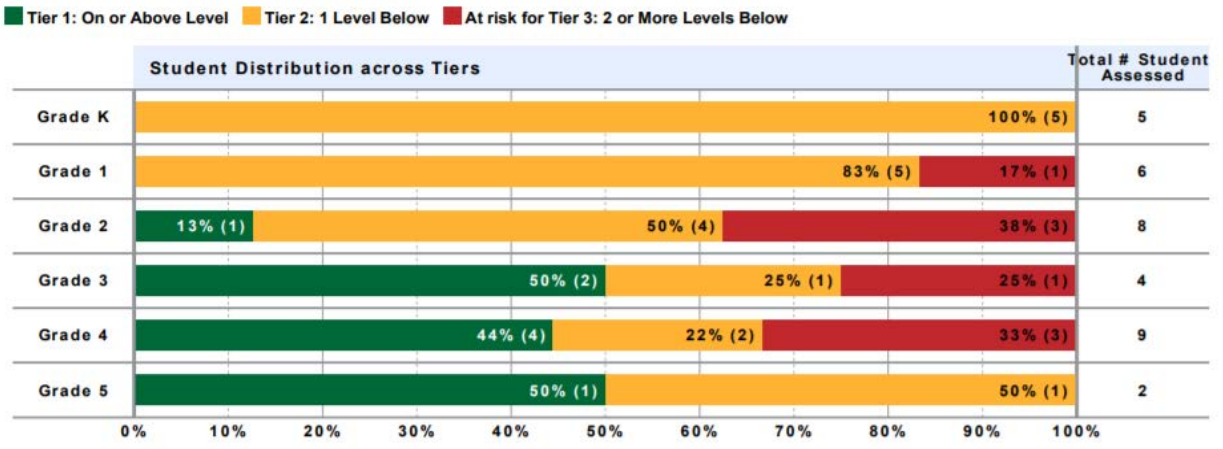
Goal: By June 2018, the number of K-5 students meeting grade level standard in Reading will increase by 25% as measured by i-Ready.

34 out of 36 Students Tested



	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	24%	8
Tier 2: 1 Level Below	53%	18
Tier 1: On or Above Level	24%	8

Detail by Grade



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.

34 out of 36 Students Tested



	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	18%	6
Tier 2: 1 Level Below	65%	22
Tier 1: On or Above Level	18%	6

Detail by Grade

