



## Study Session of the Board of Directors

Pioneer Middle School Library 1750 Bob's Hollow Lane DuPont, Wa

4/12/2017 06:00 PM

### 1. CALL TO ORDER

(Action)

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

### 2. TOPIC FOR BOARD DISCUSSION

#### a. School Improvement Plan Updates

(Discussion)

Presenter: Paul Harvey and Principals

[School Improvement Plan Updates Intro.pdf \(p. 2\)](#)

[Anderson Island SPRING UPDATE.pdf \(p. 5\)](#)

[Cherrydale SPRING UPDATE.pdf \(p. 9\)](#)

[Chloe Clark SPRING UPDATE.pdf \(p. 14\)](#)

[Saltar's Point SPRING UPDATE.pdf \(p. 18\)](#)

[Pioneer Middle SPRING UPDATE.pdf \(p. 22\)](#)

[Steilacoom High SPRING UPDATE.pdf \(p. 29\)](#)

### 3. ADJOURNMENT

(Action)

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 4/12/2017

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

### **School Improvement Plans (SIP)**

Attached to this document are the school improvement plans from each of our buildings. This spring update includes narrative comments from the school on the action steps for each goal set last fall.

i-Ready is our online assessment program that is aligned to state learning standards. It enables staff to see student needs and progress throughout the school year.




i-Ready Diagnostic Assessment is being used K-8 for benchmarks at the beginning of the school year, mid-year and end-of-year. In addition, schools will be able to progress monitor students on a regular basis.

i-Ready's high correlation to state assessments will give K-8 staff specific data to drive teaching and learning. 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 SIP Key below relates to i-Ready charts only.

The attached class profile report for reading is an example of one of the reports teachers and administrators can access to inform the SIP.

### **Graphs for i-Ready Diagnostic Assessments**

-  Tier 3: At risk > one grade level below
-  Tier 2: one grade level below
-  Tier 1: on or above grade level

## **RECOMMENDED ACTION:**

Informational only.

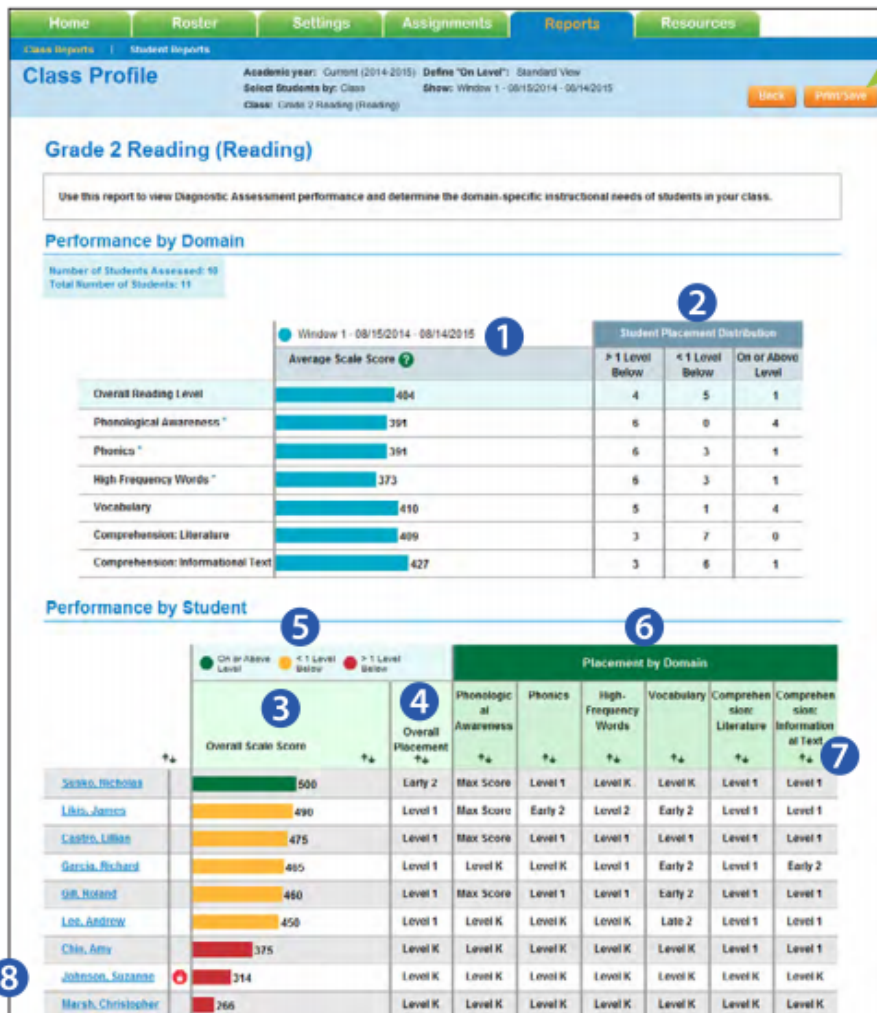
### **Report prepared by:**

Paul Harvey, Executive Director of Teaching and Learning; Nancy McClure, Executive Director of Assessment and Intervention; Mike Miller, Principal, SHS; JoAnne Fernandes, Principal, PMS; Alex Clauson, Principal, Saltar's Point; Susan Greer, Principal, Anderson Island; Ryan Douglas, Principal, Cherrydale; Gary Yoho, Principal, Chloe Clark

**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.

8

**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 and learning improvement work.
CBA	Classroom-Based Assessments. One of two types: (a) Teacher-designed assessments for given content, or (b) state-required examinations in specific content: social studies, the arts, physical education, and educational technology.
CCSS	Common Core State Standards. Adopted by forty-two states as the standards for reading and math. These are the standards for Washington State in those areas.
CEE	Center for Educational Effectiveness. This is a survey we have issued to the Steilacoom community including teachers and parents that measures our school district along nine characteristics of high-performing schools.
ELL	English Language Learners: Non-native speakers of English. Identified by the WELPA test. Students who qualify get additional English instruction by ELL staff.
EOC	End of Course examinations. Given to students in high school courses, they measure whether students master content in math and science. Tied to graduation requirement with SBA and other measures. Expected to be phased out with SBA and NGSS implementation.
Free and Reduced Lunch (F/R)	An indicator of poverty in the district. Students who qualify for F/R lunch get reduced or free meals at school. Funding is also allocated based on this figure in programs such as Title I. It is also a sub-population which state and federal bodies review for progress.
i-Ready	The assessment tool introduced in 2016-2017 used by all K-8 teachers for the purpose of monitoring progress in reading and math and predicting success on the state assessments.
IXL	An online program for math practice for students subscribed by the district.
PL	Professional Learning. Events at school and outside of school for educators to learn as adults with the intent of improving teaching and learning in schools.
PLC	Professional Learning Community: Any collection of educators who gather for the purpose of learning together in service of improving teaching and learning. Usually assembled by grade level or content, but can be across grades and subjects.
RTI	Response to Intervention. The multi-tiered plan to help students with learning and behavior based on level of need.
SBA	Smarter Balanced Assessment. A battery of tests given to students grades 3-11. Successful mastery is required for graduation. Results by grade level indicated how many students meet state standards in ELA and math.
SBGPP	Standards-Based Grading Pilot Project. At SHS, a group of teachers looking at grade book configurations to reflect standards-based learning.
(SER) <sup>2</sup>	The Math Science Partnership (US Department of Education) grant won by our district. It serves our teachers and principals in math and science through a series of professional learning events. (SER) <sup>2</sup> is Steilacoom Eatonville Rochester: Soaring toward Educational Rigor. TDG is the Teacher's Development Group, which is providing training to our teachers.
SIP	School Improvement Plan. The annual plan that guides the school leadership and instructional staff regarding priorities for learning improvement. Presented to board of directors in the fall and the spring of each school year.
Leadership Team	Leaders who guide instructional work and monitors SIP progress. Buildings may name it SIT, Leadership Team, Data Team, or TILT.
TAP	Teacher Assistance Program. Coaching provided to new teachers and others by request with the aim of strengthening practice and promoting retention of staff.
WSLS	Washington State Learning Standards. The State as Washington has selected CCSS as the state learning standards.

# Anderson Island Elementary



Enrollment: 36	Free/Reduced Lunch: 62.0%	ELL: 0.0%	Special Ed: 16.0%
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## Student Learning Goal 1: Reading

Goal: By June 2017, 80% of our students will meet grade level proficiency in phonics and comprehension of informational text and literature as measured by Washington State Learning Standards-aligned i-Ready benchmark assessments.

District Strategic Goal:

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

**TL2: Ensure early learning success through ongoing interventions, Pre-K through 3<sup>rd</sup> grade.**

## Student Learning Goal 2: Mathematics

Goal: By June 2017, 80% of our students will meet grade level proficiency in mathematics as measured by Washington State Standards-aligned i-Ready benchmark assessments.

District Strategic Goals

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

**TL2: Ensure early learning success through ongoing interventions, Pre-K through 3<sup>rd</sup> grade.**

Action Steps:

- Working with our Title I teacher, instructional groups and lessons are being developed to provide focused student interventions.  
*Instructional groups were set up in September using the i-Ready benchmark assessment. Group and individual lessons are modified to meet student needs.*
- Students identified as being one level below grade level will participate daily in small group interventions. Students who are two levels below grade level will work individually with staff on a daily basis for intensive interventions.  
*Small group and individual interventions began in September and are adjusted to meet student needs.*
- After school intervention program using i-Ready is being designed to address identified individual student needs.  
*Students in grades K-2 have participated in a six-week program. Students in grades 3-5 will begin program after Spring Break.*

*Upon review of data, staff determined the greater need for after school programming was in the content area of reading. In-class math instructional groups and individual intensive interventions have increased student achievement.*

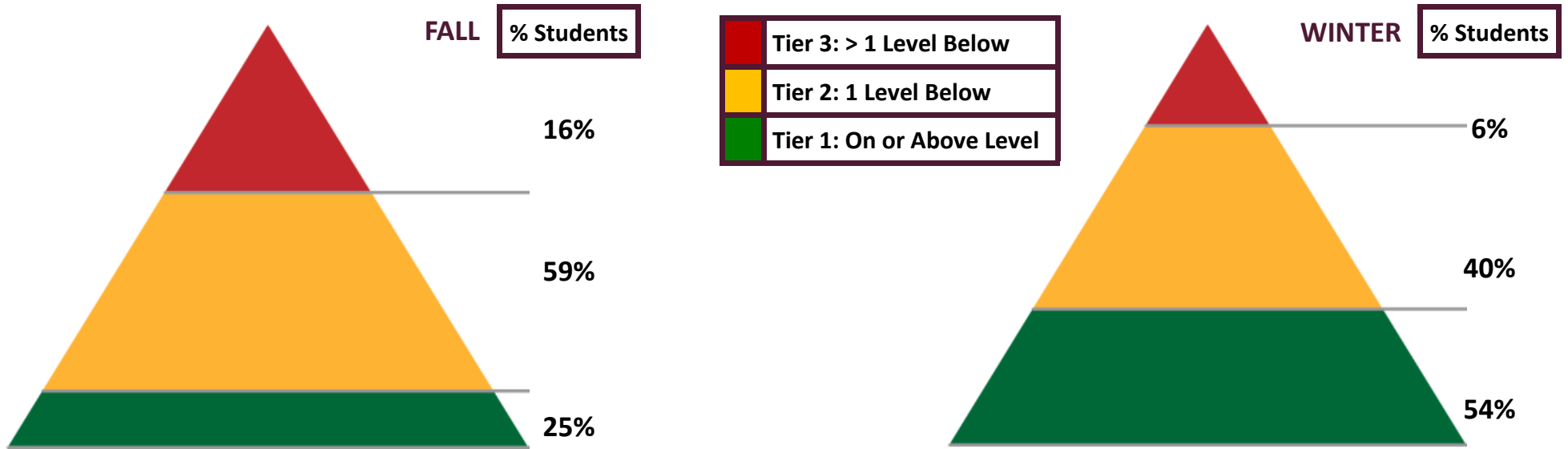
- Teachers will conduct formative assessments daily to monitor student progress.  
*Teachers have developed and implemented daily monitoring techniques and strategies, such as the use of exit tickets.*
- i-Ready and classroom based assessment data will be collected monthly to monitor the intervention progress.  
*Teachers are collecting individual data to monitor student growth.*
- The building Data Team will meet monthly to review student progress and plan instruction.  
*The Data Team meets monthly to analyze student progress and adjust accordingly.*
- i-Ready benchmark assessments will be conducted three times during the year.  
*Students completed benchmark assessments in September and January, and will take their final assessment in May.*
- Ongoing professional development for staff surrounding i-Ready tool and Data Analysis.  
*Staff members attended professional development training in October 2016 and again in March 2017.*

### Communication Goal

Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

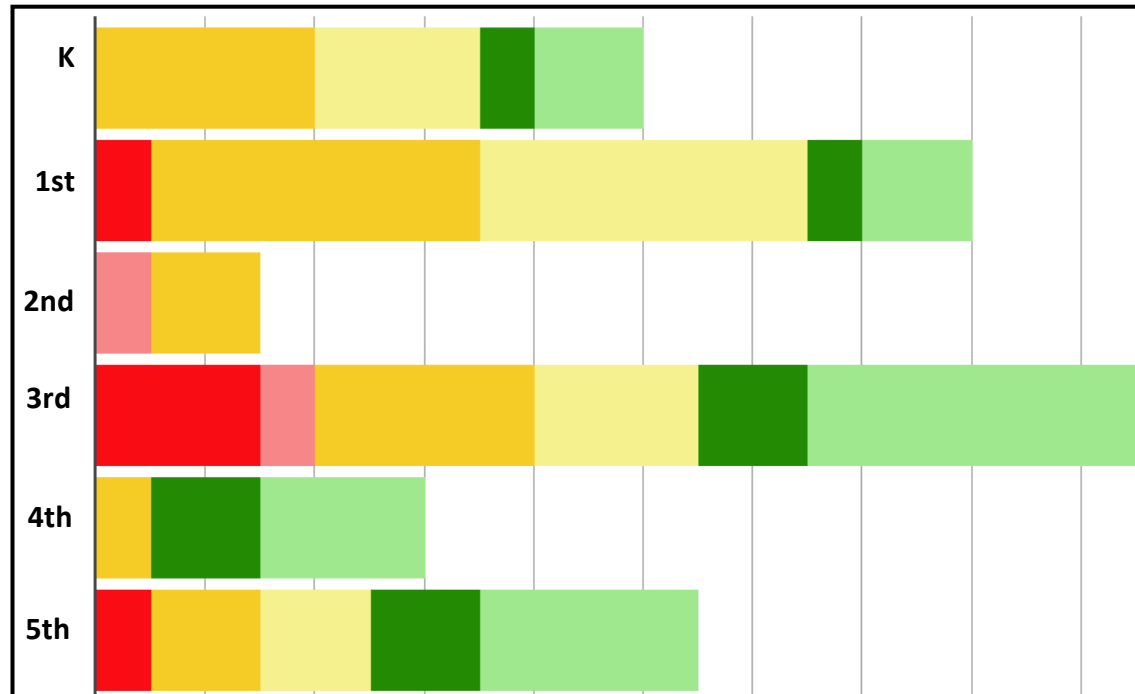
- Weekly communication newsletter to staff, student families and Anderson Island residents that includes a calendar of events, announcements, celebrations, breakfast and lunch menus as well as Booster Club information.  
*Weekly newsletter distribution began in September.*
- Daily communication between teaching staff and families through Class Dojo  
*Teachers use Class Dojo daily to communicate with families. The principal now communicates with families weekly through Class Dojo.*
- Weekly updates to Anderson Island Elementary School website.  
*The website is updated weekly.*
- Monthly Coffee Chats with family and community members used to provide information about school happenings and to address any questions or concerns that may arise.  
*Coffee Chats continue to follow student monthly awards ceremonies.*

# Anderson Island Elementary: School Summary for READING



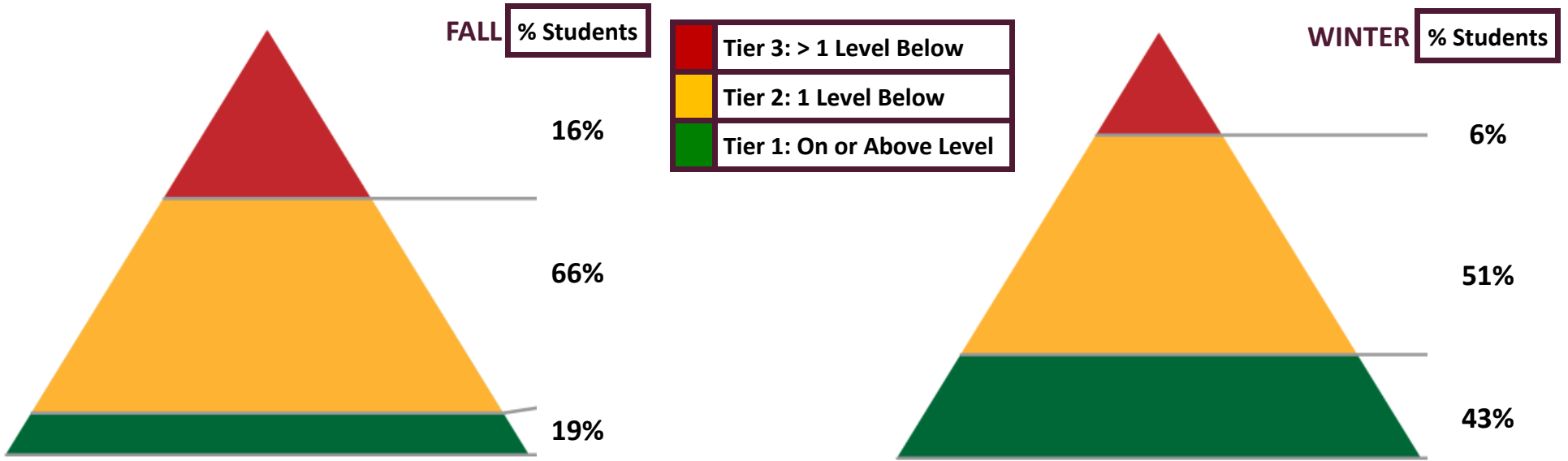
The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment.

The graph is a visual representation of student growth.



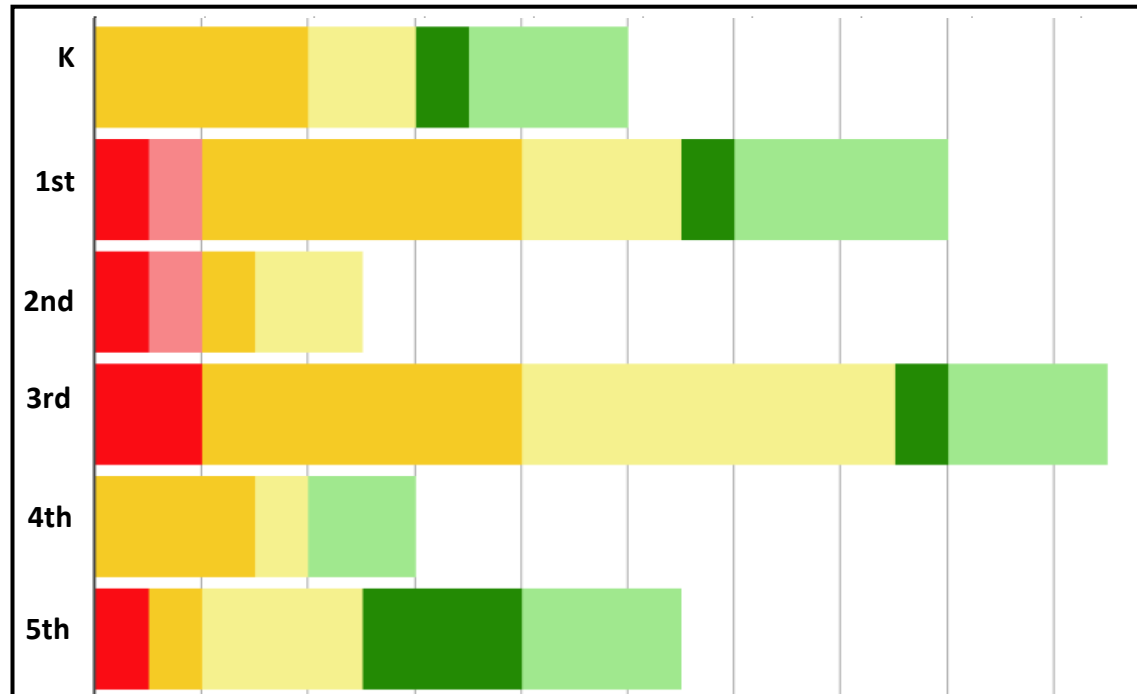
Tier 3	Fall	Red
	Winter	Pink
Tier 2	Fall	Yellow
	Winter	Light Yellow
Tier 1	Fall	Dark Green
	Winter	Light Green

# Anderson Island Elementary: School Summary for MATH



The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment.

The graph is a visual representation of student growth.



Tier 3	Fall	Red
	Winter	Pink
Tier 2	Fall	Yellow
	Winter	Light Yellow
Tier 1	Fall	Dark Green
	Winter	Light Green

# Cherrydale Primary SIP 2016-2017



Enrollment: 376	Free/Reduced Lunch: 37.8%	ELL: 3.4%	Special Ed: 13.2%
<b>Student Learning Goal 1: Reading</b>			
<p>Goal: The percentage of continuously enrolled students (September-May) in third grade scoring at range levels labeled “At or Above Level” range in reading will increase from 51% to 71% as measured by i-Ready in May, 2016.</p> <p>District Strategic Goal  <b>TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</b></p>			
<b>Student Learning Goal 2: Mathematics</b>			
<p>Goal: The percentage of continuously enrolled students (September-May) in third grade scoring at range levels labeled “At or Above Level” range in mathematics will increase from 14% to 74% as measured by i-Ready in May, 2016.</p> <p>District Strategic Goal  <b>TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</b></p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Collectively develop school wide focus areas for the year during August professional development.  <i>The Cherrydale staff, as a whole, identified and committed to building on our strengths (commitment to the whole child, positive climate, integrity &amp; teamwork) and improving our areas of focus (communication, be proactive, clear expectations in all areas) for the 2016-2017 school year.</i></li> <li>• Renewed and continued focus on quality classroom instruction.  <i>As a school team we’ve taken steps this year to ensure consistency in the use of best practices across all grade levels. One way we’ve done this is by dedicating one Ace Day a month to focus our attention on the Danielson framework, we’ve also developed a walkthrough form to collect data regarding consistency of practice amongst teachers.</i></li> <li>• Develop a plan with district instructional coach to facilitate instructional rounds (teachers observing teachers).  <i>The data team, with the help of our school counselor and district instructional coach, developed a plan to provide staff with an opportunity to observe each</i></li> </ul>			

*other. At this time, 100% of our certificated classroom teachers have conducted at least one peer observation.*

- Design, implement, and monitor interventions for all students through the use of i-Ready.  
*i-Ready has proven to be an extremely useful tool for our teachers this year. The program has helped all staff identify needs and make swift adjustments to their instruction. In addition, i-Ready data has prompted two critical building adjustments: we moved up our afterschool intervention start date and we've added Chromebook carts in third-grade to ensure our students were meeting the research recommended instructional usage time of 45 minutes of i-Ready instruction in reading and math.*
- Afterschool intervention program designed to address identified needs.  
*In response to our students who were below level, as identified by the i-Ready assessment, we designed an afterschool intervention program to provide these students with additional access to i-Ready instruction in order to close the gap. The afterschool intervention program currently serves 22 third-grade students twice a week for 55 minutes.*
- Ongoing i-Ready professional development: October 14th and March 10<sup>th</sup>.  
*Unified implementation of the i-Ready program has been a primary focus for us this year. The October 14<sup>th</sup> and March 10<sup>th</sup> dates provided staff with a professional learning opportunity focused on designing and monitoring instruction through the use of this program.*
- Monitor and adjust instruction through the PLC process.  
*Data team meetings continue to be our primary source of student centered collaboration time. This year these teams have met twice a month. These meetings have been critical to ensuring a uniformly deep implementation of the i-Ready program, as well as provide teams with the time to make instructional adjustment to meet the needs of our students who are below, on, or above level.*
- Begin to analyze cohort data identified through i-Ready.  
*i-Ready cohort data will continue to be an important aspect of our school improvement process going forward. This summer our leadership team members will be attending a PLCs at Work conference in Seattle as we look to continue our growth and improvement as a school.*

## Communication Goal

Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

- Parent & Guardian-Weekly communication (The Cheetah Weekly) that includes a calendar of events, announcements, celebrations, PTA information, and a section focused on the “whole child” provided by our counselor is sent to all families.

*Moving from a monthly newsletter to a weekly newsletter has increased our ability to team with families. Throughout the year we’ve seen a steady increase in many of our before, during, and after school activity participation rates.*

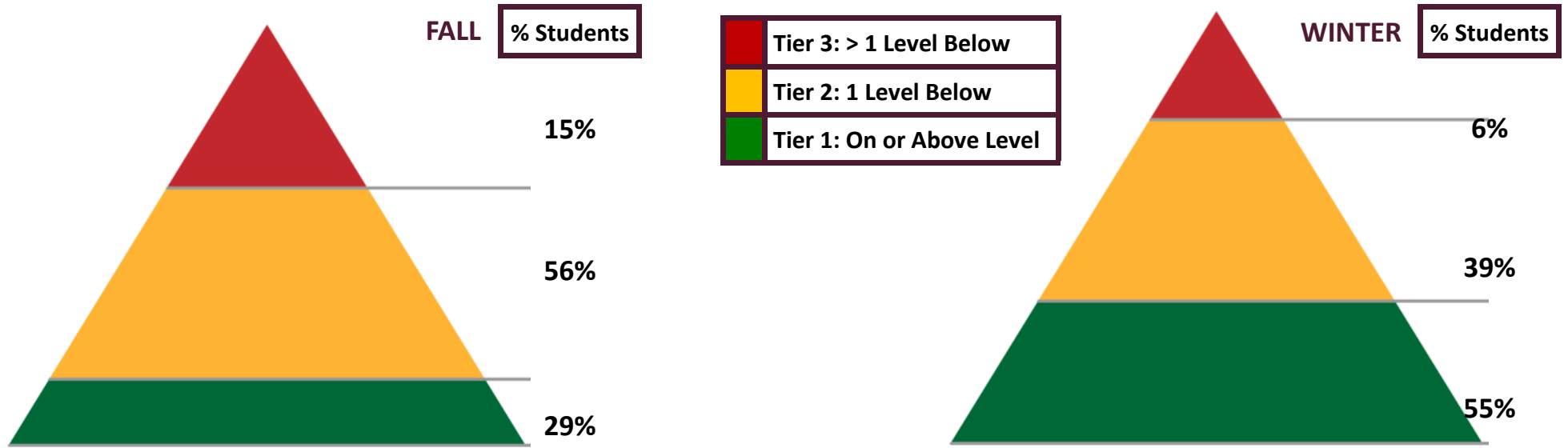
- All Staff-Weekly communication (The Cheetah Weekly) that includes a calendar of events for staff, announcements, instructional highlights, and a “Cheetah Staff Member of the Week” is sent to the entire Cherrydale staff.

*As a staff, we identified proactive communication as an area of growth. The Cheetah Weekly, which goes out to all staff has allowed us to inform, educate, and share with each other in a mindful and proactive way.*

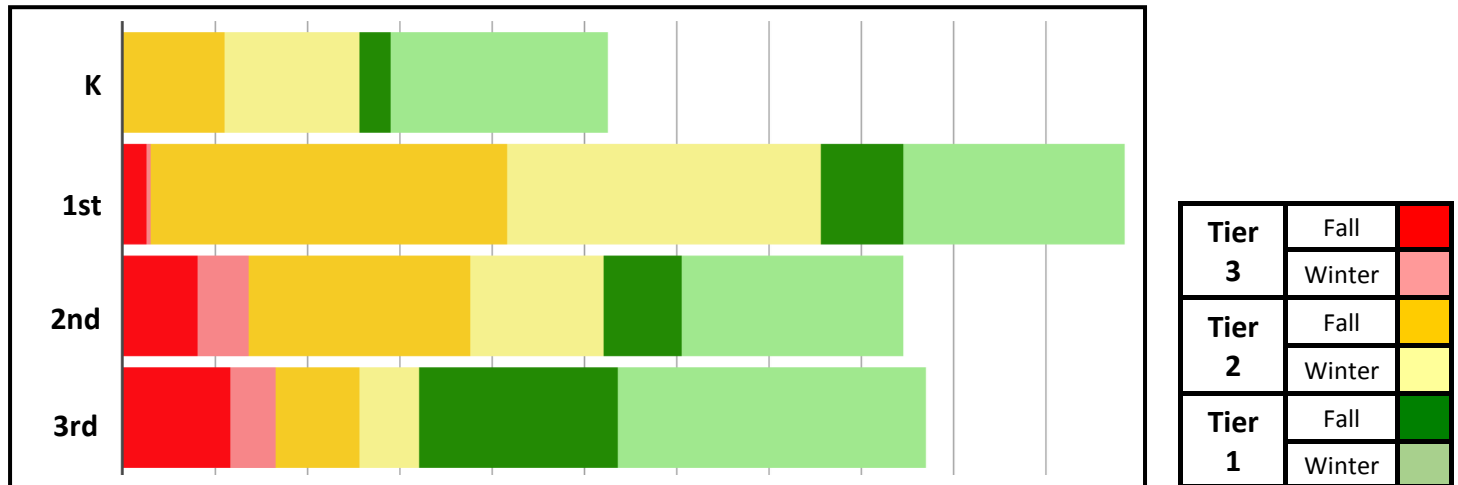
- In addition, staff use the school website, email, and “Thursday Folders” to communicate student progress and other important information to families throughout the year.

*The school website, email, and “Thursday Folders” continue to be productive ways of providing with our families information from groups, teachers, and the principal. In addition to these communication methods we’ve increased our presence on social media with the addition of Twitter and Instagram.*

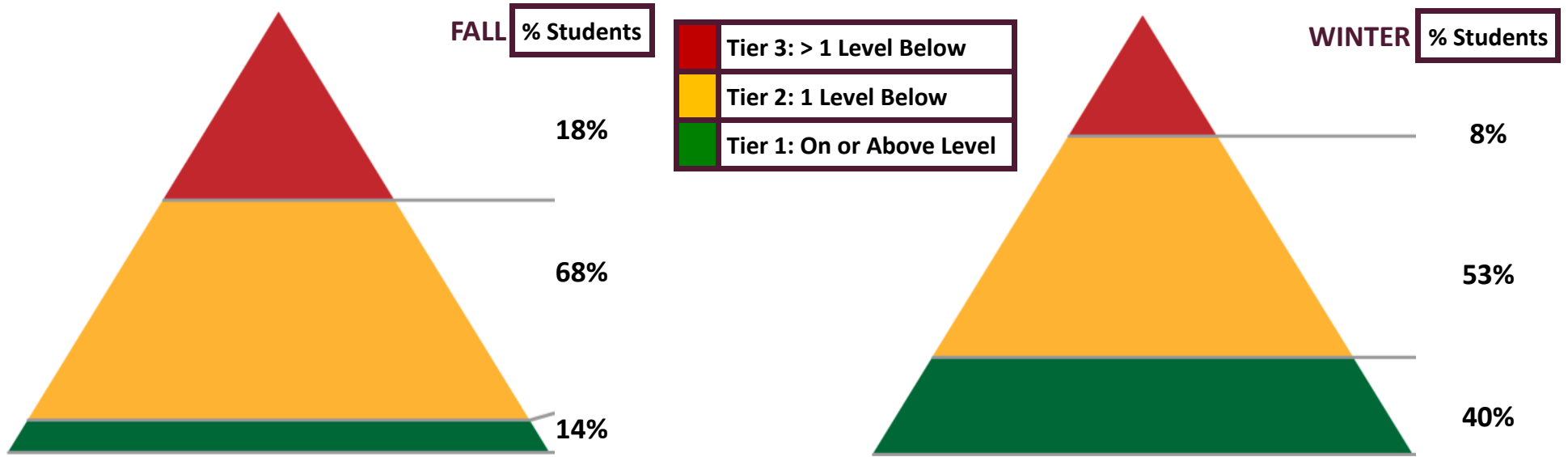
# Cherrydale Primary: School Summary for READING



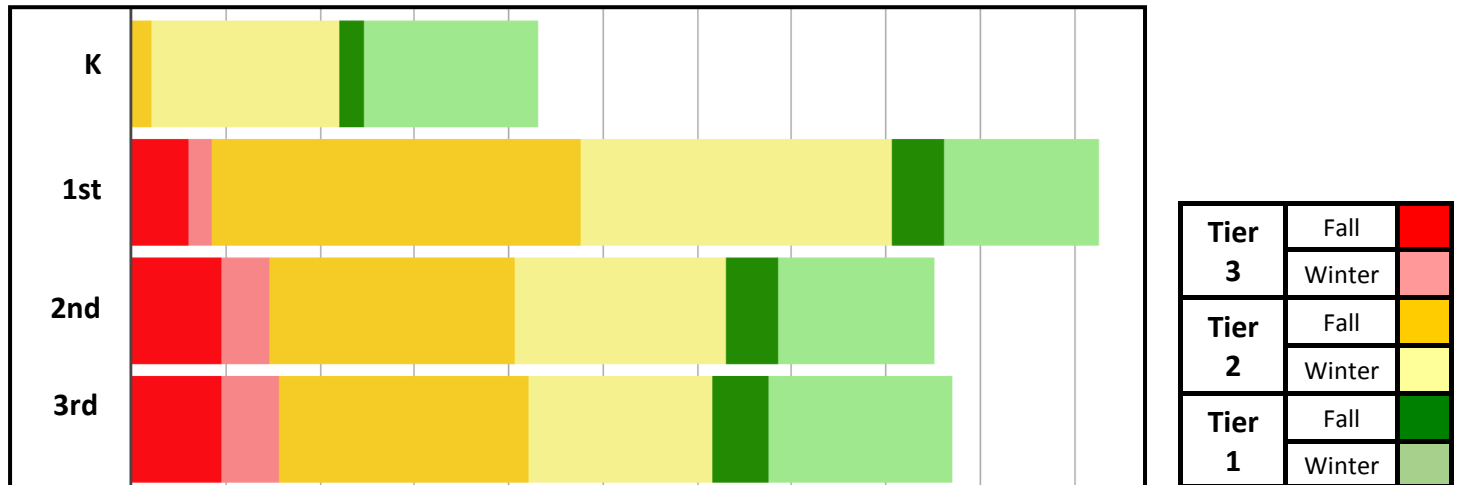
The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.



# Cherrydale Primary: School Summary for MATH



The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.



# Chloe Clark Elementary SIP 2016-2017



Enrollment: 361	Free/Reduced Lunch: 34.3%	ELL: 4.2%	Special Ed: 10.8%
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## Student Learning Goal 1: English Language Arts

Goal: The percentage of 3<sup>rd</sup> grade students meeting standard in English Language Arts (ELA) will increase from 64% in spring 2016 to 67% in spring 2017 as measured by the SBA and progress on the i-Ready assessment tool.

District Strategic Goal

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

## Student Learning Goal 2: Mathematics

Goal: The percentage of 3<sup>rd</sup> grade students who score meet standard in mathematics will increase from 65% in spring 2016 to 68% in spring 2017 as measured by the SBA and progress on the i-Ready assessment.

District Strategic Goal

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

Action Steps:

- Meet with SIT (2x/month) to analyze strengths and challenges from previous years' SBA data.  
*During the fall SIT team meetings, the team compared two years of SBA data to determine strengths and weakness.*
- Communicate strengths and challenges to entire staff through SIT communication to grade levels.  
*During fall staff meeting, the staff broke down weaknesses into grade level standards and discussed plan across grade levels to help students meet the standard.*
- Professional learning for i-Ready will continue for staff on our PL days (October 14 and March 10).  
*Staff were able to increase their knowledge and practical use of i-Ready during these trainings.*
- Grade-level teams will meet during ACE days to determine academic focus based on challenges identified by the SIT.  
*Grade levels teams continue to meet on ACE days using data from both our initial review of the SBA data as well as i-Ready diagnostic assessments and classroom-based assessment.*
- Students who are identified as not meeting proficiency on i-Ready assessments will receive intervention in the classroom by a certificated staff person 4 or 5 days a week.

*Kindergarten, first, and second grade students have been receiving intervention 4 or 5 days a week. Those students who are only getting 4 days a week of intervention have a longer intervention block to add extra minutes of instruction. Third grade has made some adjustments throughout the year on their intervention schedule, settling on 4 days a week of pull-out instruction with our certificated LAP teacher.*

- Classroom teachers will conduct progress monitoring using i-Ready in between benchmark testing to inform progress towards proficiency for students who have not met standard in a particular skill.  
*The most recent i-Ready training helped teachers pinpoint skills where students need attention as well as how to intervene when students who have not met standard on a particular skill. Our second and third grade teachers now have access to Standards Mastery (an i-Ready tool) to assess individual standards.*
- Administrators will monitor the PLC process to ensure teachers are using data from i-Ready and CBAs to inform their instruction using a walk-through protocol.  
*Principals attend grade level PLC's as well as data team leader meetings. Grade level teams also send meeting minutes so that the principals can stay connected when they are unable to attend.*
- Utilize technology teacher to improve students' computer skills when taking online assessment.  
*Our technology specialist uses a typing curriculum across grade levels to teach student's the typing skills they will need as a digital citizen. Each grade level receives tailored instruction on technology skills that will allow them to be progress in their skills each year.*

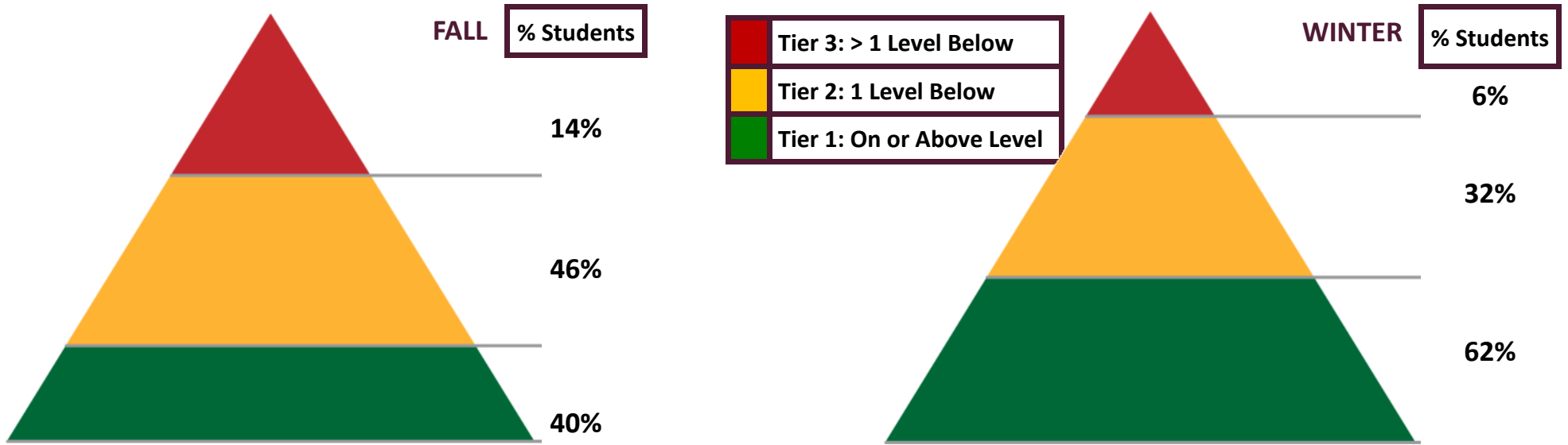
### Communication Goal

Goal: To align with the district's Strategic Plan goal of Family and Community Involvement, our communications plan will pay particular attention to the following steps.

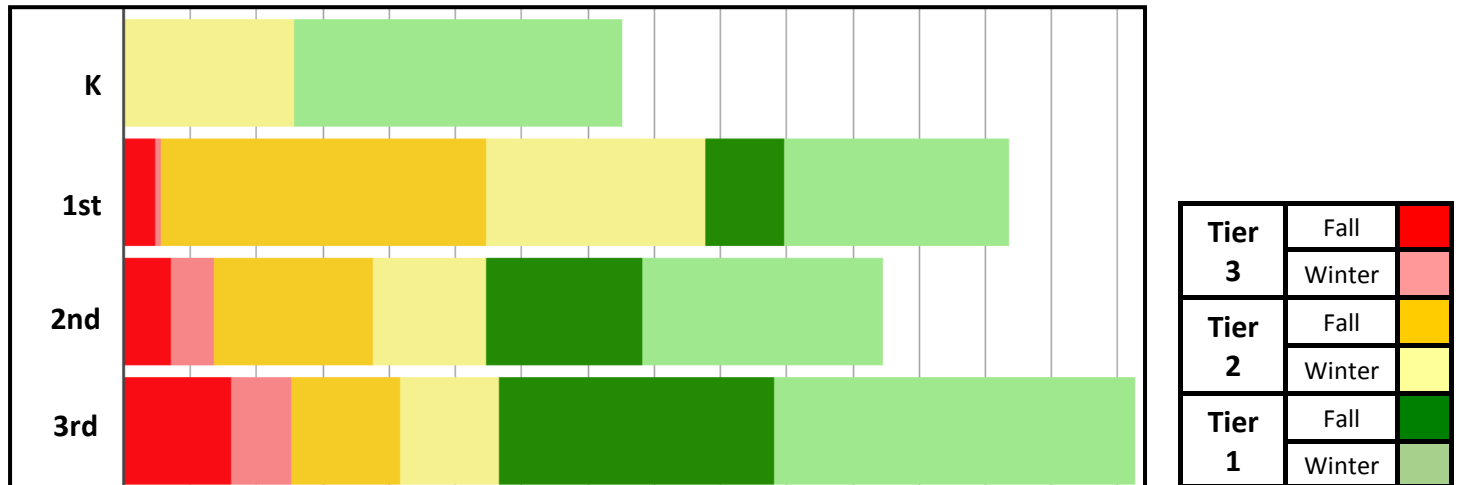
Action Steps:

- Teaching and learning progress in alignment with school improvement planning.  
*As a building, we determined our strengths and weaknesses based on past year's SBA data. Each grade level used this information to choose specific areas to focus on during the ACE days. Each teacher then used the chosen goals to determine classroom, small group, and individual goals for their students.*
- Weekly communications' "briefings" to the local school community.  
*We have successfully implemented a school "Briefing" to the community of DuPont as well as to the Chloe Clark staff that provides school news and highlights. Briefings are placed and archived on our website – and are also on the shared drive (OneDrive) that allows access to them from other buildings and the district office.*

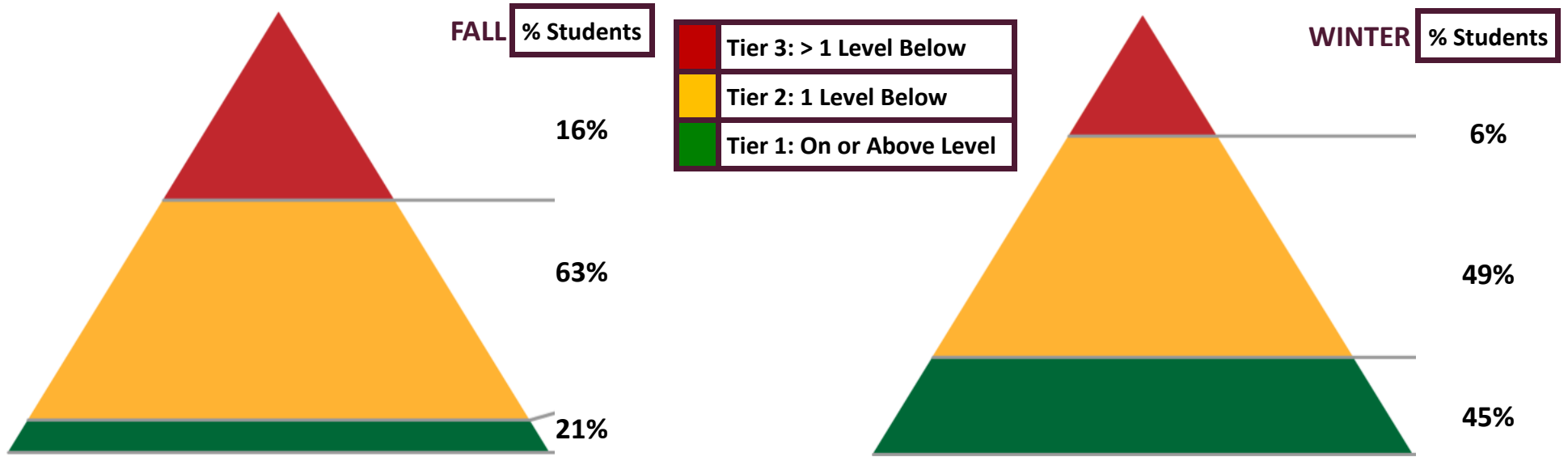
# Chloe Clark Elementary: School Summary for READING



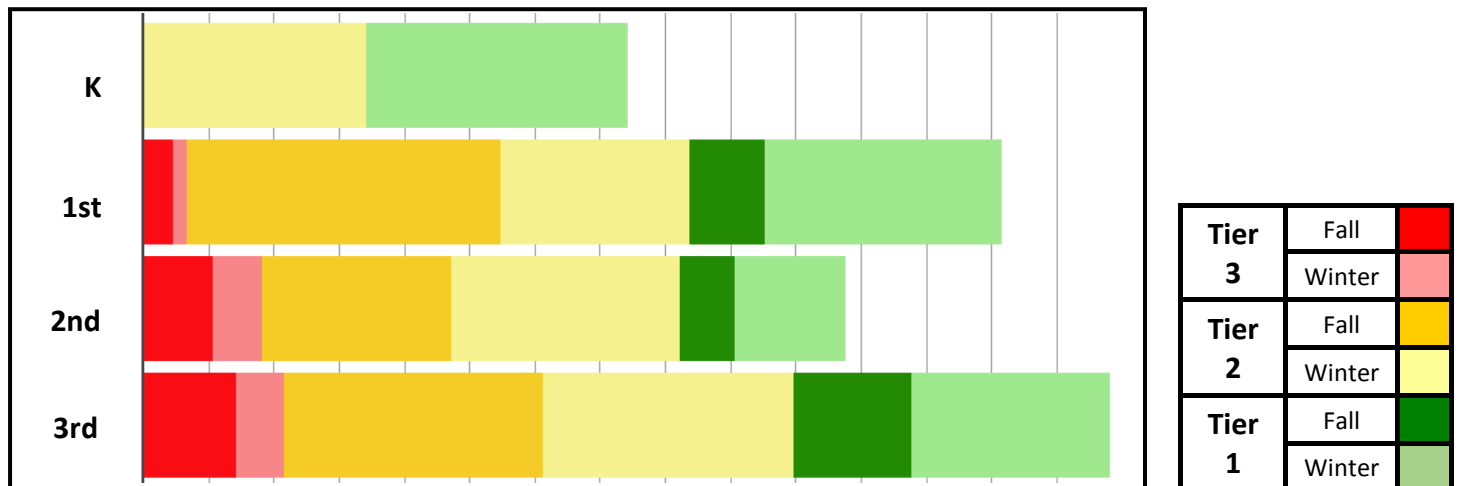
The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.



# Chloe Clark Elementary: School Summary for MATH



The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.





Enrollment: 431	Free/Reduced Lunch: 19.0%	ELL: 2.5%	Special Ed: 11.8%
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**Student Learning Goal 1: Grade 4 Mathematics**

Goal: The total number of 4th grade students meeting standard in mathematics will increase by 5% as measured by the SBA.

District Strategic Goals

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

**TL3: Relevant and accessible professional learning focused on data and student achievement.**

**Student Learning Goal 2: Grade 5 Mathematics**

Goal: The total number of 5th grade students meeting standard in mathematics will increase by 5% as measured by the SBA.

District Strategic Goals

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

**TL3: Relevant and accessible professional learning focused on data and student achievement.**

Action Steps:

- Work collaboratively with colleagues to develop instructional plans and formative assessments focused on targeted standards.  
*Staff have continued to work as collaborative teams to develop instructional plans. Staff has identified targeted standards and incorporated them into their professional growth goals.*
- Utilize i-Ready to support student achievement in targeted areas.  
*Teachers have been using instructional grouping consistently as part of the i-Ready program. Instructional groups have been adjusted based on diagnostic assessment.*
- Implement individual and small-group interventions based on i-Ready progress monitoring data.  
*Teachers have utilized i-Ready reports and data to plan and facilitate individual and small-group interventions. These interventions are focused on areas of needed growth as determined by i-Ready.*
- Utilize the Smarter Balanced interim assessments to progress monitor academic growth and adjust teaching strategies. Teachers will be released for ½ day collaborative scoring calibration and discussion around areas of instructional growth.  
*Teachers spent ½ day in collaborative scoring calibration after administering the Smarter Balanced Interim Math Performance Task. Discussions centered on*

*instructional routines and structures that would support continued student growth.*

- Observe the Math and Science Partnership grant work at the middle and high school professional learning with studio classrooms and coaching in mathematical instructional strategies.

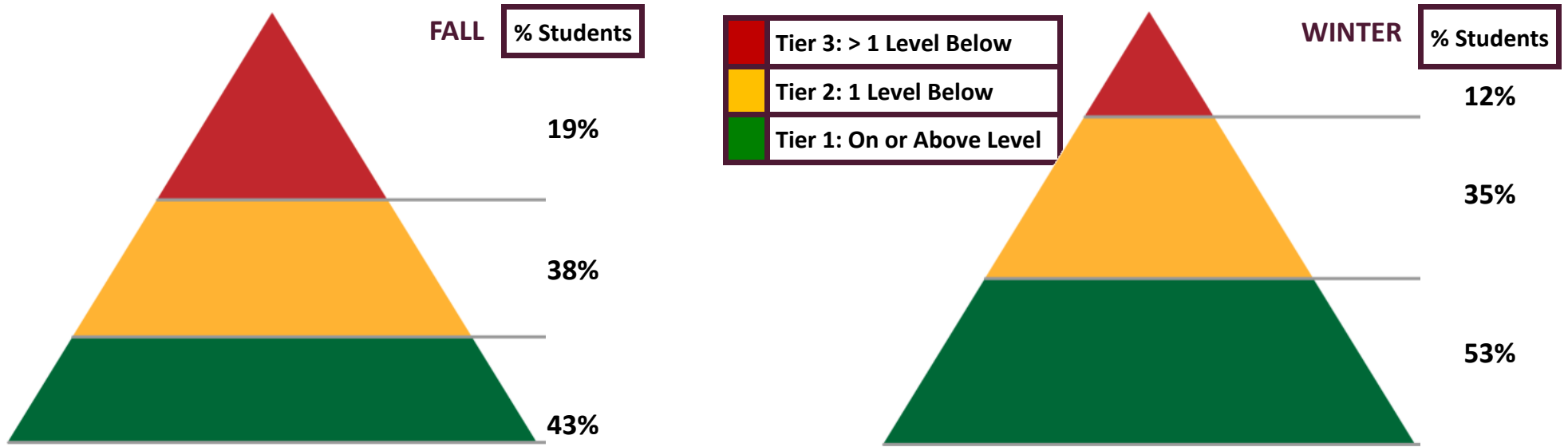
*School administrators, one teacher, and our instructional facilitator have observed a math studio classroom at the middle school and participated in 5 days of training with TDG (Teachers Development Group).*

### **Communication Goal**

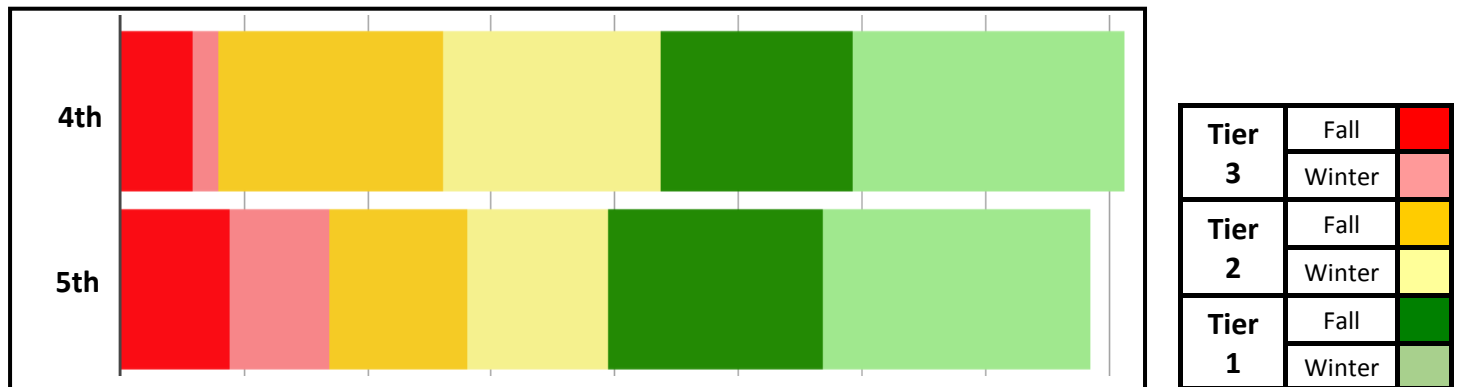
Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

- Saltar's Point communicates weekly with students and families.  
*We have continued to communicate weekly with the school newsletter.*
- Weekly communication highlights classroom activities, important messages, student celebrations and areas where academics can be supported at home.  
*The school newsletter continues to highlight student activities.*
- Saltar's Point staff will use i-Ready to communicate with family's progress monitoring and areas of support on which we are focusing.  
*Staff members have sent home weekly progress monitoring reports, with parents and students setting goals in their math work, monitored by i-Ready.*

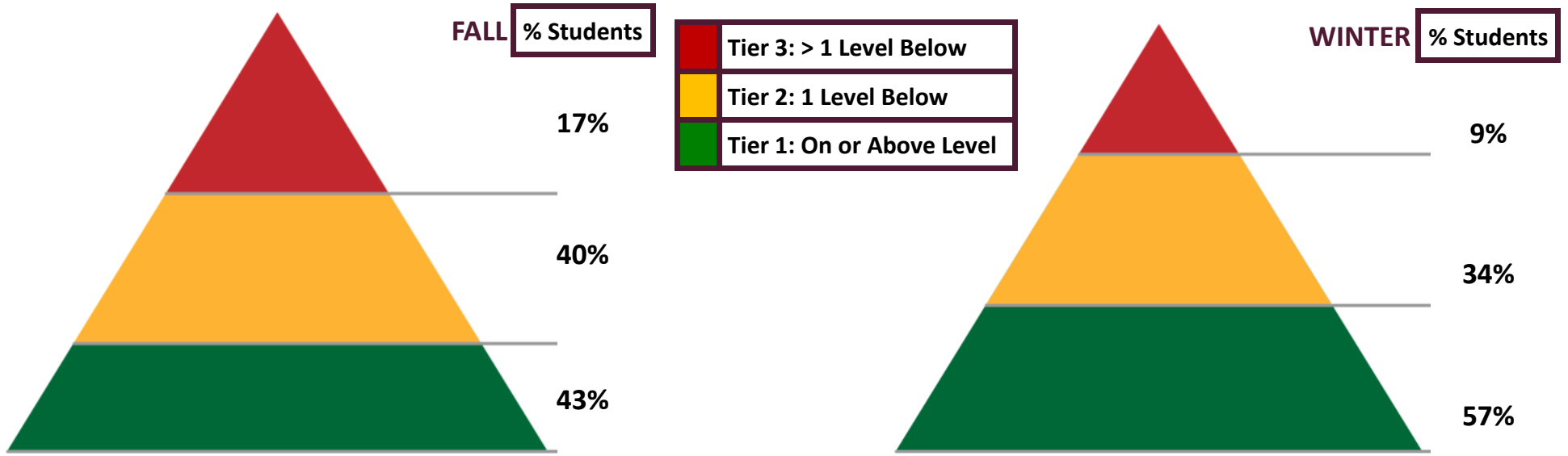
# Saltar's Point Elementary: School Summary for READING



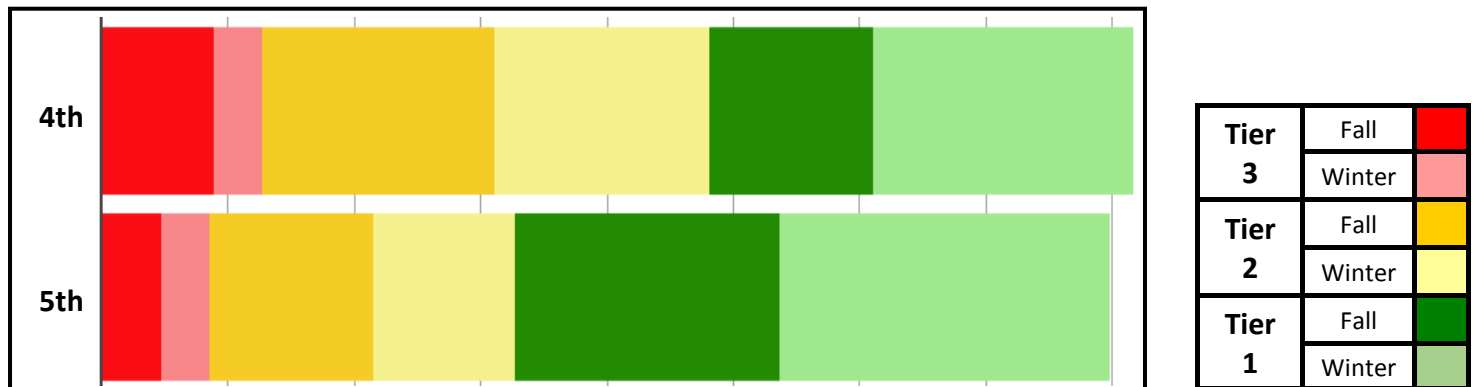
The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.



# Saltar's Point Elementary: School Summary for MATH



The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.



# Pioneer Middle School SIP 2016-17

Enrollment: 808	Free/Reduced Lunch: 22.8%	ELL: 1.8%	Special Ed: 10.1%
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## Student Learning Goal 1: Mathematics

Goal: The total number of students meeting standard in mathematics will increase by 7% as measured by the SBA and progress on the i-Ready assessment tool - Tier 3 statistic.

- 6th grade 55% will meet standard on SBA (last year's 5th grade met standard at 48%)
- 7th grade 64% will meet standard on SBA (last year's 6th grade met standard at 57%)
- 8th grade 66% will meet standard on SBA (last year's 7th grade met standard at 59%)

Additionally, we will focus on students who were Level 2 on the spring 2016 SBA for specific intervention:

- 5th grade = 31% scoring at Level 2
- 6th grade = 25.2% scoring at Level 2
- 7th grade = 26% scoring at Level 2

District Strategic Goal

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards. TL3: Relevant and accessible professional learning focused on data and student achievement.**

Action Steps:

- Math teachers will participate in year-long professional learning via the (SER)<sup>2</sup> grant work with focus on the Habits of Mind. *Math teachers have completed 3 studio sessions with the TDG group which included work with SHS. – Teachers have also participated in professional learning led by PLU and the Eatonville math coach. In each case, planning while being purposeful about implementing the Habits of Mind and Habits of Interaction.*
- Establish clear Professional Learning Communities based on common grade level and ACE schedule that supports PLC focus. *Math teachers have been meeting in PLCs at least once a month as a cohort and once a week during common planning time in grade levels.*
- Establish a framework for PLC by using DuFour's Learning by Doing and optional book study. Establish understanding of 6 Essential Characteristics of a PLC, establish individual PLC norms, and clarity of purpose using Four Corollary Questions. *October PD day, math team established PLC norms. Example – 7<sup>th</sup> grade norms: Be on time, Come to the meetings prepared (class lists, most recent assessment and data, any questions), Listen and respect the opinions of others, Be an active*

***member of the team and expect each person to contribute, Be willing to dig deep into data and share your own mistakes/stuck points.***

- Establish after-school math support program to focus on Level 2 students or those students not meeting standard on formative/summative assessments in class. Use PLC's at Work Continuum by self-assessing with team to set goals for 1) Instructional Focus; 2) Professional Learning Process; 3) Being able to address "How did my teaching and student learning change as a result of my PLC and how do I know?"

***An i-Ready math support program to focus on Level 2 students was initiated after our winter break and ran till spring break. We compiled a list of Level 2 students and communicated with students and family the importance of the extra focused time that was needed through the i-Ready tutorial program. On average two groups were held after school for an extra hour of tutorial time supervised by a Certified teacher. Groups ran from 25 students for the first few months and ended with an average of 8 students per group in March. An area of focus for next year will be how to keep the average number of students above 18 students per group (2 groups a week for mathematics and ELA) till the completion of our support program.***

- Utilize i-Ready to support student achievement in targeted areas.  
***Teachers recommended students to participate in i-Ready intervention. Many teachers have also implemented homework in i-Ready as an additional focused intervention.***
- Professional learning on creating/designing common assessments.  
***This will be an area of focus for next year – we have not been able to address it this year.***
- Work collaboratively with colleagues in PLC's to develop instructional plans and formative assessments focused on targeted math standards. Collect data that supports teacher implementation of the Four Corollary Questions.  
***Grade level teams have been working with formative assessments and the collection of data to support their instruction. A larger focus on the meaning and importance of the 4 Corollary Questions will need to be reviewed discussed to have a better idea of the why we need a greater focus on intervention.***
- Implement individual and small-group interventions based on i-Ready progress monitoring data.  
***In our first year of i-Ready progress monitoring we have only seen small-group monitoring through the classroom structuring and the i-Ready pullout at the end of the day.***

## Student Learning Goal 2: English/Language Arts

Goal: The total number of students meeting standard in English/Language Arts will increase by 7% as measured by the SBA and progress on the i-Ready assessment tool - Tier 3 statistic, with the exception of 7th grade which will increase by 17%.

- 6th grade 77% will meet standard on SBA (last year's 5th grade met standard at 70%)
- 7th grade 75% will meet standard on SBA (last year's 6th grade met standard at 68%)
- 8th grade 72% will meet standard on SBA (last year's 7th grade met standard at 55%)\*

\*References the Invalidation from OSPI

Additionally, we will focus on students who were Level 2 on the spring 2016 SBA for specific intervention.

- 5th grade = 13.6% scoring at Level 2
- 6th grade = 19.1% scoring at Level 2
- 7th grade = 14.2% scoring at Level 2

District Strategic Goals

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

**TL3: Relevant and accessible professional learning focused on data and student achievement.**

Action Steps:

- Establish clear Professional Learning Communities based on common grade level and ACE schedule that supports PLC focus.  
*ELA teams have met monthly as a curriculum team and at least once a week as a grade level team with common planning time.*
- Establish a framework for PLC by using DuFour's Learning by Doing and optional book study.  
*Curriculum Leaders have been instructed on the 6 Essential Characteristics in September and PLC forms have been changed but we have not continued our book study since then and will need to refocus our efforts at the end of the year for the 2017/18 school year.*
- Establish understanding of 6 Essential Characteristics of a PLC, establish individual PLC norms, and clarity of purpose using Four Corollary Questions.  
*On the October professional learning day, the math team established PLC norms. Example – 7<sup>th</sup> grade norms: Be on time; Come to the meetings prepared (class lists, most recent assessment and data, any questions); Listen and respect the opinions of others; Be an active member of the team and expect each person to contribute; Be willing to dig deep into data and share your own mistakes/stuck points.*

- Establish after-school reading support program to focus on Level 2 students or those students not meeting standard on formative/summative assessments in class. Use PLC's at Work Continuum by self-assessing with team to set goals.

*An i-Ready ELA support program to focus on Level 2 students was initiated after our winter break and ran till spring break. We compiled a list of Level 2 students and communicated with students and family the importance of the extra focused time that was needed through the i-Ready tutorial program. On average two groups were held after school for an extra hour of tutorial time supervised by a teacher. Groups ran from 28 students for the first few months and ended with an average of 13 students per group in March. An area of focus for next year will be how to keep the average number of students above 18 students in both ELA and math pull out until the completion of our support program.*
- Utilize i-Ready to support student achievement in targeted areas.

*Pioneer was able to have two trainings to help staff members with reading student data that are utilizing i-Ready. As a result instructors can track student progress and create a "Making Goals and Gains with i-Ready chart". Up to this date we have seen a decrease in tier 3 students from 36% to 26% and a decrease of Tier 2 students from 20% to 18 % and an increase in Tier 1 from 44% to 56%. (See graph).*
- Professional Learning on creating/designing common assessments.

*ELA team members met in September to create SMART goals around the creation and designing of common assessments and the team meets monthly to review their data and review what type of common assessments will be used for upcoming units.*
- Work collaboratively with colleagues in PLC's to develop instructional plans and formative assessments focused on targeted ELA/Literacy standards. Collect data that supports teacher implementation of the Four Corollary Questions.

*Grade levels worked together once a week for the creation of common formative assessments for CCSS units. The ELA PLC meets once a month to review and reflect upon the results of the assessments and decide if specific areas need to be retaught or reviewed further.*
- Implement individual and small-group interventions based on i-Ready progress monitoring data.

*Two teachers have adopted the i-Ready "Making Goals and Gains with i-Ready" form. These teachers will share successes and pitfalls at the end of the school year during PLC time.*
- PLC's share out progress at mid-year and third quarter.

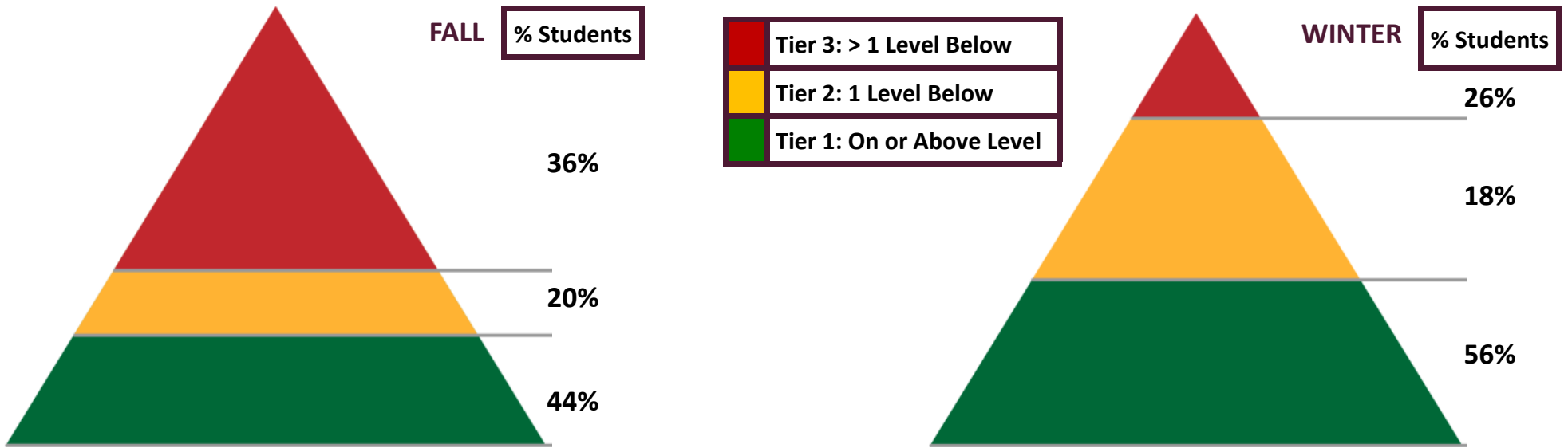
*PLCs have not shared out the progress to the whole staff as of now. We are planning an end of the year debrief and plans for next year will be brainstormed.*

## Communication Goal

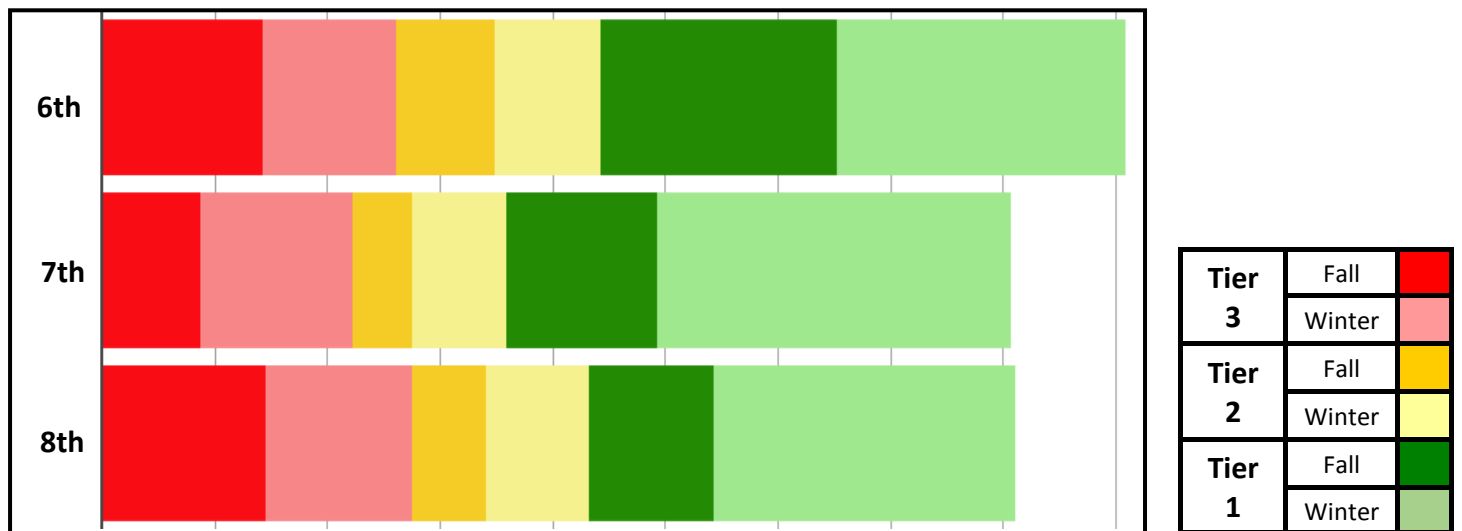
Goal: We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

- Pioneer communicates weekly with students and families via email. It is also available on our school website.  
*Pioneer's website continues to update on a weekly bases. Emails go home when needed about important information.*
- Weekly communication highlights classroom activities, important messages, student celebrations and areas where academics can be supported at home.  
*A principal newsletter is updated on a weekly bases. Department chairs rotated having to inform parents and community members on what is going on in their curriculum. Included in this information is extracurricular successes and progress.*
- Pioneer staff will use i-Ready parent information tab to communicate with families using progress monitoring and identifying areas of focused support.  
*This will be an area of growth for next year. Our staff is learning how to implement i-Ready and its effect on academic success.*

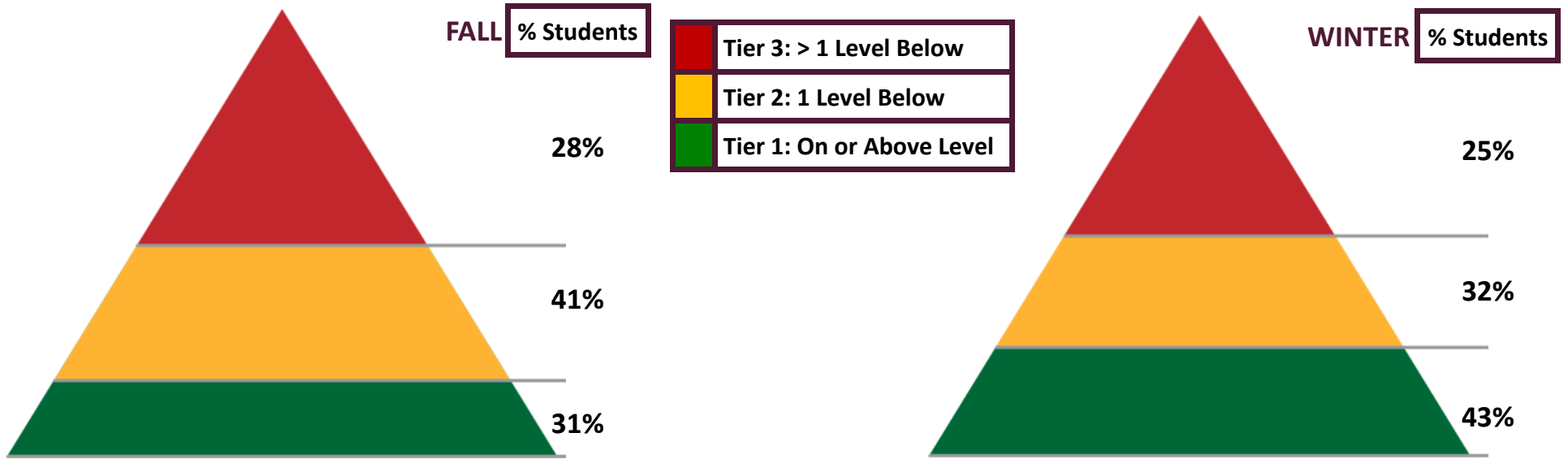
# Pioneer Middle School: School Summary for READING



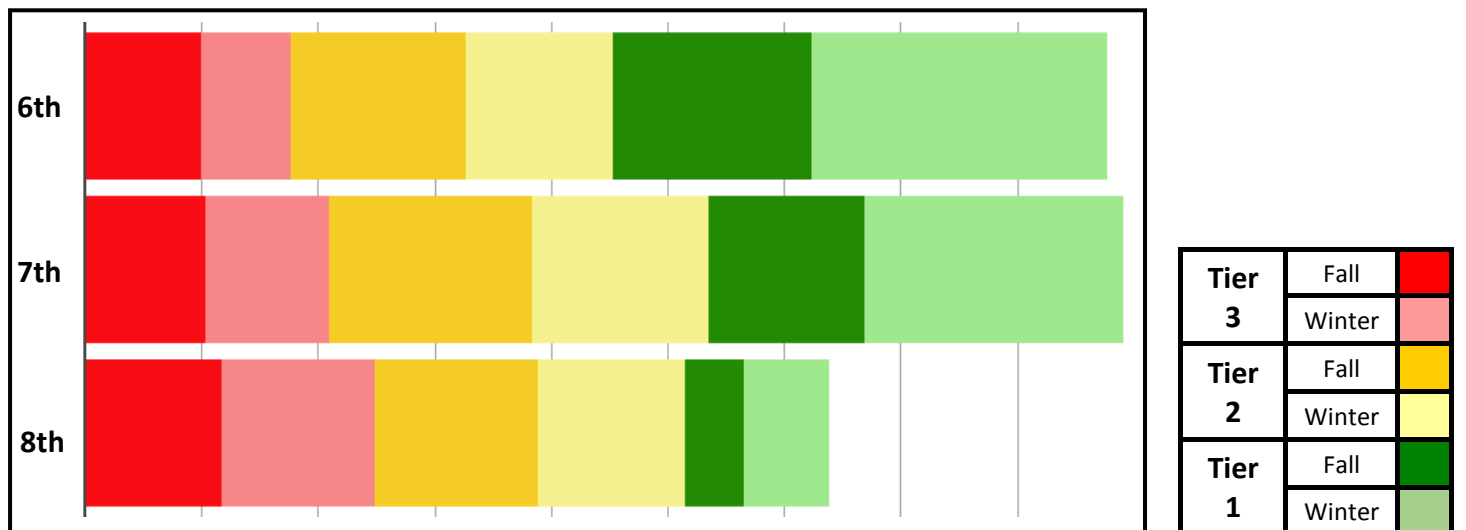
The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.



# Pioneer Middle School: School Summary for MATH



The chart represents students by grade level. The stacked graph shows side by side comparison from fall to winter of students in each tier based on i-Ready Diagnostic Assessment. The graph is a visual representation of student growth.



# Steilacoom High School SIP 2016-2017



Enrollment: 962	Free/Reduced Lunch: 17.6%	ELL: 0.9%	Special Ed: 9.2%
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## Building Goal 1: Educational Focus

Goal: During the 2016-2017 school year all teachers at SHS will implement lessons and activities where the level of cognitive rigor is primarily rated as a three or a four (based on Webb’s Depth of Knowledge Chart), and where academic discourse is measured as “consistent” on the administrative walkthrough form (based on the Teacher’s Development Group Productive Routines Chart).

District Strategic Goal

**TL1: Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.**

Action Steps:

- Walkthrough data snaps (ongoing).  
*We use the online data collection tool which was developed in August. Look-fors include depth of knowledge, opportunities for students to respond, learning targets, and use of assessment. The tool collects data and graphs are created to show where staff are putting their efforts. That data is used to drive professional development for standards-based practices.*
  
- Staff PL on depth of knowledge.
- Staff PL on questioning and discussion techniques.  
*Professional learning conducted on depth or knowledge focused calibration of understanding the levels. Staff are learning to narrow the focus of questioning to reduce volume of questions and increase rigor. This has been a theme of our whole staff ACE day work.*
  
- The Math Science Partnership grant continues, this is year two. Science and math teachers participated in the studio cycle (three sessions) and math teachers attended several math content sessions hosted by PLU.*
  
- Continue PL from 15-16 with SBG PD and Sound Grading Conference.  
*Representatives from math, CTE, science, and social studies attended the Sound Grading Conference (12/1-12/2). Over the course of the last year and one-half, about three-quarters of the staff have attended various conferences on standards based grading. The English department piloted the SKYWARD standards-based gradebook and report card this school year and will use it again next year. The administrative team met with the ESD and student services to plan out implementation of standards based reporting in SKYWARD. The ESD is coming to train the staff in August 2017 on gradebook procedures.*

## Building Goal 2: Student Management Focus

Goal: SHS will increase their overall attendance rate for the 2016-2017 school year from 86% in 2015-2016 to an attendance rate of 89% as measured by monthly SKYWARD attendance data and My School Data reports.

District Strategic Goal

**SSS1: Identify achievement gaps and target interventions to specific needs.**

Action Steps:

- Community Truancy Board.  
*The meeting of community members, district leadership, counselors, administrators, students, parents, and Pierce County Juvenile Court representatives meet monthly to talk about the reasons why students miss school and how the school can help students put together a personal action plan. There are several success stories as a result of this process.*
- Becca conferences at two unexcused absences (ongoing).  
*The assistant principals and counselors have shared the responsibility of meeting with students and parents who hit the threshold. This is a first step prior to the community truancy board. Several students have been able to correct attendance at this level, eliminating the need to be referred to the truancy board.*
- Contact the City of Lakewood to add time at the signal at Steilacoom Blvd and Sentinel Way.  
*This step was completed in August. The school has seen an increase in on-time behavior as a result.*
- Revision of RTI program (ongoing).  
*The staff have looked at students who trigger concern over absences, grades, and discipline. If students qualify in two areas then counselors and/or administrators work with the student, parents, and teachers to help provide student specific support. The individual attention has been effective in improving these students' success in school. The staff run monthly attendance reports and look for trends. Significant improvement in attendance has occurred over the past three years. Friday schools assigned for any student receiving more than 10 tardies per quarter.*

## Communication Goal

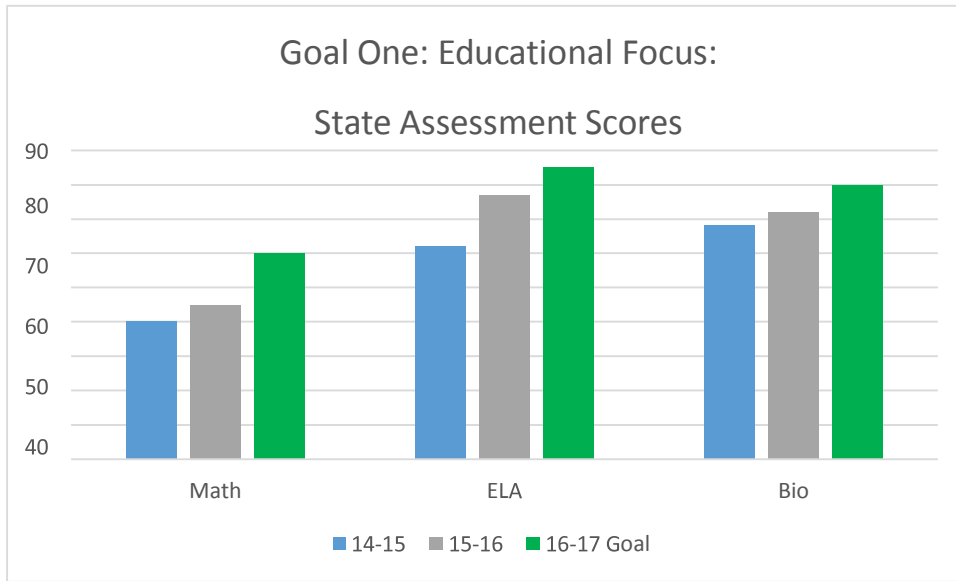
**Goal:** We will create a regular, two-way communication about school programs, student progress, and student needs, in a format that provides equal access for all participants.

**Action Steps:**

- Writing and publishing the Sentinel Snapshot weekly.  
*The Sentinel Snapshot sent out weekly on Friday afternoons*
- Keeping the reader board updated weekly.  
*The readerboard responsibility has been assigned so that one person manages it with the school event calendar. Event postings are timelier.*
- Pizza with the Principal site-team meetings quarterly.  
*Conducted in the fall quarter, the event was sparsely attended and administration discontinued it. The weekly communications and administration's open-door policy have been effective means of connecting with parents. Administrators are at school events and take advantage of informal communications.*
- Robo-email and Robo-calls for special situations: Welcome back, class-specific reminders, emergency situations.  
*This step has been employed throughout the school year. Example includes senior parent information being sent via robo-email as needed.*
- Daily PA announcements and weekly video announcements (ongoing).  
*This step has been successfully implemented as designed.*
- Installation of three new TVs to keep staff, students, and visitors informed.  
*The ASB activities coordinator updates student activity events weekly. Continued branding efforts are ongoing. Banners on Sentinel Way have been installed and orders have been made on gym banners. Directional signs are on location and are being installed this spring.*

### Steilacoom High School Goal Figures

Goal: During the 2016-2017 school year all teachers at SHS will implement lessons and activities where the level of cognitive rigor is primarily rated as a three or a four (based on Webb’s Depth of Knowledge Chart), and where academic discourse is measured as “consistent” on the administrative walkthrough form (based on the Teacher’s Development Group Productive Routines Chart).



Goal: SHS will increase their overall attendance rate for the 2016-2017 School Year from 86% in 2015-2016 to an attendance rate of 89% as measured by monthly SKYWARD attendance data and My School Data reports.

