



Continuous Improvement Process Plan 2018-2019

Emily Dickinson Elementary School

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Redmond, WA 98053

<http://lwsd.org/school/dickinson>

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I. Description of School

Emily Dickinson Elementary School is in Redmond, Washington and is part of the Eastlake Learning Community. We have a total enrollment of 449 students. As our students leave Dickinson Elementary, they attend Evergreen Middle School and then Eastlake High School. In addition to Dickinson Elementary our campus houses both Dickinson Preschool and Explorer Community School. Our main campus includes three Learning Center classrooms, one Safety Net classroom, a Resource classroom and an English Language Learners classroom. We currently serve 30.5% of our students through Special Education and 12.9% of our students through English Language Learner Services. Additionally, many of our students are served through our Highly Capable pullout program.

Our student population is rich with diversity. We speak 9 different languages with 64% of our students speaking English, 8% speaking Telugu, 8% speaking Hindi, and 7% speaking Spanish. Other languages spoken include Tamil, Arabic, Russian, Malayalam, and Marathi. Our students are 43% White, 37% Asian, 12% Hispanic/Latino, 6% two or more races, and 1% Black African American.

Education at Dickinson Elementary is enriched through orchestra and band, as well as music, physical education, and library. Our teachers integrate art into the curriculum through Deep Space Sparkle and our fourth and fifth grade students also complete each year in a Math Is Cool Competition.

We have high levels of parental participation through PTSA and they are highly involved in enhancing the learning of our students. They provide Art Smart, Math Club, Spanish tutoring, Big and Little Theater productions and International Night. We have amazing community volunteers who come to our school daily/weekly to support our students. It is not uncommon to see a volunteer reading in the back of the classroom with an individual student or working on math with a small group. Additionally, we benefit from our Watch D.O.G.S. Program. This program involves thirty volunteer hours per week by men in our community to support student learning and safety of our students. We have also partnered with King County Sheriff's Department through an Adopt a School program where Deputy Hicks serves our school through working with our students, being part of our Safety Team, and being a positive presence on our campus.

Our students learn about leadership through ASB. Students work in four teams including Virtues Project Television (VPTV); Publications, Service, and Spirit. Their focus this year is service to others. This year, our students are donating uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen.

The Dickinson community cares for and preserves the wetlands on site and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	87.8%	89.5%	93.5%	84.6%			
		1 st	83.7%	80.4%	89.5%	89.4%			
		2 nd	81.0%	83.7%	79.3%	77.5%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		81.2%	76.2%	71.2%	70.7%			
	% of 3 rd graders meeting or exceeding state standards in Math		84.1%	78.4%	74.0%	69.6%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		81.4%	81.1%	73.8%	77.5%			
	% of 4 th graders meeting or exceeding state standards in Math		78.7%	75.3%	68.6%	61.2%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		82.8%	80.5%	82.8%	78.2%			
	% of 5 th graders meeting or exceeding state standards in Math		64.9%	60.5%	70.0%	68.3%			
	% of 5 th graders meeting or exceeding state standards in Science		85.5%	83.3%	87.1%	79.7%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Members of our intervention programs (ELL and Safety Net), as well as Special Education, partnered with our grade level teams analyzed the outcomes from last year, worked in PCC teams to reflect on what they did last year to determine what was most effective and what they wished to improve upon. They then shared it with the grade band team and integrated it for the CIP reflection.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 89% of students in grades K-2 will score at or above benchmark according to the DIBELS assessment by May 2018.	Outcome: 83.5% of students in grade K-2 scored at or above benchmark according to the DIBELS assessment by May 2018.
Narrative Reflection: While we didn't meet our overall grade band goal, we have great success. Our kindergarten students met their goals for the 2017-18 school year. Students studied sight words during literacy centers and sent home sight word rings for students to practice at home with family members. This helped launch our students into being readers. Our first graders also met their goal. Our first-grade team attributes their success to the "Walk to Read" model. Classroom teachers explicitly added extra decoding practice to increase fluency. Teachers created decodable lessons directly connected to the Wonders texts. We also have second-grade students who made great progress in fluency. Our second-grade teachers intentionally taught retell. Our teams noticed a need to directly teach phonics in the K-2 grade band, so we will incorporate more phonics instruction throughout the year.	
Literacy: 3-5 ELA Goal: 77% of students in grade 3-5 will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.	Outcome: 75.3% of students in grade 3-5 met or exceeded grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.
Narrative Reflection: While we worked hard to increase reading achievement during the 2017-18 school year, our outcomes were lower than expected. Last year, we worked with students to improve spelling, grammar, vocabulary, and comprehension using our Wonders curriculum. We should have focused more on specific comprehension strategies that will help our students understand the content of the passages they read. We will incorporate and practice reading strategies for comprehension, teach students how to find main ideas and text-based evidence to support their ideas, and how to write detailed, complete sentences about the text.	

<p>Math: 3-5 Math Goal: 72% of students in grades 3-5 will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.</p>	<p>Outcome: 66.5% of students in grades 3-5 met or exceeded grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018</p>
<p>Narrative Reflection: The outcome was lower than anticipated because both formative and summative assessments showed that a greater percentage of students were on track to pass the Smarter Balanced Assessment. Our students struggled with place value, basic facts, and problem-solving. We should have re-taught these concepts and given them more practice in these areas. This year, we will focus more on fundamental skills and concepts as well as working hard on place value and problem-solving.</p>	
<p>Science: 5th Science Goal: 89% of students will meet or exceed grade level standard as measured by the end of the year WCAS Assessment by May 2018.</p>	<p>Outcome: 79.7% of students in 5th grade met or exceeded grade level standard as measured by the end of the year WCAS Assessment by May 2018.</p>
<p>Narrative Reflection: While we did not meet our Science goal this year, it was a "new" assessment for us and we are anxious for the new science curriculum that addresses our new standards. Our team is still in the process of learning the new NGSS standards and will continue to take professional development and training to learn more. With our new learning over the summer and during our fall LEAP trainings, we will focus more on the standards and will center our instruction on inquiry and design.</p>	
<p>Achievement Gap Goal: 40% of students in grades 3-5 who qualify for free and reduced lunch will score at or above grade level standards on the Smarter Balanced Math Assessment by May 2018.</p>	<p>Outcome: 35.40% of students in grades 3-5 who qualify for free and reduced lunch scored at or above grade level standards on the Smarter Balanced Math Assessment by May 2018.</p>
<p>Narrative Reflection: We did not meet our goal last year for closing the equity gap in math for students in grades 3-5 who qualify for free and reduced lunch. A few of our focus areas are basic computation, number sense, problem-solving, and multi-step story problems. We will focus on how to help math come alive for students and how it is relevant by providing real-life problems that can be solved through math. We will also focus more tightly on the individual needs of our students and provide interventions in those areas. We will be looking at our students more closely, analyzing our data and determine areas in which to focus, strategically planning interventions, progress monitoring, refining our teaching, and working hard to close the equity gap.</p>	

<p>School Effectiveness Goal: Highly Effective School Survey #42: Teachers receive regular feedback on how they are doing. The weighted score will increase from 3.39 to 3.54, demonstrating an increase in agreement with the statement by May 2018.</p>	<p>Outcome: Highly Effective School Survey #42: Teachers receive regular feedback on how they are doing. The weighted score was 2.86, demonstrating a decrease in the agreement with the statement by May 2017.</p>
<p>Narrative Reflection: We did not meet our goal for School Effectiveness last year. We have a new administrative team this year and we are committed to giving teachers regular feedback on how they are doing. Our administrative team has carved out time everyday to visit classrooms and give regular feedback to teachers. We also provide feedback through our Instructional Framework and Evaluation process. We will be providing professional development throughout the year in writing, science, technology, Cultural Responsive Teaching, SIOP, and curriculum-based instruction. As we observe classrooms, we will continue to monitor and provide feedback in these areas.</p>	
<p>Attendance Goal: By the end of the 2017-2018 school year, the total number of unexcused absence days will be 400 or less.</p>	<p>Outcome: By the end of the 2017-18 school year, the total number of unexcused absence days was 452.</p>
<p>Narrative Reflection: We did not meet our attendance goal last year for unexcused absences. We currently have an automatic phone system to reach out to families when their students are not at school. If the absence is considered unexcused, we will reach out to the family to see how we may provide support or more information about the importance of being at school on time, every day.</p>	
<p>Discipline Goal: Student referrals to the office during recess will decrease from an average of 27 weekly occurrences to less than 20 by May 2018.</p>	<p>Outcome: We were unable to find data that was collected to determine if we met our discipline goal last year.</p>
<p>Narrative Reflection: We are a new administrative team and were unable to find the data that was collected to determine if we met our discipline goal last year. This year, we are working hard to put systems into place that will proactively decrease our office referrals. We have formed a PBIS team and have joined the district PBIS pilot team. We are in the process of developing common expectations in common areas of our school such as in the hallway, lunchroom, restroom, playground, bus, and during assemblies. We will also re-teach when students are not exhibiting expected behavior.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: Administrators will meet with PTSA leadership and PTSA Executive Board monthly to get input on school performance and share school plans for continual improvement processes in academic and non-academic areas. We will collaborate with the PTSA to fund teacher professional development seminars and teaching tools. We will continue to offer information nights to parents who are new to the U.S. school system and offer advice and opportunities to connect and to continue to build the Dickinson learning community.

Reflection on Outcome:

Administrators met with PTSA leaders and PTSA Executive Board members monthly to solicit input on school performance. We also offered information nights to parents who are new to the U.S. school system which was well attended.

2017-18 Strategies to inform parents, families and the community in the CIP process: Administrators will post the plan to the school website and provide a link to families in the school newsletter.

Reflection on Outcome:

Administrators posted the plan to the school website and provided a link to families in the school newsletter. This year, after our CIP is completed, we will meet with our families on a parent night and go through our plan. We think it is important for our families to be on board with the work that we are focusing on for the upcoming year.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: K-2 Reading SMART Goal: 84% of students in grades K-2 will score at or above benchmark as measured by the DIBELS assessment by May 2019.</p>
<p>Process used to determine goal: Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the K-2 goal.</p> <p>Responsible individual or team: Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.</p> <p>Strategy/ies that will be implemented to support goal: We will focus instruction in the following areas: Our students will practice letter identification, letter sounds, sight words, phonics, spelling, fluency, retell for both fiction and informational text, vocabulary and comprehension. We use literacy groups, Daily 5 (Reading workshop model) and Walk to Read flexible groupings to differentiate instruction, as well as pulling small groups in the moment to quickly teach a concept. We will use modeling with a special focus on decoding for some students, the dictation spelling model connected with Wonders, and will also incorporate SIOP strategies to increase vocabulary instruction. We will use leveled readers in small groups to focus on the needs of our students (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension). To progress monitor our effectiveness, we will use sight word pre and post assessments, monthly fluency testing, DIBELS, and Wonders curriculum assessments. We will also do formative assessments through teacher observations, turn and talk, small group conversations, sharing whole group, reading aloud, and daily practice.</p> <p>How challenge and rigor will be ensured for all students: All our students will receive core instruction using the Gradual Release of Instruction model: I do, we do, you do. During the "you do" portion of the lesson, some students will be challenged through enrichment activities. Our teachers received training over the summer on ways to challenge students who are above benchmark through our Highly Capable program. We will incorporate those strategies. Our students who are at benchmark will be challenged through fluency and retell using text-complexity that fits their reading level (through leveled readers). Students who need additional help, will be pulled in smaller flexible groups to receive scaffolding so that they have the tools to complete the assignment. Students will set goals, track and monitor their own progress, which increases engagement and accountability.</p> <p>How necessary interventions will be determined:</p>

Formal intervention groups will be determined by looking at the previous years data, our current DIBELS data, sight word assessments (4x a year), sight word spelling tests (Wonders), and teacher created Running Records for Wonder texts. Additionally, our teachers will be collecting formative assessments in the classroom daily to determine in the moment re-teaching opportunities and other small group interventions.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP and our writing teacher-leader, will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and special education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through the pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources we need. In addition to professional development, collaboration, and goal setting listed above, we will utilize Safety Net support, ELL support, parent/community volunteers, IA support, HeadSprout, learning coaches, and parent support with reading at home.

Timelines and Progress Monitoring Plans:

Kinder: DIBELS BOY, MOY, and EOY assessments, sight word assessments (September, December, March and May), end of unit sight word assessments/spelling tests, sight word fluency checks, and Reading Wonders assessment. Additionally, teachers will use formative assessment with their daily lessons (turn and talk, group discussions, student demonstrations).

First Grade: DIBELS passage Tap Dance as Part of PGE goal to show growth. September, January, May DIBELS Benchmark assessments. Unit Reading Wonders assessments, Safety Net monthly progress monitoring, and daily formative assessment.

Second grade: Part of PGE goal: September, January, May DIBELS Benchmark Assessment. Fall/Winter Reading Wonders assessment and monthly progress monitoring.

Literacy: 3-5 ELA SMART Goal:

78% of students in grades 3-5 will score at or above benchmark in English Language Arts measured by the Smarter Balanced Assessment in May 2019.

Process used to determine goal:

Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 goal.

Responsible individual or team:

Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:

In grades 3-5 we will focus on the following areas for literacy instruction:

- Reading fluency – In addition to Reading Wonders, we will supplement instruction and assessment using Read Naturally to improve fluency. Our students will practice reading fluency through practicing reading with automaticity, phrase chunking, pausing appropriately for punctuation, and reading with inflection.
- Vocabulary – When implementing Reading Wonders curriculum, we will utilize SIOP strategies to improve our vocabulary instruction and student achievement.
- Comprehension – In order to improve comprehension, we will be using the reading workshop model. We will differentiate by using leveled readers during small group instruction, enrichment for students above grade level, and scaffolding to support students who may need extra help. We will explicitly teach and re-teach RACE strategies to provide text-based evidence to support answers, along with utilizing cross-cutting curriculum to support comprehension. We will also focus on inferencing. Our students will engage in novel studies and learn how to use mentor texts.
- Writing – We will be utilizing our newly adopted writing curriculum by using the Writer's Workshop Model to focus on opinion, narrative and information writing at each grade level.

How challenge and rigor will be ensured for all students:

All our students will receive core instruction using the Gradual Release of Instruction model: I do, we do, you do. Our students will practice reading different texts on the same topic and synthesizing their understanding and using both texts to support their answers with text-based evidence. Students will use the RACE strategy. During the "you do" portion of the lesson, some students will be challenged through enrichment activities and/or challenge questions or activities. Our teachers received training over the summer on ways to challenge students who are above benchmark through our Highly Capable program. We will incorporate those strategies. Our students who are at benchmark will be challenged through high level questioning and discussion strategies and requiring students to use RACE strategies to support their answers with text-based evidence. Students who need additional help, will be pulled in smaller flexible groups to receive scaffolding so that they have the tools to complete the assignment. Students will set goals, track and monitor their own progress, which increases engagement and accountability.

How necessary interventions will be determined:

Formal intervention groups will be determined by looking at the previous year Smarter Balanced Assessment data, fluency assessments, Reading Wonders unit assessments. Additionally, our teachers will be collecting formative assessment in the classroom daily through turn and talk, group discussions, observation, class discussions, oral reading, observation through small group instruction, and comprehension exit tickets. Formative assessments will be used to determine in the moment re-teaching opportunities and other small group interventions.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP and our writing teacher-leader, will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and special education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources we need. In addition to professional development, collaboration, and goal setting listed above, we will utilize Safety Net support, ELL support, parent/community volunteers, IA support, learning coaches, and parent support with reading at home.

Timelines and Progress Monitoring Plans:

Our PCC teams will meet weekly to collaborate and evaluate their data and make plans to improve instruction and/or discuss and plan for intervention and enrichment. They also meet throughout the school year to analyze their Student Growth Goals and make adjustments to their teaching. Our Safety Net and ELL teachers provide regular progress monitoring throughout the year as well. In the winter, our teacher will use the IAB practice assessments to determine additional areas in which focused instruction is needed.

Math: 3-5 Math SMART Goal:

80% of students in grades 3-5 will score at or above benchmark in math as measured by the Smarter Balanced Assessment in May 2019.

Process used to determine goal:

Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers

should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 math goal.

Responsible individual or team:

Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:

Strategies that we will use to implement to support our goal include the following:

- Differentiated Instruction – Utilize the differentiation activities within Envision Math, DreamBox, Xtra Math, small groups,
- Math Notebooks - We will utilize math notebooks for students to record learning targets, keep notes, list vocabulary with definitions, and reflect upon their learning,
- Practice – Math fact practice,
- Pacing Model – Using the grade-level Envision pacing model to address all learners,
- Manipulatives – Our teams will use various hands on manipulatives or pictures to help students understand the concepts that they are learning and to increase engagement. We use manipulatives to make learning relevant to students and to help those students who might have trouble understanding an abstract concept.
- Other support – Watch Dog, Instructional Assistants, and parent support for small group and fact practice.
- Assessment – Timed tests three times per week using mixed operations, pre-assessments to inform instruction. If students don't show mastery after the first assessment, students are re-taught and will re-test to show mastery.

How challenge and rigor will be ensured for all students:

Our teams differentiate their teaching so that students who are above standard are challenged and those who may need extra support receive the scaffolding that they need. Additionally, our teams use YouCubed.org, enrichment worksheets/packets, real-life problem solving, problem-solving groups, and pacing models.

How necessary interventions will be determined:

Our teams utilize both formative and summative assessments to determine what interventions are needed. This includes pre-assessments, fact drills, self-assessments and reflections, exit tickets, observation from small groups, post-assessments, observing turn and talks, class discussions, white board answers, group discussions, opportunities to explain their thinking to the class and add onto other's ideas.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and special education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into

their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have all the resources that we need. We will be using DreamBox, Xtra Math, MobyMax, IXL, Envision curriculum resources, Instructional Assistant and family/community support, learning coaches, learning walks, math notebooks, and various other manipulatives.

Timelines and Progress Monitoring Plans:

Our PCC teams will meet weekly to collaborate and evaluate their data and make plans to improve instruction and/or discuss and plan for intervention and enrichment. They also meet monthly throughout the school year to analyze their Student Growth Goals and make adjustments to their teaching. In the winter, our teachers will use the IAB practice assessments to determine additional areas in which focused instruction is needed.

Science: 5 Science SMART Goal:

74% of students in grade 5 will meet grade level standard as measured by the end of the year WCAS Science Assessment in May 2019.

Process used to determine goal:

Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. Our fifth-grade team set the final goal.

Responsible individual or team:

Although our fifth-grade team is directly responsible for this goal, all of our grade level teams are working on building knowledge so that our future students will also be successful.

Strategy/ies that will be implemented to support goal:

We will incorporate our knowledge of the NGSS and utilize strategies we learn from ongoing professional development. We will be using FOSS Kits and the Mystery Science Program. Our students will take the science practice assessment and we will use that information to inform our instruction and determine what our students need the most. We will try to bring science alive and make it relevant to our students.

How challenge and rigor will be ensured for all students:

To ensure challenge and rigor for our students, we will use inquiry-based learning, hands-on activities, will have students keep journals, and response sheets to record and reflect upon their learning. We will also provide enrichment activities for students who are already at standard.

How necessary interventions will be determined: Teams will analyze their assessment data on a regular basis to determine how to adjust their instruction to meet the needs of

their students. Some of the assessments will include observations, experiments, learning reflections, classroom discussions, journal checks, and summative assessments.

Any professional learning needed:

Our science leaders are providing ongoing professional development during our LEAP days to better understand the NGSS and increase rigor for our students. The team would also like continued support in FOSS and training within the ELC/PLC.

Any resources needed and plans to obtain them:

Continued professional development around the NGSS. The team would also like training called Ambitious Science Teaching (UW Developed), any workshops available through LWSD, and continued ELC collaboration.

Timelines and Progress Monitoring Plans:

Our fifth grade PCC team meets weekly to plan instruction, analyze student data, and make adjustments based on the needs of students.

Achievement Gap SMART Goal:

43% of students grade 3-5 who receive English Language services, will score at or above grade level standards on the Smarter Balanced Assessment in English Language Arts by May 2019.

Process used to determine goal:

Our grade level teachers, interventionists, Special Education teachers, and specialists came together at a LEAP training to analyze our Smarter Balanced Assessment data from 2017-18. We created five goals for our lowest achieving areas. We voted on which goal we wanted to focus on for the school year. We agreed as a team that this would be a 1-5 goal, even though it is written as a grade 3-5 goal because we are interested in closing the equity gap for all of our students. After voting on the goal we wanted to work toward, our teachers formed grade level teams (interventionists, Special Education and specialist teachers joined groups) and determined strategies, rigor, intervention, professional development and the timeframe needed to reach our goal.

Responsible individual or team:

Our entire staff is responsible for this goal, although we will only be reporting out on grades 3-5.

Strategy/ies that will be implemented to support goal:

First Grade:

Our first-grade team will utilize sentence stems, chunking information into bite-sized sections, activating prior knowledge, pre-teaching vocabulary, using visuals, graphic organizers, acting out vocabulary words, interacting with sight words, and games.

Second Grade:

Our second-grade team will utilize comprehension strategies, direct teaching of fundamental keyboarding skills, teaching of academic and content vocabulary, and grammar. They will also focus on phonics and fluency and will provide sentence stems

for extended response questions, so they will know what to do when they get into third grade.

Third Grade:

Our third-grade team will try to get Safety Net support, push-in model with our Instructional Assistants for additional support, work with Watch Dogs, and work in small groups with parents. They also want to increase communication and collaboration between all of our interventionists, support staff, and teachers. They will work on figurative language with students and encourage them to use figurative language in their speaking and writing. They will also teach keyboarding skills to help students communicate their thoughts and ideas more freely. They will ensure that students receive the necessary tools for test taking (i.e. text-to-speech), will teach students how to look for text-based evidence using the RACE strategy. They will also use sentence starters for answering questions if needed and will have students practice fluency by using Read Naturally.

Fourth Grade:

Our fourth-grade teachers will increase collaboration with our EL teacher to increase the support of our students. They will use vocabulary connections such as pictures to words to help our students learn vocabulary. They will teach students to use the RACE strategy to use text-based evidence in their responses to reading questions. They will utilize Culturally Responsive Teaching and SIOP strategies to support the needs of their students as well as leveled readers, and group students based on need. They will also use Reading/Writing workshop to increase achievement. The team will seek out learning opportunities and professional development to support the learning of students receiving support in English Language. They will also work on sentence fluency to help with grammar support and increase family engagement by encouraging literacy at home. The team will seek out literature that is interesting to their students and at the just right level, so that students will be successful increasing their reading at home.

Fifth Grade:

Our fifth-grade team will use Reading Wonders leveled readers, will rephrase questions, use stem/starters for scaffolding, graphic organizers to plan writing and note taking. They will also use SIOP strategies (visuals), familiarize students with academic vocabulary, teach multiple vocabulary strategies such as visuals, kinesthetic, and oral repetition. They will also utilize turn and talk, jigsaw, self-assessment, goal setting, and self-reflection on progress toward learning.

How challenge and rigor will be ensured for all students:

Our teams will analyze assessments data regularly to determine baseline, flexible groupings and to differentiate instruction. They will use a variety of ways to teach and reach all learners while giving many opportunities for our students receiving EL services to speak and listen. Our teams will explicitly teach vocabulary using pictures, whole group and small group instruction, as well as oral discussions. We will be using phonics and use complex tasks using a variety of different reading levels so that students develop critical thinking and problem-solving skills. We will connect English Language Arts learning to other learning such as science and social studies in intentional cross-curricular instruction. Our teachers will plan check-ins to monitor skill progress and

provide a variety of leveled work appropriate for individual students. They will assess and re-teach when needed. Finally, we will make sure that we provide students with culturally relevant stories and texts that interest them. We will monitor and adjust strategies and supports as needed, asking open-ended questions for original/deeper responses and will increase text complexity as students grow.

How necessary interventions will be determined:

We will determine necessary interventions based on our formative and summative assessments including DIBELS and Smarter Balanced Assessment data. We will also use our Reading Wonders assessment data and formative assessments including turn and talk, teacher observation, small group instruction, oral reading, fluency data, group and class discussions, exit tickets, and IAB practice tests.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and Special Education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources we need. In addition to professional development, collaboration, and goal setting listed above, we will utilize Safety Net support, ELL support, parent/community volunteers, IA support, learning coaches, and parent support with reading at home.

Timelines and Progress Monitoring Plans:

Our PCC teams will meet weekly to collaborate and evaluate their data and make plans to improve instruction and/or discuss and plan for intervention and enrichment. They also meet throughout the school year to analyze their Student Growth Goals and make adjustments to their teaching. Our Safety Net and EL teachers provide regular progress monitoring throughout the year as well. In the winter, our teachers will use the IAB practice assessments to determine additional areas in which focused instruction is needed.

School Effectiveness SMART Goal:

Nine Characteristics Survey: Student discipline problems are managed well. Goal is to improve from 83.78% agree completely or agree mostly to 90% agree completely or agree mostly by May 2019.

Process used to determine goal: As a staff, we reviewed and analyzed the 2017-18 Nine Characteristics of Effective Schools Survey that was taken in May 2018 and looked at the

bottom five areas. We then determined which of the five areas we wanted to address as a school, set our goal, and determined what strategies we would use to achieve our goal.

Responsible individual or team: Our Building Leadership Team in conjunction with our PBIS Leadership Team will be responsible for this goal.

Strategy/ies that will be implemented to support goal:

We will develop common expectations for our common areas as well as a Progressive Discipline Matrix including possible interventions and possible consequences that will be used school-wide, which will include reflection slips, restorative actions, and check-ins. Additionally, we will increase communication between administrators, teachers, and families through written communication and oral communication.

How challenge and rigor will be ensured for all students:

Rigor will be ensured through our development of common expectations throughout our school and through re-teaching as needed.

How necessary interventions will be determined:

Interventions will be determined by both individual teachers, PCC teams, collaboration with administrators, our Progressive Discipline Matrix, and our SIT and Guidance Teams.

Any professional learning needed:

As a school, we need to continue learning about PBIS and Equity.

Any resources needed and plans to obtain them:

We need continued professional development in the areas of PBIS and Equity. We have formed a PBIS Leadership Team and have also joined the LWSD PBIS pilot where we will continue to learn about PBIS. Our PBIS Leadership Team will plan implementation of PBIS in our school based on our learning and the readiness of our school. Additionally, we have formed an Equity Leadership Team where we're currently reading and discussing a book about equity, as well as participating in LWSD professional development to support this work.

Timelines and Progress Monitoring Plans:

Our Building Leadership Team will check in with teams during collaboration time to determine if we are effective. We will also discuss it as a group during staff meetings. At the end of the year, we will take the Nine Characteristics Survey as a staff to determine if we met our goal.

Attendance SMART Goal:

By the end of the 2018-2019 school year, we will move from 86.75% of our students avoiding chronic absences to 90% of our students avoiding chronic absences.

Process used to determine goal:

Our administrative team analyzed our absence data in PowerBi and determined that 13.25% of students were chronically absent during the 2017-18 school year. We know

how important it is for students to attend school on a regular basis, so we determined that this was an appropriate goal. Our Building Leadership Team supports this goal.

Responsible individual or team:

Our administrative team in conjunction with our school counselor and grade-level teachers are responsible for this goal.

Strategy/ies that will be implemented to support goal:

We will work with families to communicate the importance of attending school on a regular basis through our monthly Pastries with Principals meetings, PTSA meetings, various gatherings that happen at the school, newsletter articles and communications to families, individual parent meetings, setting classroom goals in the classroom around attendance, giving out attendance awards to students, and providing resources to families who are having trouble getting students to school.

How necessary interventions will be determined:

We will determine what interventions need to be in place through talking with families and students.

Any professional learning needed:

We don't need any professional development in this area at this time.

Any resources needed and plans to obtain them:

We have all the resources needed to plan and obtain our goal.

Timelines and Progress Monitoring Plans:

Our Building Leadership Team will monitor our attendance data quarterly to see how we are doing and to determine if we need to adjust our actions to meet our goal.

Discipline SMART Goal:

Our goal is to create a positive behavioral intervention system which identifies the expected behaviors. We will teach, model and practice those behaviors with private or public acknowledgement, and develop a tool to measure outcome data to determine successes and barriers, by May 2019. Data collected during the 2018-19 school year will be used to identify the frequency and reasons for referrals.

Process used to determine goal:

During LEAP, our staff identified discipline as a focus of our work for this year. We also determined the need for common expectations for students and the need to teach students what is expected. To measure the effectiveness of our work, we need to develop tools to measure our success.

Responsible individual or team:

Our administrative team, in conjunction with our Building Leadership Team and PBIS team will work on these systems, share our ideas with staff and refine our thinking until we have come up with a sound plan.

Strategy/ies that will be implemented to support goal:

Our PBIS team will bring our drafts to our Building Leadership Team to share with their teams to get feedback so that we may refine our work.

How challenge and rigor will be ensured for all students:

We will teach our students our common expectations and then give positive feedback to students who exhibit the expectations.

How necessary interventions will be determined:

We will determine necessary interventions through our SIT process.

Any professional learning needed:

Our PBIS team and other staff members will be attending professional development at LWSD monthly to learn more about PBIS.

Any resources needed and plans to obtain them:

LWSD is providing the necessary resources through the PBIS pilot.

Timelines and Progress Monitoring Plans:

Our PBIS team meets monthly and will evaluate our process and if we are reaching our goal.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:
Our staff meets regularly with our parents, families and the community. Our staff meets with parents during Back-to-School Night, Curriculum Night, Parent-teacher conferences, IEPs, Guidance meetings, through emails and phone calls, meetings as needed or requested and PTSA events. Additionally, our administrative team meets on a monthly basis with parents at Pastries with Principals meeting, at monthly PTSA membership meetings, monthly PTSA leadership meetings, and as needed/requested with parents. During those meetings, we communicate with parents about the work that we are doing to meet the needs of our students.

Timelines and Progress Monitoring Plans:

Our Building Leadership Team will monitor our CIP goals quarterly to determine our effectiveness and if we need to adjust our plans.

2018-19 Strategies to inform parents, families and the community in the CIP process:
The principal will communicate our CIP goals to our parents, families and the community through monthly newsletters, at the December PTSA Membership Meeting, and through posting it on our website.

Timelines and Progress Monitoring Plans:

Our CIP will be posted on our website once it is approved. We present our plan to parents at the December PTSA parent meeting, as well as in our December newsletter.