



Study Session of the Board of Directors

4/13/2016 06:00 PM

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

- 1. CALL TO ORDER** (Action)
 - a. Pledge of Allegiance
 - b. Roll Call
 - c. Approval of Agenda

- 2. TOPIC FOR BOARD DISCUSSION**
 - a. School Improvement Plan Updates** (Discussion)
 - [Anderson Island Elementary 2015-2016 Spring Update.pdf \(p. 2\)](#)
 - [Cherrydale Primary 2015-2016 Spring Update.pdf \(p. 5\)](#)
 - [Chloe Clark Elementary 2015-16 Spring Update.pdf \(p. 10\)](#)
 - [Saltar's Point Elementary 2015-2016 Spring Update.pdf \(p. 14\)](#)
 - [Pioneer Middle 2015-2016 Spring Update.pdf \(p. 19\)](#)
 - [Steilacoom High SIP Plan 2015-2016 Spring Update.pdf \(p. 22\)](#)

 - b. Board Operating Protocol** (Discussion)
 - [Board Operating ProtocolDRAFT.pdf \(p. 28\)](#)

- 3. ADJOURNMENT** (Action)

ANDERSON ISLAND ELEMENTARY 2015-2016 SIP



Enrollment: 31	Free/Reduced Lunch: 78.9%	ELL: 0.0%	Special Ed: 18.4%
Student Learning Goal 1: Reading			
<p>Goal: By June 2016, all targeted K-5 students will improve their reading fluency scores by an average of 10% as measured by Common Core State Standards aligned EasyCBM benchmark assessments.</p> <p>District Strategic Goal: TL2 Ensure early learning success through ongoing interventions, pre-K through 3rd grade.</p>			
<p>Rationale: Reading fluency is important as it provides a bridge between word recognition and comprehension. Students who are able to read fluently do not have to decode words, enabling them to focus on text comprehension. Using data collected at the beginning of the school year, four students from the 3-5 classroom and eight students from the K-2 classroom have been identified as students struggling with reading fluency. Data will be collected weekly to monitor the intervention process. The next benchmark assessments will occur in January to measure students' progress toward their individual learning goals. The last benchmark assessment will occur in May.</p> <p>Assessment Tool: EasyCBM</p> <p>Plan to monitor progress: Throughout the year, teachers will use the EasyCBM progress monitoring tool, formative, and classroom based assessments to track student progress.</p>			
SPRING UPDATE:			
<p><i>Targeted students have made progress, however, the EasyCBM Winter benchmark assessments repeatedly show a dip in student scores. Students must achieve distinctly higher scores on the Winter assessment to be considered meeting grade level. Spring benchmark testing historically indicate students receive scores closer to grade level standards. For this reason, the goal will be a continued fluency score average increase of 10%.</i></p> <p><i>The current intervention process is providing students with additional practice on skills. Lexia software lessons have been added to the daily intervention process.</i></p>			

Student Learning Goal 2: Math

Goal: By June 2016, all targeted K-5 students will improve their math scores by an average of 10% as measured by Common Core State Standards aligned EasyCBM benchmark assessments.

District Strategic Goal:

TL2 Ensure early learning success through ongoing interventions, pre-K through 3rd grade.

Rationale: Math skills are essential for developing logical thinkers and life-long problem solvers. Students need to be able to work with authentic situations and approach problem solving in various ways. Using data collected at the beginning of the school year, three students from the 3-5 classroom and five students from the K-2 classroom have been identified as students at risk of not meeting grade level standards. Data will be collected weekly to monitor the intervention process. The next benchmark assessments will occur in January to measure students' progress toward their individual learning goals. The last benchmark assessment will occur in May.

Assessment Tool: EasyCBM.

Plan to monitor progress: Throughout the year, teachers will use the EasyCBM progress monitoring tool, formative, and classroom based assessments to track student progress.

Objectives to meeting the goal (specific steps and timeline)

- Our school staff consists of two certificated teachers and three paraeducators who use Professional Learning Community strategies to help determine academic areas of focus for students in grades K-5.
- Students identified as being below grade level standards receive strategic or intensive instruction through small group intervention.
- All staff who work directly with students will receive Right Response training which enables staff to support students with behavioral issues and minimizing lost instructional time.

SPRING UPDATE:

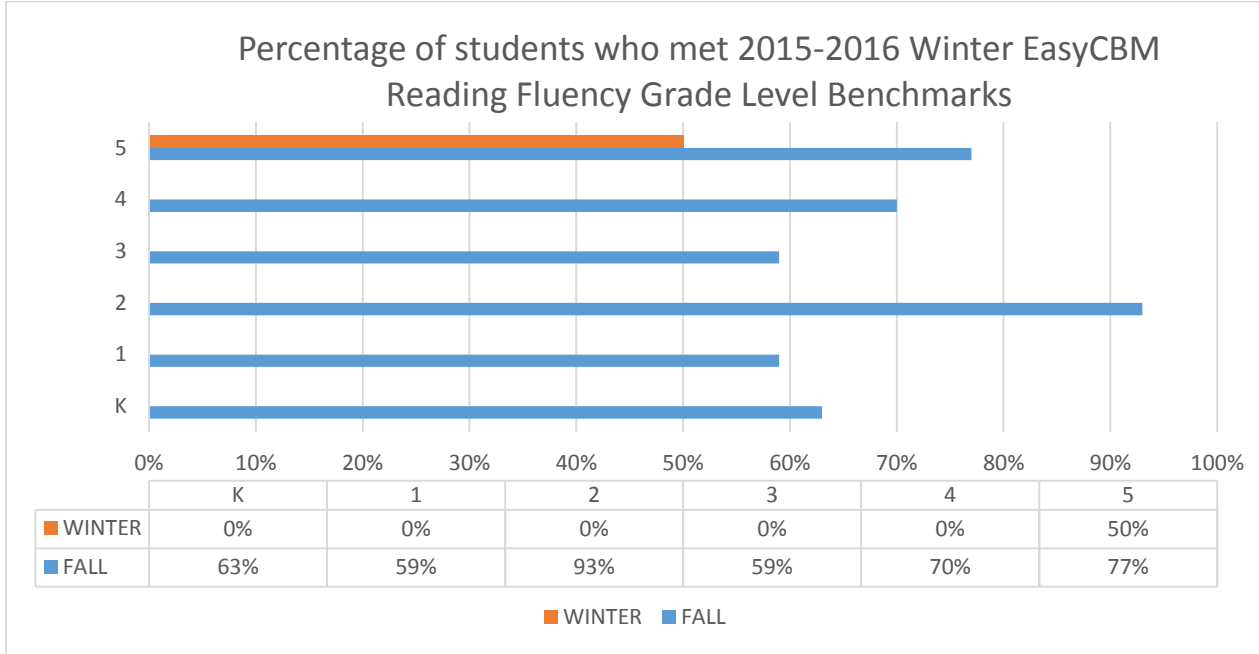
Targeted students have made progress, however, the EasyCBM Winter benchmark assessments historically show a dip in student scores. For this reason, the goal will be a continued score average increase of 10%.

Daily interventions have been successful in improving student scores. To give students more opportunity for success, XtraMath and iXL practice have been added to daily practice.

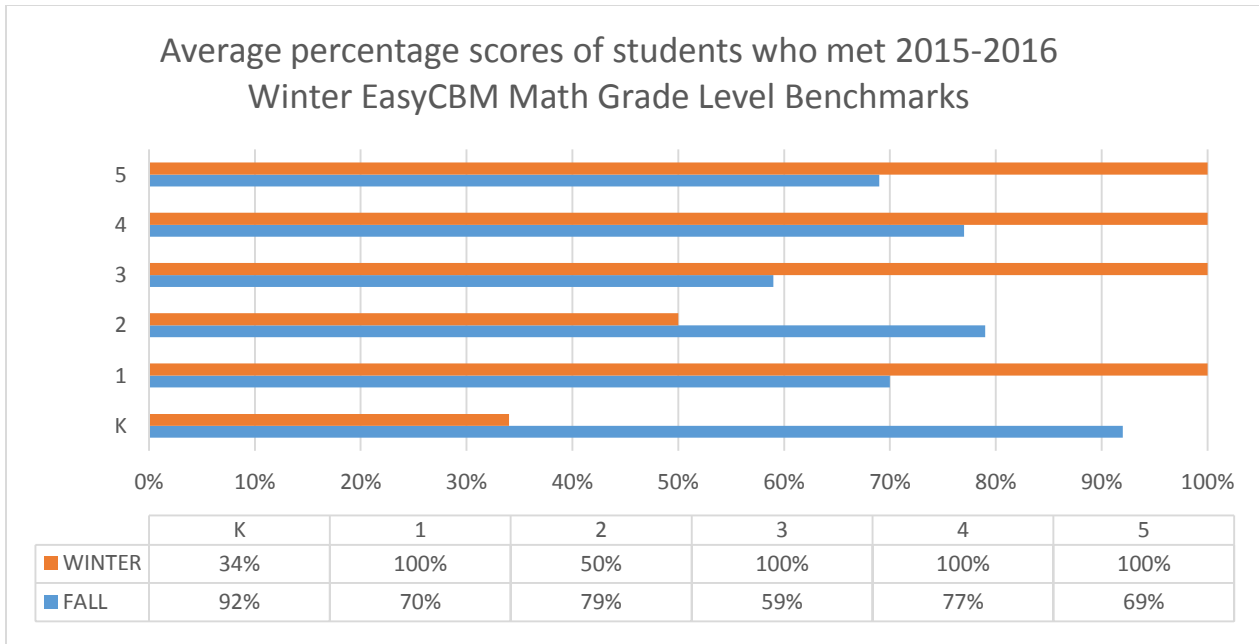
The Anderson Island teachers are using a website called DOJO to communicate daily with families. We have a 100% participation rate and parent response to the practice has been positive. This interactive program allows teachers, parents, and students to communicate daily with questions, homework assignments, and behavior reports.

Anderson Island SIP Goal Spring Update

Goal: By June 2016, all targeted K-5 students will improve their reading fluency scores by an average of 10% as measured by Common Core State Standards aligned EasyCBM benchmark assessments.



Goal: By June 2016, all targeted K-5 students will improve their math scores by an average of 10% as measured by common Core State Standards aligned EasyCBM benchmark assessments.



CHERRYDALE PRIMARY 2015-2016 SIP



Enrollment: 356	Free/Reduced Lunch: 35.8%	ELL: 3.1%	Special Ed: 20.2%
Student Learning Goal 1: ELA			
<p>Goal: All continuously enrolled students (September-May) in first through third grade scoring at range levels labeled ‘High or Some Risk’ in September will score in the ‘Low Risk’ range in reading as measured by EasyCBM in May, 2016.</p> <p>District Strategic Goal: SSS3 - Narrow the achievement gap for targeted subgroups including special education students and struggling learners.</p>			
<p>Rationale: Based on Smarter Balanced results, providing ongoing intervention and progress monitoring for both special education students and struggling learners had a positive impact on the number of students meeting standard. In addition, we are focusing on one specific area on the state assessment as “worse than performance on the test as a whole” is the area of</p> <p style="text-align: center;"><i>WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</i></p> <p>The emphasis on informational text is well-documented in CCSS in grades K-3.</p> <p>Assessment Tools: EasyCBM Reading, common assessments developed by grade level teams, and DIBELS.</p> <p>Plan to monitor progress: DIBELS progress monitoring will be done weekly in Title I reading classes and monthly with other struggling learners. Special Education will progress monitor weekly using teacher-created assessments aligned to IEP goals for reading. Easy CBM will be given mid-year (winter) and May (spring) for reading.</p>			
<p>Objectives to meeting the goal (specific steps and timeline):</p> <ol style="list-style-type: none"> 1. Assess all students 1st-3rd grade using Easy CBM and DIBELS reading during September. 2. Assess kindergarten students using WAKids and DIBELS during September. 3. Rank order students in each grade level according to compiled scores to determine students qualifying for Title I services by first part of October. 4. Identify struggling learners (students below benchmark target in fall) that will not receive Title I services or currently have an IEP in reading first part of October. 5. Develop grade level intervention plans to meet the needs of struggling readers in October. 6. Progress-monitor all students and data team twice a month to review all student progress. 7. Mid-year (winter) assessment EasyCBM reading given to all 1st-3rd grade students. Data teams will review scores, student progress and make adjustments for intervention as needed. 			

SPRING UPDATE:

Assessments were completed by the end of October; WAKIDS was administered across kindergarten. The assessment requirements and time necessary to complete each individual assessment was more time-consuming than we had planned. We did get the rank orders for 1st through 3rd grade; Students were identified below benchmark (based on the combined scores for DIBELS and EasyCBM); Grade level teams use data time to analyze pretest scores and determine instruction, specifically for each group of students (levels 3, 2, 1). Interventions are noted for each CCSS and which students will receive below, on level, or above level instruction. Our goal was to meet as a data team 2 times a month. Due to holidays and other trainings on ACE days, we lost a few of the dates and so some months teams only have one data report. All students were assessed and combined scores were used to create mid-year rank order. This data was used to determine students receiving services in LAP.

Student Learning Goal 2: Math

Smart Goal: All continuously enrolled students (September-May) in kindergarten through third grade scoring at the range levels labeled “High or Some Risk” in September will score in the ‘Low Risk’ range in math as measured by EasyCBM (CCSS) in May 2016.

District Strategic Goal:

SSS3 - Narrow the achievement gap for targeted subgroups, including special education students and struggling learners.

Rationale for selecting goal: Based on Smarter Balanced results, providing ongoing intervention and progress monitoring for both special education students and struggling learners had a positive impact on the number of students meeting standard. Common grade level assessments will address Problem Solving and Modeling & Data Analysis. Second and third grade performance based assessments will be formatted to Smarter Balanced.

Assessment Tools: Easy CBM Math (CCSS), and common assessments developed by grade level teams.

Plan to monitor progress: Progress monitoring will be done weekly in Title I Math and monthly with other struggling learners. Special Education will progress monitor weekly using teacher-created assessments aligned to IEP goals for math. Easy CBM will be given mid-year (winter) and May (spring) for math (CCSS). Problem Solving and Modeling & Data Analysis will be the areas of focus for all students as teachers create common assessments.

Objectives to meeting the goal (specific steps and timeline):

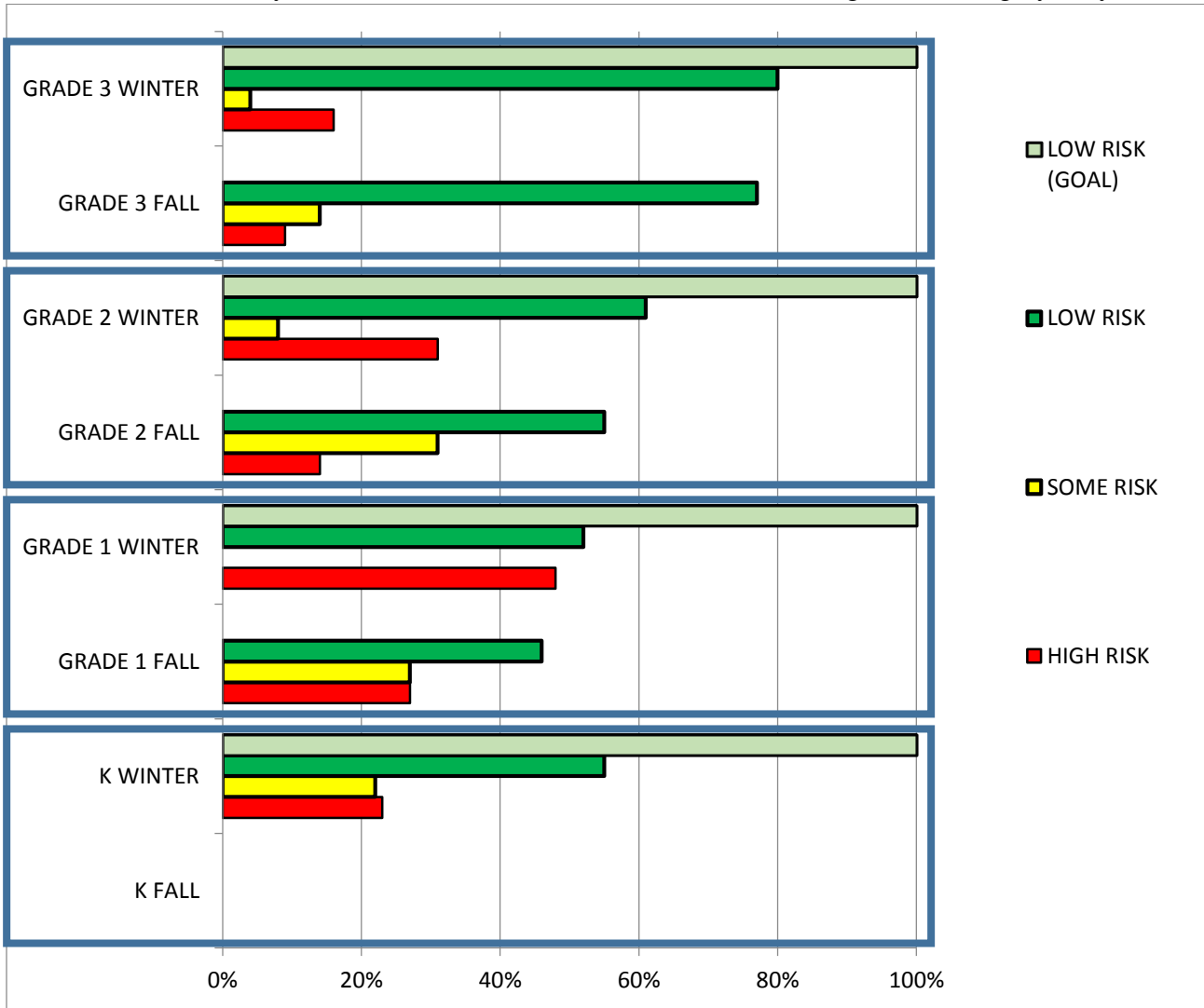
1. Assess all students 1st-3rd grade using Easy CBM during September.
2. Assess kindergarten students using WAKids and Easy CBM during September.
3. Rank order students in each grade level according to compiled scores to determine students qualifying for Title I services by first part of October.
4. Identify struggling learners (students below benchmark target in fall) that will not receive Title I services or currently have an IEP in math first part of October.
5. Develop grade level intervention plans to meet the needs of struggling learners in October.
6. Progress-monitor all students and data team twice a month to review all student progress.
7. Mid-year (winter) assessment EasyCBM (CCSS) math given to all K-3rd grade students. Data teams will review scores, student progress and make adjustments for intervention as needed.

SPRING UPDATE:

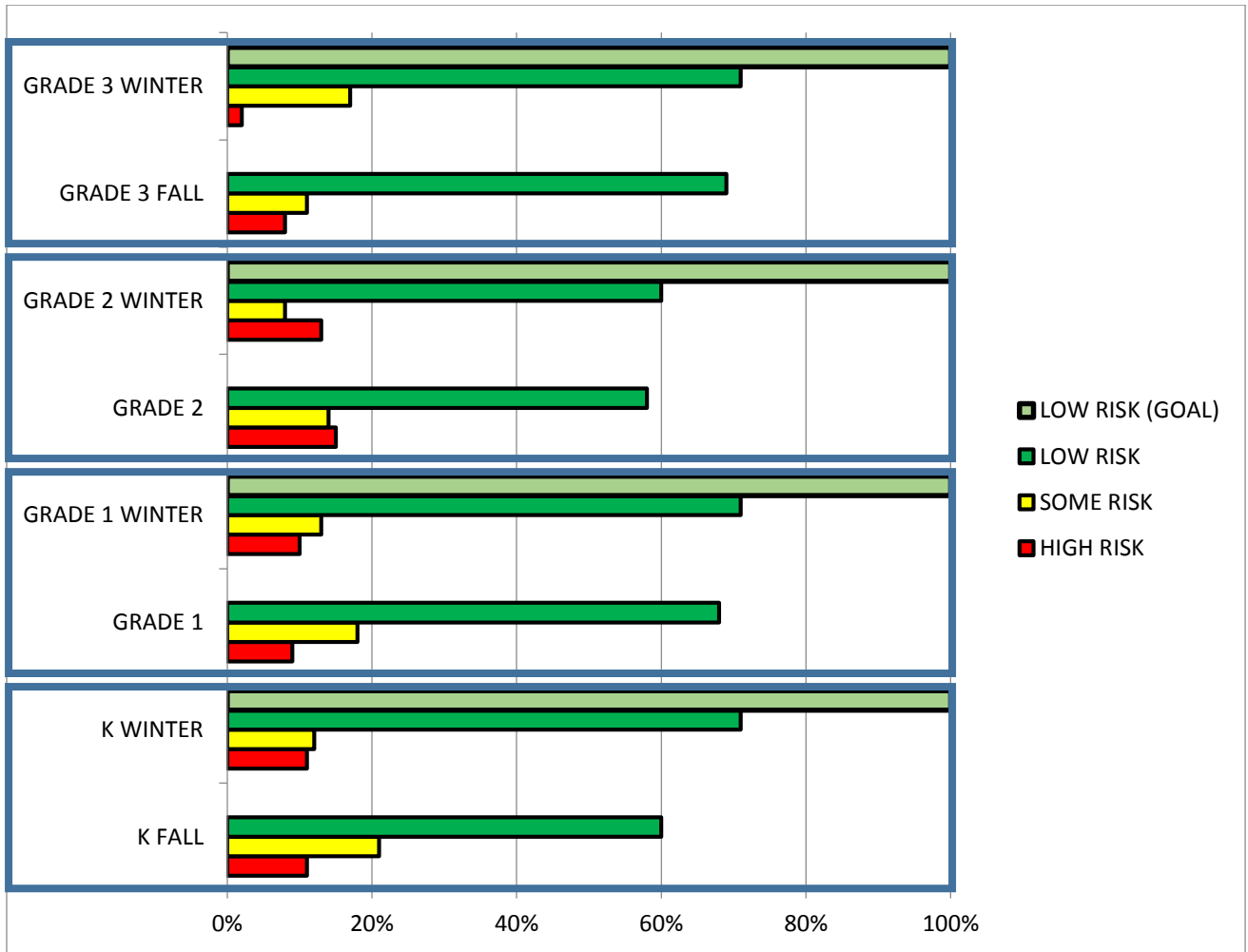
Assessments were completed by the end of October; WAKIDS was administered across kindergarten. The assessment requirements and time necessary to complete each individual assessment was more time-consuming than we had planned. We did get the rank orders for 1st through 3rd grade; Students were identified below benchmark (based on EasyCBM); Grade level teams use data time to analyze pretest scores and determine instruction, specifically for each group of students (levels 3, 2, 1). Interventions are noted for each CCSS and which students will receive below – on level or above level instruction; Our goal was to data team 2 times a month. Due to holidays and other trainings on ACE days, we lost a few of the dates and so some months teams only have one data report; All students were assessment and combined scores were used to create mid-year rank order. Because of the focus on reading (LAP) services teachers are using small group instruction in the classroom to provide RTI.

Cherrydale SIP Goal Figures

Goal: All continuously enrolled students will score in the low risk range for reading by May, 2016.



Goal: All continuously enrolled students will score in the low risk range for math by May, 2016.



CHLOE CLARK ELEMENTARY 2015-2016 SIP



Enrollment: 605	Free/Reduced Lunch: 10.4%	ELL: 4.8%	Special Ed: 6.5%
Student Learning Goal 1: Reading			
<p>Goal: The percentage of students who are identified as meeting benchmark in reading will increase from 80% in the fall to 83% in the spring as measured by the DIBELS reading assessment.</p> <p>District Strategic Goal: TL2 Ensure early learning success through ongoing interventions, pre-K through 3rd grade.</p>			
<p>Rationale: Students who are able to meet current grade level standards are better prepared for the challenges of the following school year. Struggling students who are identified through benchmark and classroom based assessments can receive additional support in meeting those high standards.</p> <p>Assessment Tool: DIBELS</p> <p>Plan to monitor progress: Grade level data collected in data teams on common, classroom-based assessments and on benchmark assessments in DIBELS and EasyCBM assessments. Leadership team will meet with data team leaders to monitor progress of teaching teams, problem solve, and offer general support. Administrators will upload data into INDISTAR.</p>			
<p>Objectives to meeting the goal (specific steps and timeline):</p> <ul style="list-style-type: none"> • Grade level teams will meet twice a month to determine academic focus. Teams will give pre and post tests to determine progress and attainment of selected academic goals. Teachers will examine strengths and weaknesses of student work. Teams will select research-based instructional strategies for use in teaching. Teams will analyze the results of each testing cycle to adapt their teaching to help students meet their goals. • Administrators will monitor the PLC process to ensure teachers are using data to inform their instruction using a walk-through protocol. • Classroom teachers will deliver core instruction to all students on a daily basis. Students who are identified as not meeting benchmark and having the most need will also receive strategic or intensive instruction in the Learning Center five days a week starting on October 9th. • Teachers will receive ongoing professional learning based on their needs identified through the Teaching and Learning Department throughout the school year. • Six teacher leaders have been selected to attend trainings on Nov. 12 and Feb. 25 with the goal of learning new instructional strategies that specifically boost literacy in content areas. • The Learning Center will conduct progress monitoring of students who need intensive or strategic support. 			

SPRING UPDATE:

All outlined objectives have been met or are in progress.

Teachers who attended the LDC trainings came back with engaging strategies to use in the classroom.

Students who have met benchmark have been exited from Learning Center support, newly qualified students have been added to the Learning Center roster to receive extra support

AIT brainstormed how to address our growth in reading:

- *Discussed reading practices building-wide to determine how much dedicated reading time students are getting in the classroom.*
- *Building-wide reading time once a month*
- *Community time changes-kids reading and an adult with a read aloud*
- *Gave books to every newly registered kindergartener*
- *Started reading campaign on robo-calls to express the importance of reading every day*
- *Reading messages throughout the building*

Created a comprehensive list of students who did not make benchmark on the winter assessment so that all teachers (classroom, special education, LAP, ELL, paraeducator, etc.) can support as needed.

Student Learning Goal 2: Math

Smart Goal: The percentage of students who are identified as meeting benchmark in math will increase from 79% in the fall to 82% in the spring as measured by the EasyCBM math assessment.

District Strategic Goal:

TL2 Ensure early learning success through ongoing interventions, pre-K through 3rd grade.

Rationale: Students who are able to meet current grade level standards are better prepared for the challenges of the following school year. Struggling students who are identified through benchmark and classroom based assessments can receive additional support in meeting those high standards.

Assessment Tool: Common, classroom-based assessments; EasyCBM

Plan to monitor progress: Grade level data collected in data teams on common classroom based assessments. Leadership team will meet with data team leaders to monitor progress of teaching teams, problem solve, etc. AIT Leaders will report classroom data during twice monthly meetings. Administrators will upload data into INDISTAR.

Objectives to meeting the goal:

- Grade level teams will meet twice a month to determine academic focus. Teams will give pre and post tests to determine progress and attainment of selected academic goals. Teachers will examine strengths and weaknesses of student work. Teams will select research-based instructional strategies for use in teaching. Teams will analyze the results of each testing cycle to adapt their teaching to help students meet their goals.

- Administrators will monitor the PLC process to ensure teachers are using data to inform their instruction using a walk-through protocol.
- Classroom teachers will deliver core instruction to all students on a daily basis. Students will receive leveled instruction within their classroom or grade level.
- Teachers will receive ongoing professional learning based on their needs identified through the Teaching and Learning Department throughout the school year.
- Teachers will conduct progress monitoring of students who need intensive or strategic support.

SPRING UPDATE:

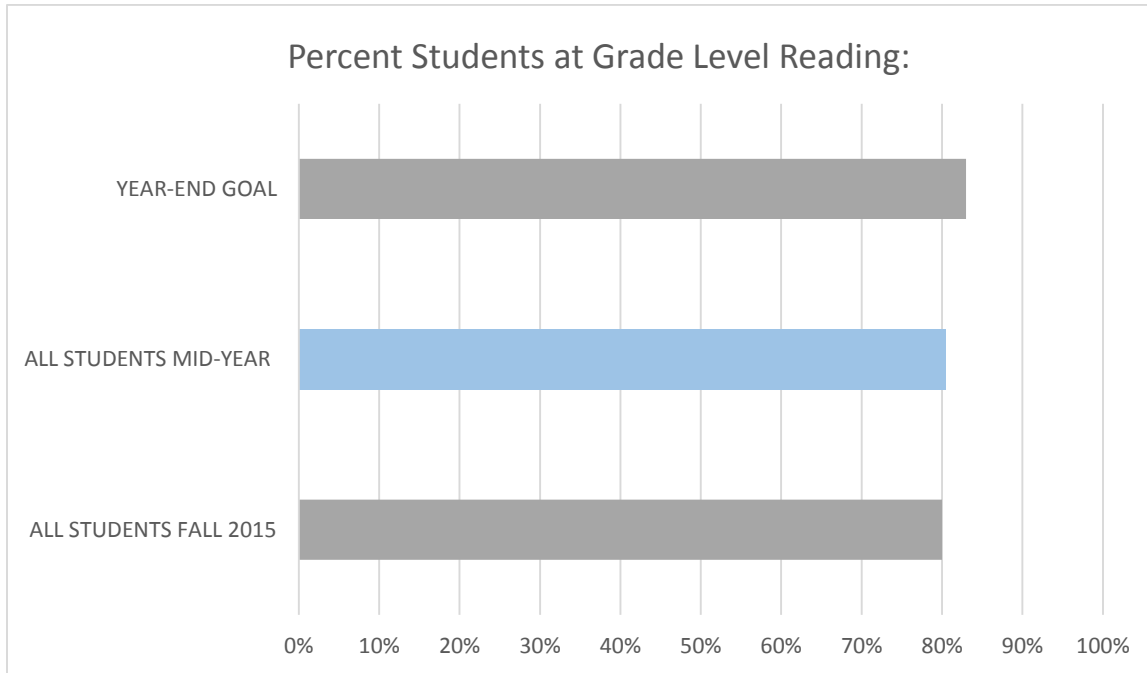
All outlined objectives have been met or are in progress.

The building's School Improvement Team requested a training on differentiation that the T&L Department created and delivered.

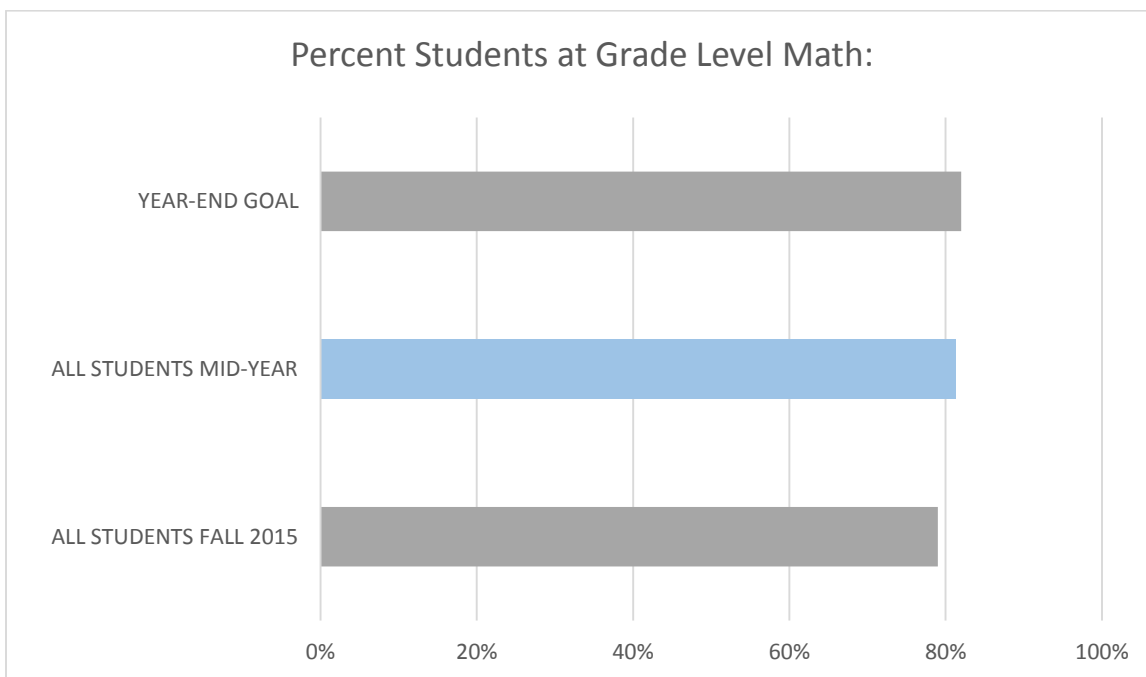
We've created a comprehensive list of students who did not make benchmark on the winter assessment so that all teachers (classroom, special education, LAP, ELL, para-educator, etc.) can support as needed.

Chloe Clark Goal Figures

Goal: The percentage of students who are identified as meeting benchmark in reading will increase from 80% in the fall to 83%.



Goal: The percentage of students who are identified as meeting benchmark in math will increase from 79 % in the fall to 82 % in the spring as measured by the EasyCBM math assessment.



SALTAR'S POINT ELEMENTARY 2015-2016 SIP



Enrollment: 408	Free/Reduced Lunch: 21.5%	ELL: 3.3%	Special Ed: 10.0%
Student Learning Goal 1:			
<p>Goal: 80% of our students will be meeting standard on the ELA (English Language Arts) performance task in the area of Reading Informational Text as measured by the school-wide assessment by April 2016.</p> <p>District Strategic Goal: TL1 Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</p> <p>TL3 Relevant and accessible professional learning focused on data and student achievement.</p>			
<p>Rationale: Based on the Smarter Balanced Assessment claims, the Saltar's Point staff has determined that our students need improvement in the following standards:</p> <ul style="list-style-type: none"> • CCSS - ELA RI 4.1 – Refer to detail and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • CCSS - ELA RI 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <p>Measure: Saltar's Point created a school-wide, computer based performance task aligned with the Smarter Balanced Assessment.</p> <p>Plan to monitor progress: Our next measurement of progress will occur in January following the same process. Teachers participated in a collaborative scoring calibration activity and held discussion around areas of instructional growth.</p> <p>Our staff are currently working on the implementation of instructional strategies to address these areas. Instructional strategies will focus on:</p> <ul style="list-style-type: none"> • Differentiating between “what” and “why” questions • Elaborating on the author's ideas or quotes while giving examples • Drawing inferences from the text • Interpreting the author's intent 			
<p><i>SPRING UPDATE:</i> <i>Throughout the course of the year, our staff have administered additional performance tasks addressing the targeted skills. Through the use of release time, teams of teachers collaboratively scored these performance tasks and identified areas of instructional need</i></p>			

and areas of academic growth. Based on a data analysis the following has been put in to place: Book study to address the needs of differentiation in the classroom and to support intervention; Staff prepared targeted lessons to address the areas of academic need; Targeted interventions for specific students; Continued to collaboratively plan lessons using the SBA rubrics; Developed student growth goals based on assessment data

We have seen growth in the numbers of students who have met standard and those that are approaching standard due to the targeted instruction.

Student Learning Goal 2:

Goal: 80% of our students will meet standard on the math performance task in the claim - Problem Solving and Modeling & Data as measured by our school wide assessment by April 2016.

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.

Based on the Smarter Balanced Assessment claims, the Saltar's Point Staff has determined that our students need improvement in the following math standards:

- CCSS - MATH.CONTENT.4.MD.A.1- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
- CCSS - MATH.CONTENT.4.MD.B.4 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
- CCSS - MATH.CONTENT.5.MD.A.1 - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
- CCSS - MATH.CONTENT.5.MD.B.2 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Saltar's Point has selected a school-wide math performance task from the Smarter Balanced Assessment released items. Our staff will administer the performance task in November. Teachers will participate in collaborative scoring calibration and discussion around areas of instructional growth. Following collaborative scoring, staff will identify and implement instructional strategies to address identified areas of academic growth.

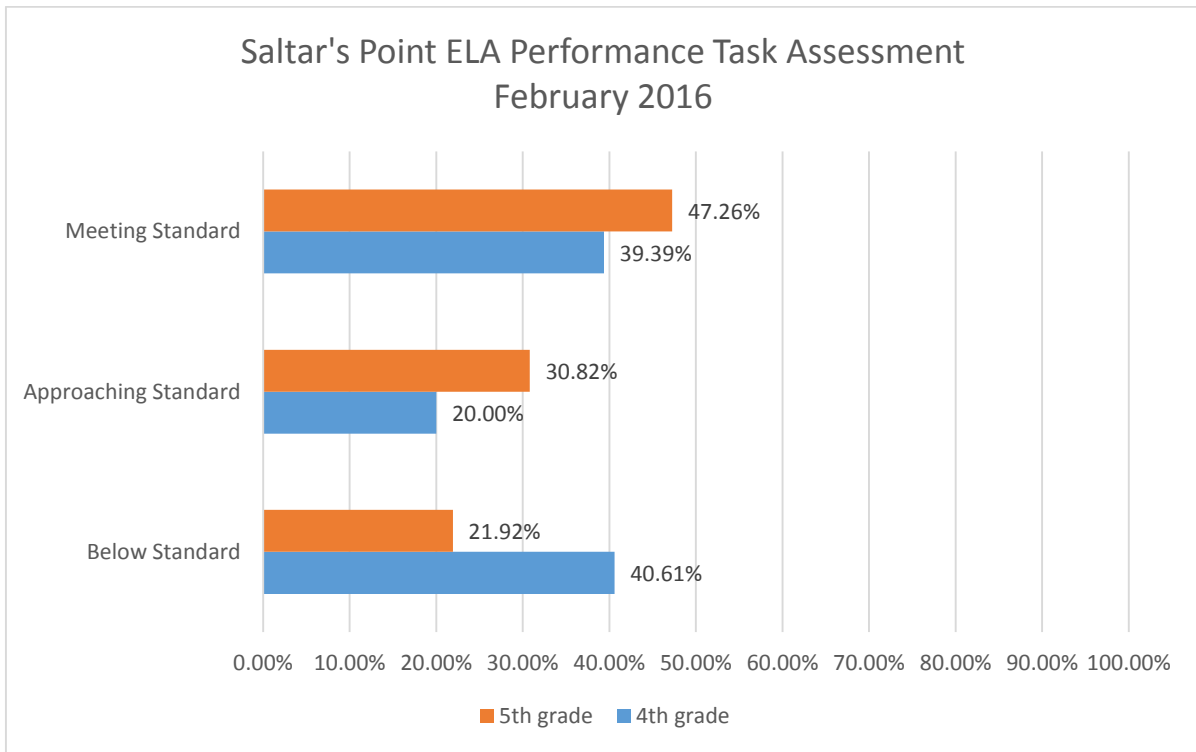
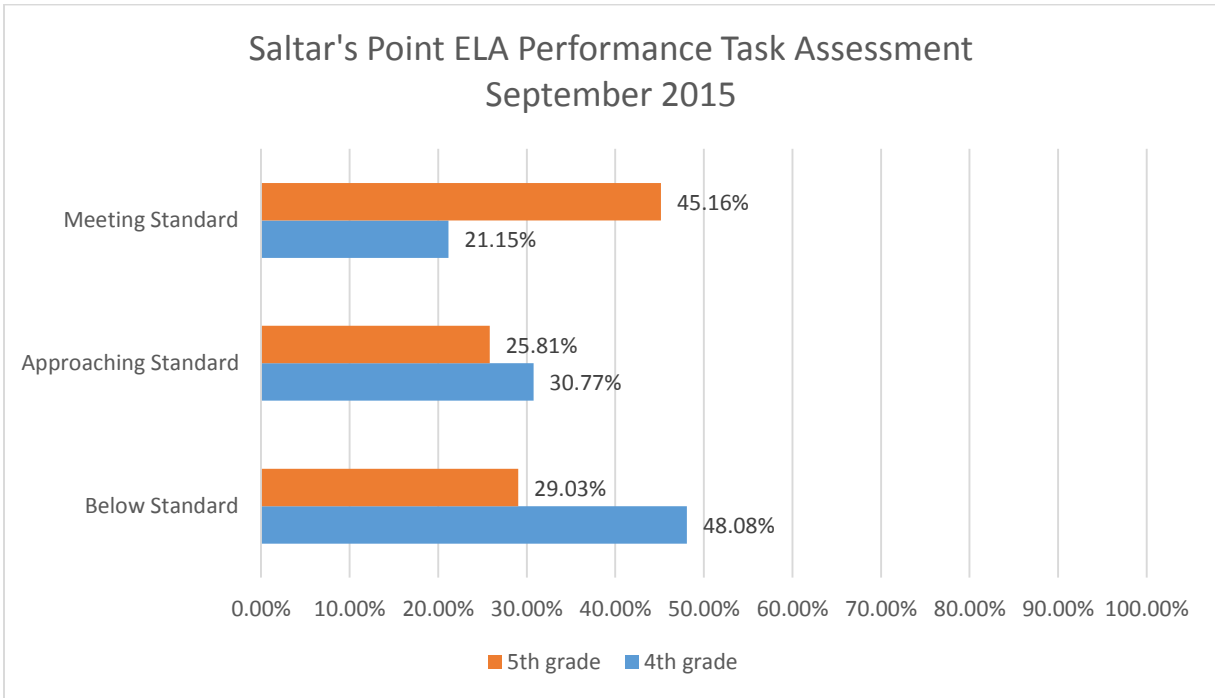
Our next measurement of progress will occur in February following the same process.

SPRING UPDATE:

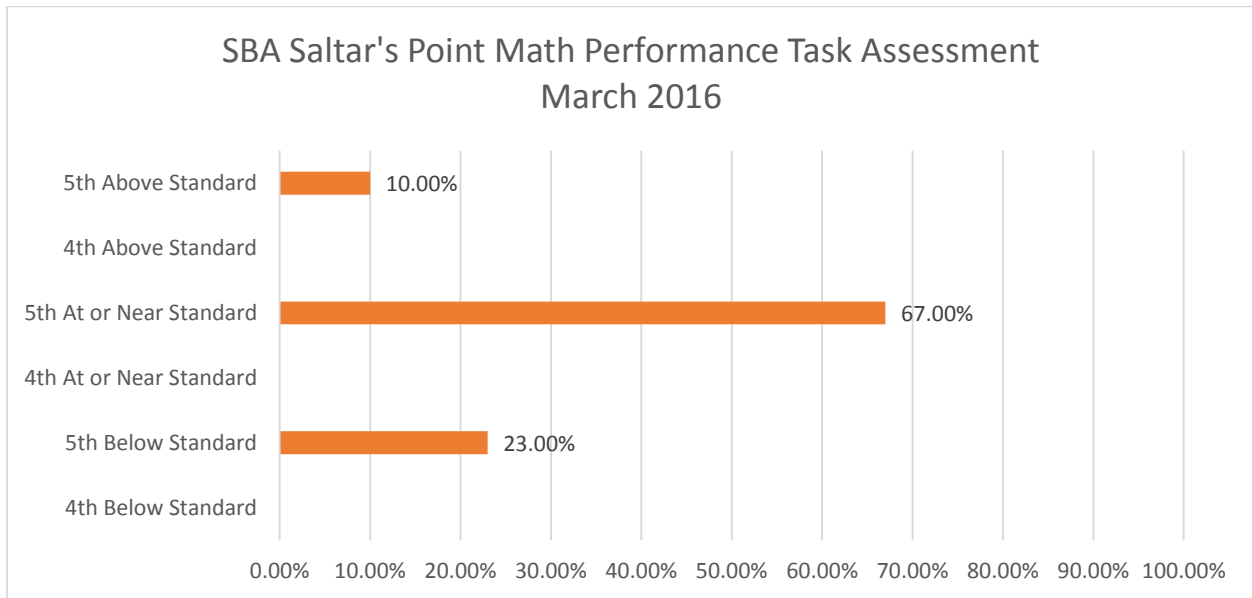
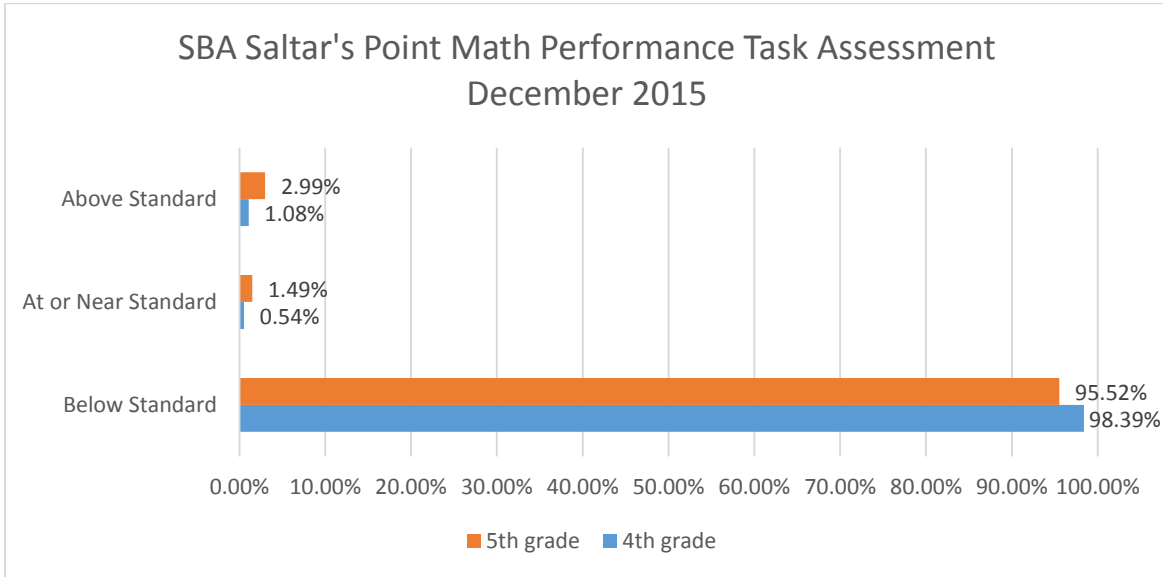
Throughout the course of the year, our staff have administered additional performance tasks addressing the targeted skills. Through the use of release time, teams of teachers collaboratively scored these performance tasks and identified areas of instructional need and areas of academic growth. Based on a data analysis the following has been put in to place: Book study to address the needs of differentiation in the classroom and to support intervention; Staff prepared targeted lessons to address the areas of academic need; Targeted interventions for specific students; Continued to collaboratively plan lessons using the SBA rubrics; Developed student growth goals based on assessment data

We have seen significant growth from our first to second math performance task. Through the collaborative scoring process, our staff have not only identified areas of academic focus but have also identified targeted areas of questioning and responding aligned with the performance task format. We are continuing to work on effective problem solving skills and breaking down assessment questions to craft clear and concise responses.

Goal: 80% of our students will be meeting standard on the ELA (English Language Arts) performance task in the area of Reading Informational Text as measured by the school-wide assessment.



Goal: 80% of our students will be meeting standard on the math performance task in the claim Problem Solving and Modeling & Data as measured by our school wide assessment.



PIONEER MIDDLE SCHOOL 2015-2016 SIP

Enrollment: 795	Free/Reduced Lunch: 22.4%	ELL: 1.7%	Special Ed: 8.9%
-----------------	---------------------------	-----------	------------------

Student Learning Goal 1: Math

Goal: At least 70% of seventh grade math students will be proficient at solving and graphing two-step inequalities as measured by a five-question post-assessment given in late November.

District Strategic Goals:

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

SSS1: The District will identify gaps in achievement and create professional learning and instructional interventions.

Rationale: Based on the Smarter Balanced Assessment (SBA) data, the Pioneer 7th grade math teachers determined that our students needed further instruction and monitoring in the following standards:

CCSS.MATH.CONTENT.7.EE.A.2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

CCSS.MATH.CONTENT.7.RP.A.2.B: Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Assessment Tool: Common Assessments taken from the *Big Ideas* 7th grade math book aligned to CCSS –Math

Plan to monitor progress: Our PLC math teams meet twice a month to analyze student performance on small grain assessment of CCSS. The students will also be administered a second round of assessments on the *Big Ideas* test in January. Teachers received baseline results from test in September. The final post-assessment will be given during the spring of 2016. Teachers participated in a collaborative scoring calibration activity and held discussion around areas of instructional growth. OSPI Grant – Math/Science Partnership to provide professional learning for our teachers and also connect practices across school districts.

Other monitoring tools: Curricula guides with CCSS assessment dates, SBAC interim assessments results, Unit Assessments results, and Data Team Analytical results; Pioneer RTI Team, Strong Kids Curriculum, Jr. Phoenix Club, PBIS Team, Tier Two Intervention, Pioneer PLC Teams, Data Room, Homework Club, Target Assistance Program (TAPs afterschool intervention program), IXL On-line Math Program; SBAC assessments, *Big Ideas Pre and Post Assessment*, Bi-monthly Common Assessments.

SPRING UPDATE:
The following strategies were employed with success and are attributed to the gains in scores in the interim math assessment: Common terminology (Math Habits of Mind – Habits of Interaction); Aligning learning targets with instructional outcomes; Monitoring student data twice a month; Homework club tutoring with high school mentors; RTI team oasis plans; TAP after school targeted CCSS assistant program.

Student Learning Goal 2: English Language Arts - Reading

Goal: The 7th grade team will focus on reading standard 7.5 (analyzing text structure). 60 % of the students will pass by the mid-year assessment.

District Strategic Goals:

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

SSS1 - The District will identify gaps in achievement and create professional learning and instructional interventions.

Rationale: 7th grade ELA team along with Pioneer Administration team created this goal after reviewing SBA data from 2015.

CCSS: 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Assessment Tools: Scope Scholastic pretest and daily assignment (How authors structure text –in handout form); signal word activities that focus on comparison, cause/effect, problem/solution, novels and WA State textbook reading.

Plan to monitor progress: Our next measurement of progress will occur in January following the same process. Teachers participated in a collaborative scoring calibration activity and held discussion around areas of instructional growth.

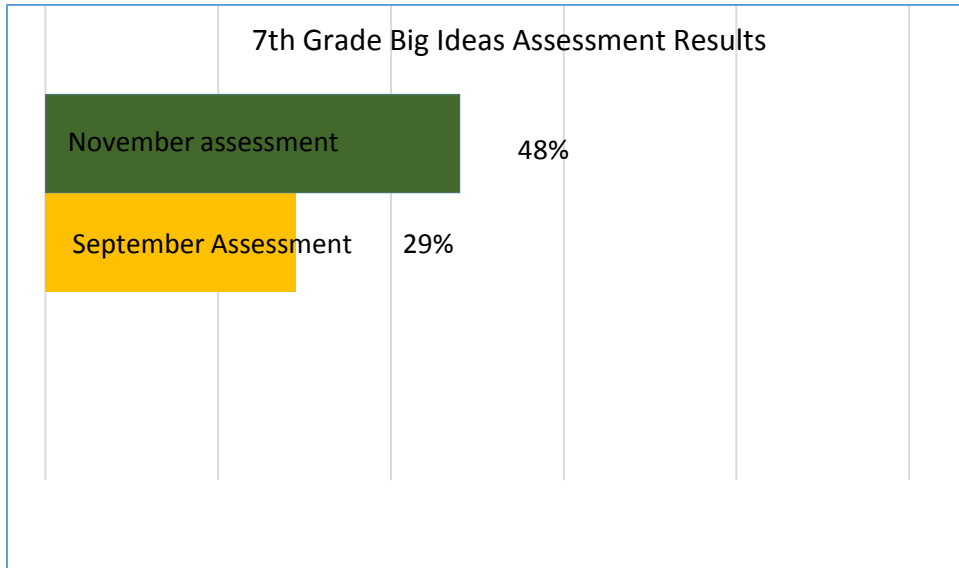
Steps toward meeting the goal: By February 15th teachers will give the mid-year assessment and look to see how students scored on CCSS goal 7.5.

Other measures of progress: Curricula guides with CCSS assessment dates, SBAC interim assessments results, Performance Tasks results, Unit Assessments results, and Data Team Analytical results. SBAC, Bi-monthly Common Assessments, “Call of the Wild” CCSS Pre and Post Assessment in Language Arts, and Easy CBM. Pioneer RTI Team, Strong Kids Curriculum, Jr. Phoenix Club, PBIS Team, Tier Two Intervention, Pioneer PLC Teams, Data Room, Homework Club, Target Assistance Program (TAPs afterschool intervention program).

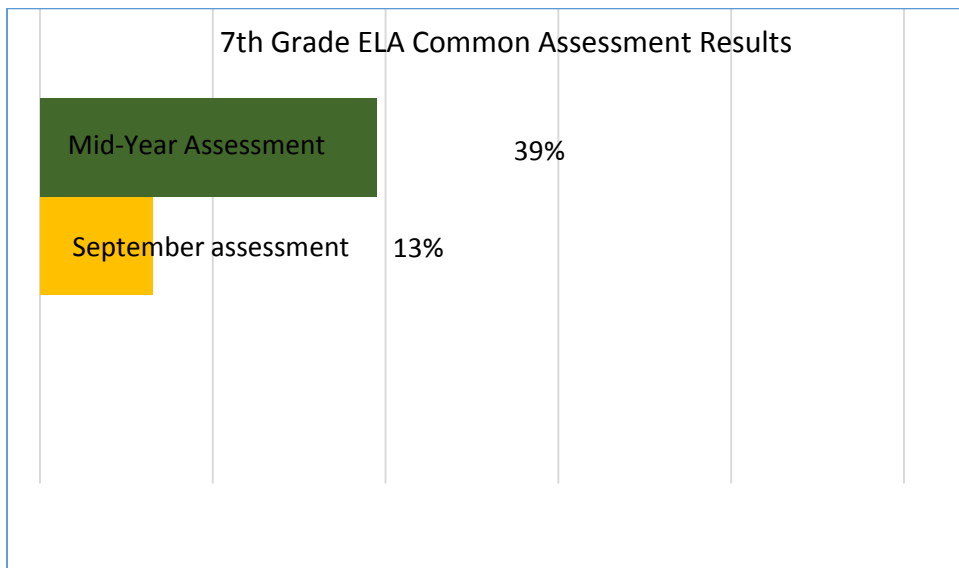
SPRING UPDATE:

The following strategies were employed with success and are attributed to the gains in scores in the interim ELA-Reading assessment: Aligning learning targets with instructional outcomes: Monitoring student data twice a month; Friday standards clinics; Homework club tutoring with high school mentors; RTI team oasis plans; TAP after school targeted CCSS assistant program

Goal: At least 70% of seventh grade math students will be proficient at solving and graphing two-step inequalities as measured by a five-question post assessment given in late November.



Goal: The 7th grade team will focus on reading standard 7.5 (analyzing text structure). 60 % of the students will pass by the mid-year assessment.



STEILACOOM HIGH SCHOOL 2015-2016 SIP



Enrollment: 917	Free/Reduced Lunch: 22.8%	ELL: 0.6%	Special Ed: 6.4%
Student Learning Goal 1: Math			
<p>Goal: State Testing - SHS will increase their Algebra EOC score during the 14-15 SY from 64% to 72%, during the 15-16 SY 72% to 78%, 16-17 SY from 78% to 90% for first time test takers as measured each year by common classroom based assessments aligned with CCSS Math Standards for EOC and with EOC Algebra Tests.</p> <p>Goal: SHS will increase the math SBA scores from a passage rate of 40% for first time test takers to 50% passage rate for first time test takers during the 2015-2016 school year.</p> <p>Goal: Classroom Based - During the 2015-2016 year, 75% of the Intensive Algebra students will show mastery on the skill of fractions embedded in problem solving as measured by incremental assessments given quarterly.</p> <p>District Strategic Goal: TL1 - Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.</p>			
<p>Rationale: As we are in year 3 of a 7 year accreditation process we are required to look at state testing data for consistent measurement. As a result, while we are still tracking progress on statewide tests (Smarter Balanced) we additionally chose a classroom based goal using data from the Intensive Algebra course. These students were chosen after a review of classroom based data, state testing based data in math and science, and teacher professional judgment.</p> <p>Assessment Tools: MSP Math and Science, classroom based data, EOC 1.</p> <p>Plan to monitor progress: State Test Goal: Progress will be measured using state reported SBA scores; Classroom Goal: Progress will be measured quarterly inside the classroom with Common Core Math standards based assessments.</p> <p>Steps toward meeting the goal: Teacher will provide data on a monthly basis to her evaluator. Teacher will share data with curriculum monitor from the Dana Institute 3 times during the school year and will be sharing the data with her Math PLC. We are putting together a team to help with behavior and attendance intervention to create access to learning for this population. Team will include a counselor, a teacher, an administrator, and the attendance clerk.</p>			
SPRING UPDATE:			
<i>Data has been updated on the Steilacoom High School Strategic Plan Website (listed under Math Goal Evidence)</i>			
<i>Data has been updated on the Steilacoom High School Strategic Plan Website (listed under Math Goal Evidence)</i>			

A team for helping with behavior and attendance intervention was formed and includes: Frank O'Loughlin (counselor), Katie Redman (teacher), Kris Tinsley (attendance clerk), Deb Hay (administrator)

SHS Implemented the "Why Try" curriculum as a result the team's work and focus on data.

Student Learning Goal 2: Science

Goal: Statewide Test - SHS will increase their Science EOC scores from the 2013-2014 score of 82.3% to 85% during the 14-15 SY, then 88% during the 15-16 SY, and then above 90% during the 16-17 SY as measured by common course assessments aligned to NGSS and as measured by the Science EOC.

2014-2015 Data shows a passage rate of 68%

Goal: Classroom Based - In alignment with the requirements of the Next Generation Science Standards, at least 75% of SHS Chemistry students will increase their scores on the American Chemical Society National Exam based on a starting average of 27% to a minimum of 75% over the 2015-2016 school year. Progress will be measured on 8 unit exams and a final year end assessment.

District Strategic Goal: TL1 - Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.

Rationale: As we are in year 3 of a 7 year accreditation process we are required to look at state testing data for consistent measurement. As a result, while we are still tracking progress on statewide tests (Biology EOC) we additionally chose a classroom based goal using Cohort data from the Chemistry classes. This classroom based goal also takes into account the new focus on Next Generation Science Standards which were adopted by the state. These students were chosen after a review of classroom based data in prior math and science courses, state testing based data in science, and teacher professional judgment.

Assessment Tools: Biology EOC, American Chemical Society Exam, Teacher created assessments.

Plan to monitor progress: Classroom Based Goal Progress will be monitored on 8 unit exams and a final year exam in June. State testing Goal Progress will be monitored on state given Biology EOC scores annually.

Steps toward meeting the goal: After review by the Chemistry PLC, the team will report data to evaluator on a monthly basis using a tracking tool.

SPRING UPDATE:

Data has been updated on the Steilacoom High School Strategic Plan Website (under Science Goal Evidence) and is reflected in the figures that follow in this report.

Biology EOC will be given during the state testing window in June.

Student Learning Goal 3: English Language Arts

Goal: Statewide Test - English Language Arts - SHS will increase their HSPE Writing scores from the 12-13 SY at 79.6% to a passing rate of 85% during the 14-15 SY, 88% during the 15-16 SY, and above 90% during the 16-17 SY as measured by Common Writing assessments using a common rubric aligned to the CCSS and by HSPE scores.

Goal: SHS will increase the ELA SBA scores from a passage rate of 62.4% for first time test takers to 75% passage rate for first time test takers during the 2015-2016 school year.

Goal: Classroom Based - In alignment with the requirements of the Common Core State Standards, at least 75% of SHS 9th & 10th grade students will increase scores by 12.5% which is a 0.5 increase on a 4 point rubric using text based evidence showing the author's purpose over the 2015-2016 school year. Progress will be measured using a standardized rubric on incremental assessments over the 2015-2016 school year.

District Strategic Goal: TL1 - Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.

Rationale:

As we are in year 3 of a 7 year accreditation process we are required to look at state testing data for consistent measurement. As a result, while we are still tracking progress on statewide tests (ELA SBA) we additionally chose a classroom based goal using data from 9th and 10th grade ELA classes.

Assessment Tools: SBA summative; Rubric based on Common Core State Standards on Author's Purpose

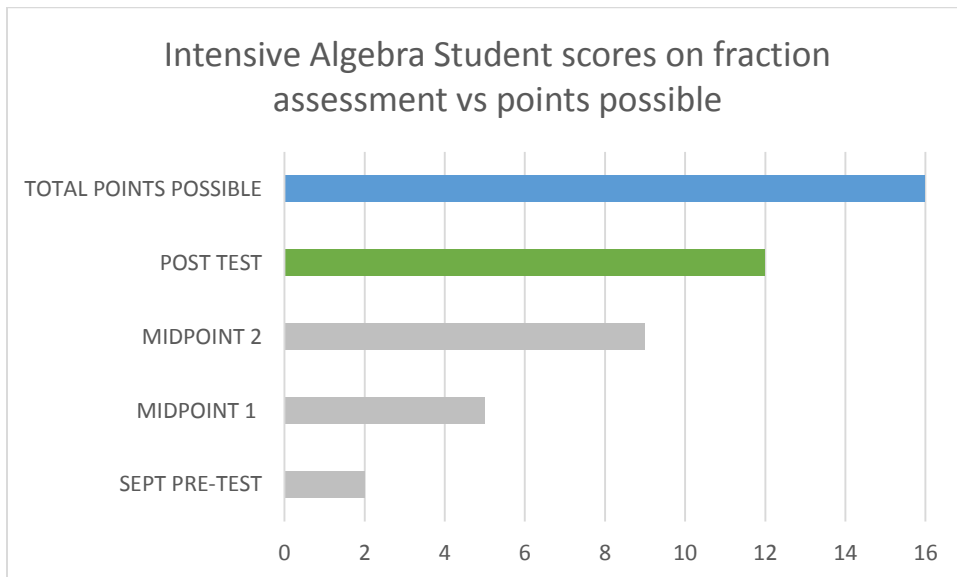
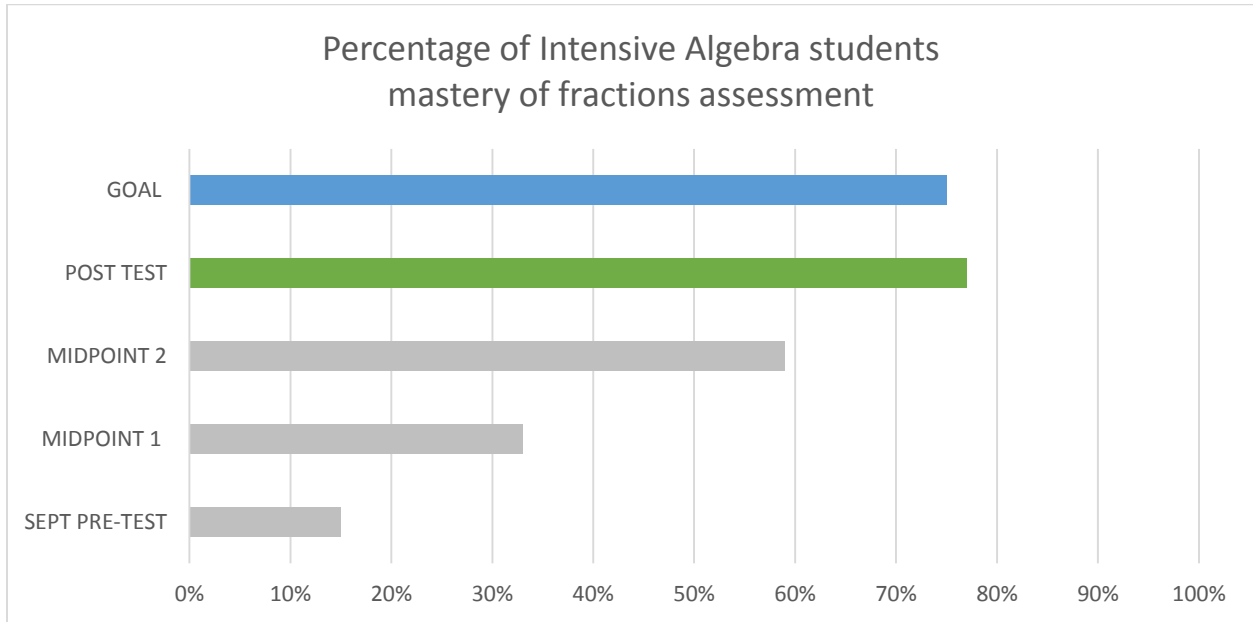
Plan to monitor progress: Classroom based goal will be monitored on a quarterly basis via pretest, mid1, mid2, post-test.

Steps toward meeting the goal: After review by the ELA PLC, the team will report data to evaluator on a monthly basis using a tracking tool.

SPRING UPDATE:

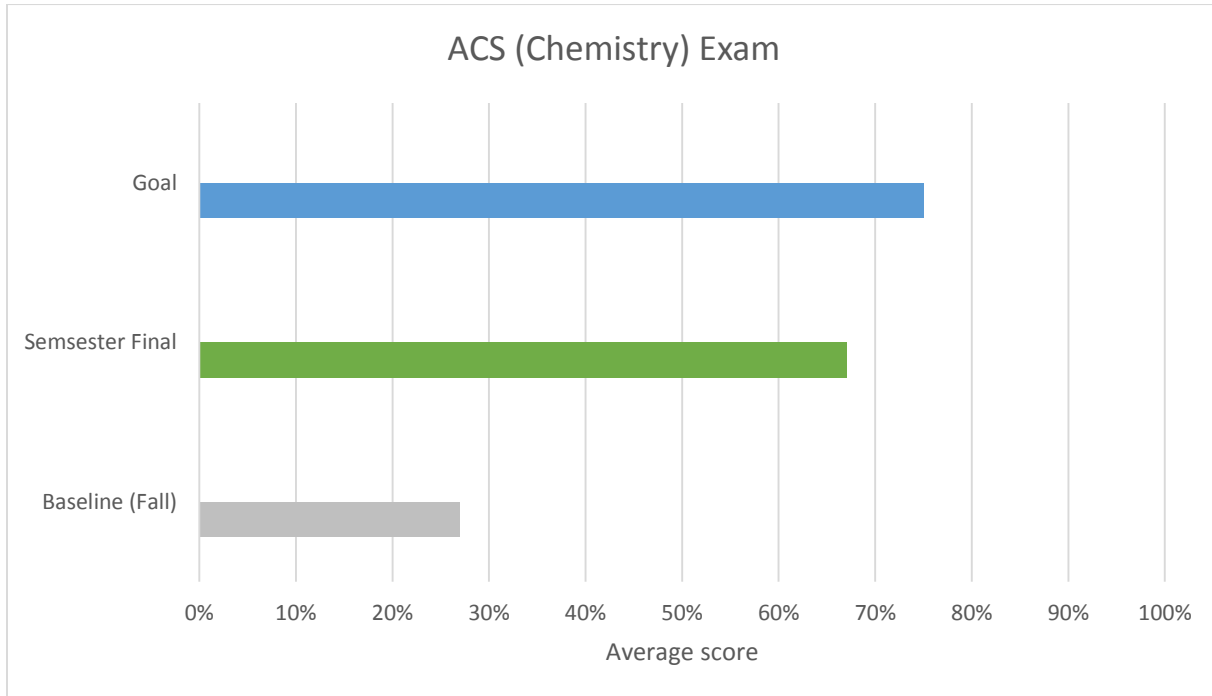
Data has been updated on the Steilacoom High School Strategic Plan website under ELA Goal and is reflected in the figures that follow in this report.

Goal: Classroom Based: During the 2015-2016 year, 75% of the Intensive Algebra students will show mastery on the skill of fractions embedded in problem solving as measured by incremental assessments given quarterly.

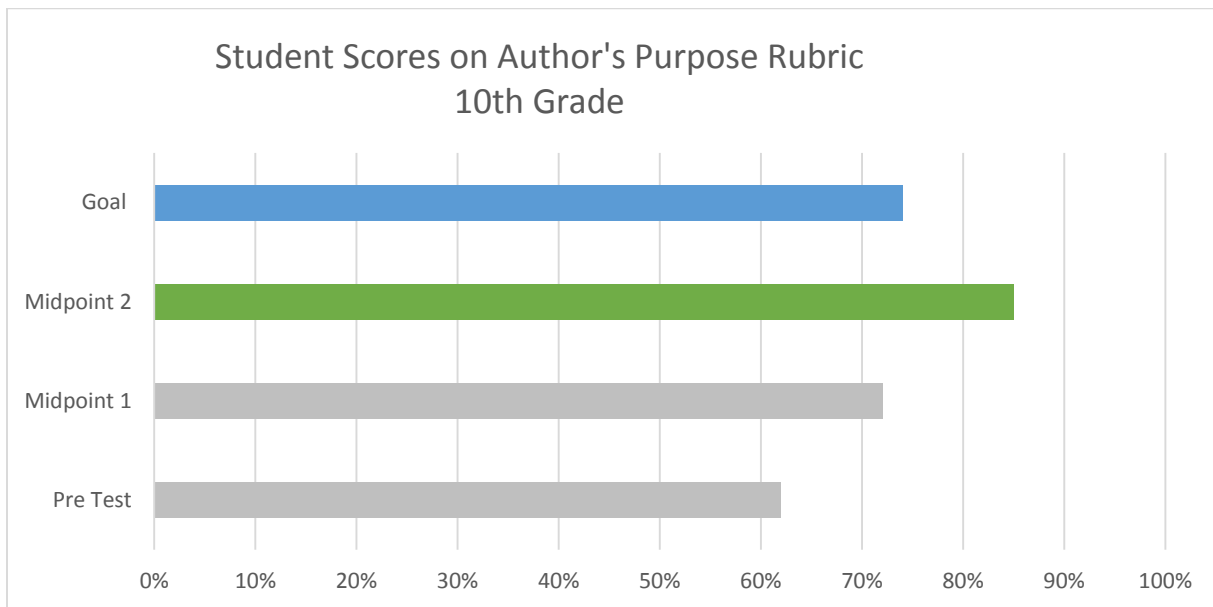
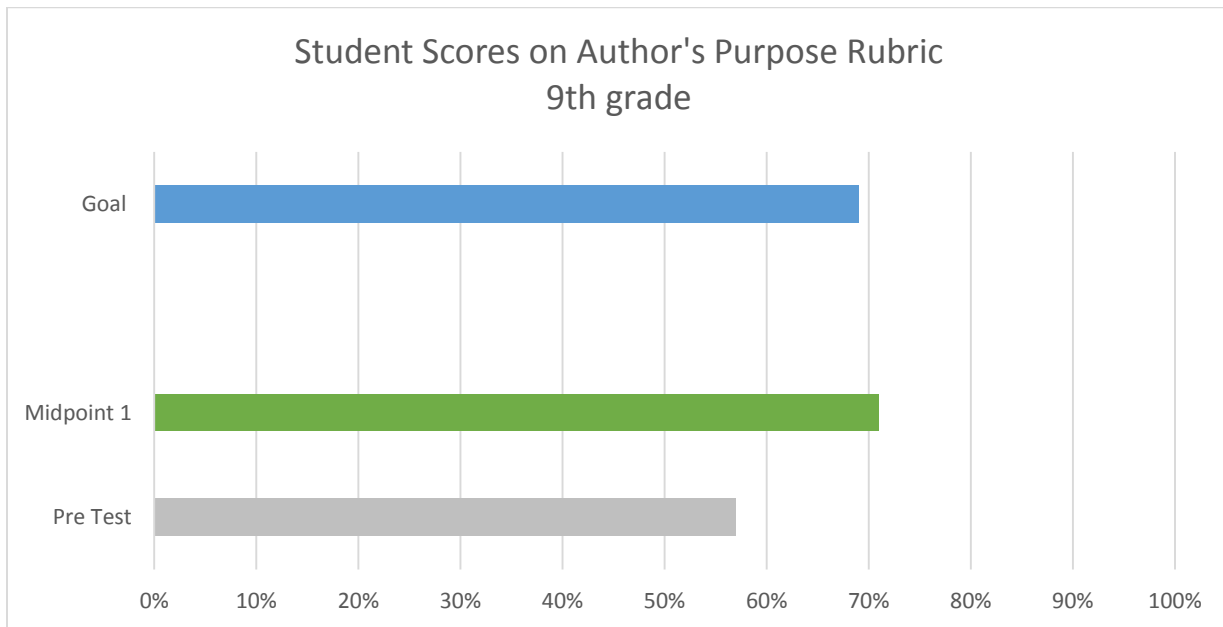


These are mean scores on the assessment, not percentages.

Goal: In alignment with the requirements of the Next Generation Science Standards, at least 75% of SHS Chemistry students will increase their scores on the American Chemical Society National Exam based on a starting average of 27% to a minimum of 75% over the 2015-2016 school year. Progress will be measured on 8 unit exams and a final year end assessment.



Goal: In alignment with the requirements of the Common Core State Standards, at least 75% of SHS 9th & 10th grade students will increase scores by 12.5% which is a 0.5 increase on a 4 point rubric using text based evidence showing the author's purpose over the 2015-2016 school year. Progress will be measured using a standardized rubric on incremental assessments over the 2015-2016 school year.



Steilacoom Historical School District No. 1
Board of Directors' Operating Protocol
To be Adopted April 27, 2016

The most effective way to operate and supervise a dynamic, growing school district is through close cooperation between the school board, the superintendent, and the administrative leadership team. Each group plays a different role, and each role is essential to the success of the entire system (staff and students). In order to allow each group to compliment and ensure the success of the others, there must be agreement on some philosophical ideas and practical ways of working together to achieve the common goal – quality education programs for each student. To achieve, within the legal and financial limits of the District, quality education programs for each student, the Board pledges to strive toward excellence in performance and expects the same from each individual who works in Steilacoom Historical School District.

Board directors and administrators have an obligation to provide educational leadership. The public expects the best in planning, decision-making, communication, and educational expertise. However, all decisions and policies of the Board-Administration Team must be gauged and tested against two fundamental beliefs: schools are for kids; and schools belong to the people.

For the purpose of enhancing teamwork among members of the Board and between the Board and the Administrative Team, we, the members of the Steilacoom School District Board of Directors, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

PRINCIPLES FOR BOARD-ADMINISTRATION RELATIONS

The following philosophical ideas, operating principles, and behaviors, when adhered to by all, will create an open, productive environment for a team approach to school leadership:

- 1. Positive Approach**
Each member of the team is charged with the responsibility of working with the team to find the best way to meet the needs of the students and staff. An open, positive, and problem solving atmosphere toward designing, implementing, and assessing plans to achieve the goals of the organization is critical.

- 2. Judgment and Trust**
To develop an effective team process, each group must support and cooperate with team members, collectively and individually.

3. Loyalty and Disagreement

Cooperation, support, and loyalty do not mean there will be agreement on every issue. Dialogue, divergent thinking, and debate will encourage the best decisions. To clarify this principle, a few ground rules must be covered:

- Each team member has the responsibility for being loyal to the District, to each member of the team, and to the primary goal -- a quality education for every child.
- Board Directors should not be contacting employees of the District on operational issues. Questions about operations, direction, etc., should be directed to the Superintendent.
- Board Directors are encouraged to offer praise for employees, but criticism must be channeled through the Superintendent's office.
- Debate the issues, not one another. Avoid personal slurs and snide comments.
- Information about employees, negotiations, and other confidential areas discussed in executive session will remain completely confidential. Information given in confidence, particularly when planning and exploring alternatives must also remain confidential. Team members should state in advance whatever they consider to be confidential information.
- When Board Directors or the superintendent find themselves in disagreement with another team member, a one-to-one meeting with that person should be arranged to resolve the disagreement. Once resolved, the disagreement will remain a private matter.
- Discussion at meetings and debate over issues should be open and honest. Once a final team decision is reached, each member has the responsibility to support the decision.
- Agendas must be open and on the table for meaningful dialogue to occur. Information upon which decisions are to be made, with accompanying alternatives, will be given to the Board in a timely manner so that appropriate input and analysis can take place prior to the time of the decision. Surprises at meetings are counterproductive.

4. Accountability to Community

The School Board, Superintendent, and administrative team are accountable to the public for the decisions made and for the quality of their work. Responsibility to the community is demonstrated by listening to them and by using effective systems of gathering information as assessment.

5. Communication

Effective interpersonal communication requires a healthy communication climate with high levels of trust and respect for individuals and for the mission of providing a quality education for all students. To achieve this, messages must be open, straightforward, and honest.

- The Superintendent and the Board will make deliberate attempts to share information and data with all team members. Team members shall utilize the chain of command as outlined by District policy/procedures.
- When an individual Board Director is contacted by a staff or community member, each member has agreed to the following procedures:
 - a. Hear out the individual's concern.
 - b. Ask if the issue has been discussed with the person immediately responsible.
 - c. Express concern about the issue and a desire to assist in resolution, while reinforcing the need to resolve the issue at the immediate local level. If unsuccessful, proceed to the next level(s) of responsibility.
- Only the Superintendent, his/her designee, or a Board-designated representative may contact the District's negotiator, should one be used, on current negotiations. If a Board Director feels a need to talk to District counsel or the negotiator, he or she is to contact the Superintendent who will arrange for all meetings. The Board president may contact the District's legal counsel in reference to the Superintendent's contract.
- It is important to keep the Superintendent and other Board members informed of unusual happenings as quickly as they occur.
- The Superintendent is responsible for communicating official district operational positions to the media. There will also be occasions when the Board president communicates the official District position. Board members may certainly state personal positions; as long as they make it known they are not speaking for the Board or the District.
- The Board will emphasize planning, policy making, and public relations rather than becoming involved in the daily operations of the schools.
- After reviewing the agenda, Board members agree to ask questions when clarification is needed so that the Board meetings can proceed smoothly and efficiently. Board members can also contact the Superintendent to discuss issues prior to the meetings. Members may also request addition of items to the agenda prior to its adoption.

- Each Board member will become conversant with matters on which the Board acts, reviewing all materials prior to meetings. They will attend essential Board training and inform themselves about important issues through individual readings.
- All personnel complaints and criticisms received by the Board or its individual members will be directed to the Superintendent.
- Members agree to operate as a team and employ appropriate group problem solving techniques. They agree to focus on issues rather than personalities, to propose viable alternatives to problems, to disagree constructively and communicate with each other in a respectful manner.

Signed this 27th day of April 2016;

Sam Scott, Board Chair

Bob Forbes, Vice Chair

Kathi Weight, Superintendent

Don Denning, Legislative Representative

Jason Pierce, Board Director

Steve Schenk, Board Director