

Planning Year 2018-2019
Implementation September 2019-June 2022

Arthur Jacobsen Elementary School

School Improvement Plan



School Improvement Plan Adopted by the Auburn School Board of Directors on
insert school board approval date here.

September 2019-June 2022
Auburn School District Strategic Plan

Aspiration: As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

The Auburn School District is committed to engaging, educating and empowering **EACH** student with equity and excellence.

In the Auburn School District, it means:

- 100% of our students graduate and are ready for their future.
- Excellent Attendance
- Mastery of Grade Level Standards
- Family/Community Engagement

District Goal 1 - Engage: Connect students to their schools and learning.

District Goal 2 - Educate: Ensure relevant learning, high achievement and graduation for each student.

District Goal 3 - Empower: Enable students and staff to thrive now and in the future.

Arthur Jacobsen Elementary School			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Debbi McGaughey	SIP Chairperson, Instructional Support Specialist, BOTS		
Michelle Nelson	K-5 Reading Teacher, LAP/Specialist		
Martin Harris	3rd Grade Teacher		
Brian Kemp	5th Grade Teacher		
Joshy Grennan	Para Educator ELL/Special Education		
Stephanie DeCremer	Parent, AJ PTSA Member, Treasurer		
Amy Smith	Community Member		
Nathan Vuong	ASB President		
Eric S. Daniel	Principal		

SIP Template

School Improvement Team Signatures 2018-2019			
Date Submitted:	June 18, 2019	Date of School Board Approval:	
Name	Title/Position	Signature	
Eric S. Daniel	Principal		
Stephanie DeCremer	Parent		
Nathan Vuong	AJ Student Council President		
Amy Smith	Community Member		
Debbi McGaughey	SIP Chairperson, IS, BOTS		
Michelle Nelson	K-5 Reading Teacher, LAP/Specialist		
Brian Kemp	5th Grade Teacher		
Martin Harris	3rd Grade Teacher		
Joshy Grennan	Para Educator, ELL/Special Education		
Each team must include staff, students, families, parents, and community members.			

Signatures for Approval

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
	School Board	
Robyn Mulenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

Auburn School District Mission

In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

Auburn School District Vision

As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

School Mission

The mission of A.J. is to provide a welcoming, safe, learning community committed to positive relationships and academic excellence.

School Vision

A.J.'s vision is to collaboratively forge a powerful model of education by utilizing innovative, engaging, and effective teaching to guarantee student learning success.

Background Information *WAC 180-16-220*

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and "At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan." School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Stakeholder Input

Members of the team were selected to represent the breadth of our staff across grade levels. The team began meeting in October and continued to meet as needed throughout the year, both at district level trainings/ work sessions and in the building. Several meetings were held using building hours or staff meeting times to report progress and get input from staff. At these meetings we shared data that are the basis for our goals. We also elicited input from staff members about the action plans to be implemented over the duration of the plan.

Highly Qualified Staff – SWT 2 & 3/LAP

All staff hired before December 10, 2015 are highly qualified.

High Quality, Highly Qualified Teachers – SWT 2 & 3/LAP

Professional development is provided to support new teachers and mentoring throughout the year. All certificated staff participate in learning improvement days and building 28 hours for ongoing professional development.

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Tableau Data Attendance, demographics, CEE, DIBELS, Iready Math, ELL ELPA 21

Demographic data

AJ staff reviewed demographic data from the last five years (2014-15 school year through the 2018-19 school year) and identified the following changes:

- Our EL population has increased from 22.1%.to 28.0%.
- Our Hispanic population increased the most; from 22.8% in 2014 to 25.7% 2018. In this same time period, the percent of EL students who are Hispanic has risen from 37.6% to 47.8%.
- The percent of our students receiving free and reduced lunch has decreased from 45.9% in May 2014 to 42.4%. in May 2018.
- The percent of special education students has declined from 11.1% 2014 to 8.8% in 2018

Discipline

Reviewed data from 2014-2019 (5 years).

- 2017-2018 AJ had the highest number of suspensions being 10.
- 2013-2014 had the lowest being 0.
- School suspensions remain consistently below 10 students per year. We analyzed and determined that there is not a disproportionate number of suspensions based on ethnicity, but did notice a gender issue with boys being suspended most often. A school-wide discipline program is in place.

Attendance

AJ staff reviewed attendance data from the last five years (2014-15 school year through the 2018-19 school year) and identified the following changes:

- At the end of 2014-2015 school year 16.9% were considered “at-risk” for attendance compared to 19.5% in 2017-2018.
- In the 2014-2015 school year 15.6% of EL students were considered at-risk for attendance. This increased non-significantly to 15.9% in 2017-2018.
- In the 2014-2015 school year 33.8% of students with disabilities were considered at-risk for attendance. This decreased to 26.9% in 2017-2018.
- The percent of special education students has declined from 11.1% 2014 to 8.8% in 2018

Data Analysis- DIBELS

The data from 2014-2018 DIBELS spring report on where students are at benchmark. All scores are based on the DIBELS ORF unless otherwise indicated on document.

- Over the past 5 years, between 22 and 47% of students have not met spring benchmark across all grade levels.
- When looking at EL students over the past 3 years, between 22 and 89% of students have not met spring benchmark across all grade levels.

SIP Template

- When considering Students with Disabilities over the past 3 years, between 50 and 100% of students have not met spring benchmark across all grade levels.
- As we look at incoming Kindergarten students, the number entering school at benchmark has decreased from 51% in 2017 to 28% in 2019.
- We see a pattern in grades 2, 3, & 4: The number of students ending the year at benchmark tends to be lower than the number beginning the year at benchmark.

All students

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
K	72% Composite	61% Composite	70% Composite	68% Composite	78% Composite
1	63% Composite	71% Composite	73% Composite	74% Composite	69% Composite
2	67%	57%	65%	71%	70%
3	54%	56%	59%	56%	64%
4	53%	72%	66%	64%	66%
5	64%	59%	70%	73%	71%

EL students

	Spring 2016	Spring 2017	Spring 2018
K	72% Composite	63% Composite	78% Composite
1	62% Composite	60% Composite	57% Composite
2	41%	70%	40%
3	11%	23%	30%
4	57%	21%	21%
5	39%	44%	8%

Students with Disabilities

	Spring 2016	Spring 2017	Spring 2018

K	10% Composite	22% Composite	50% Composite
1	43% Composite	50% Composite	30% Composite
2	38%	0%	20%
3	0%	25%	0%
4	23%	12%	0%
5	27%	29%	6%

Kindergarten Entrance

	Fall 2016	Fall 2017	Fall 2018
K	51% Composite	40% Composite	28% Composite

Fall to Spring Comparison

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
2	76%	71%	77%	70%	70%
3	63%	56%	73%	64%	69%
4	66%	64%	62%	66%	74%

Data Analysis- MAP/iReady (Reading and Math)

AJ is no longer using the MAP assessment for reading or math. AJ used i-Ready math last year and is using it again this year.

- In the first year of implementation (2017-18), growth in number of students meeting benchmark ranged between 17% (5th grade) and 48% (1st and 2nd grade).
- Comparing fall data from 2017 and 2018, between 2 and 4% fewer students were at benchmark when entering the school year for grades 3, 4, & 5.
- The percent of students meeting benchmark on the spring i-Ready diagnostic was within 6% of the percent of students passing the Math SBA.

% of students On or Above Level (data from i-Ready site)						
	K	1st	2nd	3rd	4th	5th
Fall 2017-18	27	8	17	24	36	45
Spring 2017-18	60	56	65	71	67	62
Growth	33	48	48	47	31	17

% of students Entering the school year On or Above Level (data from i-Ready site)						
	K	1st	2nd	3rd	4th	5th
Fall 2017-18	27	8	16	21	34	44
Fall 2018-19		10	20	19	30	40
Difference						

Note - this data from Tableau does not align with data from i-Ready

% of students meeting benchmark - compare All students with EL									
	Kindergarten (only test winter and spring)			1st Grade			2nd Grade		
	All	EL	Gap	All	EL	Gap	All	EL	Gap
Fall 2017-18	53	25	28	37	19	18	43	29	14
Spring 2017-18	30	24	6	51	41	10	57	38	19
Fall 2018-19	31	13	18	36	29	7	52	20	32

SIP Template

% of students meeting benchmark - compare All students with EL									
	3rd Grade			4th Grade			5th Grade		
	All	EL	Gap	All	EL	Gap	All	EL	Gap
Fall 2017-18	49	17	32	50	17	33	55	8	47
Spring 2017-18	61	33	28	54	26	28	55	17	38
Fall 2018-19	53	29	24	49	0	49	52	14	38

% of students meeting benchmark - compare All students with SWD									
	Kindergarten (only test winter and spring)			1st Grade			2nd Grade		
	All	SWD	Gap	All	SWD	Gap	All	SWD	Gap
Fall 2017-18	53	0	53	37	29	8	43	50	-7
Spring 2017-18	30	0	30	51	57	-8	57	50	7
Fall 2018-19	31	0	31	36	0	36	52	33	19

% of students meeting benchmark - compare All students with SWD									
	3rd Grade			4th Grade			5th Grade		
	All	SWD	Gap	All	SWD	Gap	All	SWD	Gap
Fall 2017-18	49	33	16	50	0	50	55	0	55
Spring 2017-18	61	33	28	54	14	40	55	0	55
Fall 2018-19	53	0	53	49	17	32	52	22	30

SIP Template

% of students meeting benchmark - compare All students with Hispanic/ Latino students									
	Kindergarten (only test winter and spring)			1st Grade			2nd Grade		
	All	Hisp	Gap	All	Hisp	Gap	All	Hisp	Gap
Fall 2017-18	53	24	29	37	21	16	43	33	10
Spring 2017-18	30	21	9	51	32	19	57	53	4
Fall 2018-19	31	24	7	36	29	7	52	19	33

% of students meeting benchmark - compare All students with Hispanic/ Latino students									
	3rd Grade			4th Grade			5th Grade		
	All	Hisp	Gap	All	Hisp	Gap	All	Hisp	Gap
Fall 2017-18	49	35	14	50	25	25	55	47	8
Spring 2017-18	61	50	11	54	26	28	55	42	13
Fall 2018-19	53	43	10	49	35	14	52	17	35

Data Analysis- ELPA21 (ELL Data)

Staff reviewed the last 3 years of ELPA data looking for trends. Data for the 2018-19 school year is not yet available.

The exit rate for Kindergarten students has consistently been less than 10%. There was a drop between 2017 and 2018 scores, which may be reflective of the higher number of EL kindergarten students. The current year's scores are not yet available to determine if this is a trend.

The exit rate for grades 1, 2, and 3 have increased over the last 3 years. When looking at grade 4, the 2016-17 year showed a significant drop from the previous year, but the exit rate rebounded in the 2017-18 school year. The exit rate for 5th grade students has dropped each of the past 3 years.

% of EL Students determined Proficient (exiting program)						
	K	1	2	3	4	5
2015-16	5	15	25	25	30	27
2016-17	8	28	40	29	8	20
2017-18	3	36	40	38	33	17

Data Analysis- CEE Perceptual Survey

The common thread in the results of the CEE Survey, both in the current year and in the longitudinal data, is the characteristic of Supportive Learning Environment. More specifically, there are concerns on the part of both students and parents about student behavior and discipline, bullying, and the respectful treatment of others.

Specifically:

- Only 52% of current 4th and 5th graders believe behavior and discipline problems are handled fairly and quickly; this is a decrease of 22% from the previous survey.
- Only 56% of responding parents believe bullying and harassment are not tolerated; this is a decrease of 26% from the previous survey.
- Only 47% of 4th and 5th graders believe most students are respectful of others at school; this is a decrease of 15% from the previous survey.

2019 Data: Top and Bottom 5 Statements

- Staff

EES-Staff Top 5/ Bottom 5 for All	
RTB — I am willing to work at changing my school for the better	100.0%
RTB — I welcome new ideas and change	100.0%
RTB — I am willing to be held accountable for student learning	96.6%
SLE — Students in this school are engaged in learning	96.6%
CIA — Regular formative assessments are used to monitor student progress toward standards	96.4%
D — This district encourages and welcomes community and parent involvement	96.4%
SLE — Students believe the adults in this school genuinely care about them	96.4%
EL — My principal collaborates with people and organizations outside this school to support teachers and students	56.0%
C — When there is a problem in my school, we talk about how to solve it	53.6%
FPD — We receive training on instruction to support social emotional learning	52.0%
C — There is a willingness to address conflict in this school	44.8%
MTL — Peer observation/coaching and feedback is a tool we use to improve instruction	44.0%

- Students

EES-Student Top 5/ Bottom 5 for All	
CSF — My teacher(s) believe student learning is important	91.6%
SE — It's important to me that I improve my skills this year	90.9%
HSE — My teacher(s) expect me to do my best	90.1%
FO — I take responsibility for working on my goals	89.8%
C — My teacher(s) help us learn in more ways than just talking in front of class	89.0%
CSF — Students are involved in decisions about things that affect them in this school	54.8%
SLE — Discipline problems are handled fairly and quickly in this school	52.4%
PCI — I see people like me in the books and materials used in my classroom	48.0%
SLE — Most students are respectful of others at this school	47.1%
PCI — My parents/family participate in events or activities at this school	40.2%

SIP Template

- Parents

EES-Parent | Top 5 / Bottom 5 for All

C — Communication/materials I receive from the school are in a language I can understand	95.9%
PCI — When I share concerns with my child's teacher, he/she listens	92.6%
PCI — This school respects the different cultures represented in our community	89.5%
SLE — My child feels safe at school	88.7%
SLE — This school is orderly and supports learning	86.6%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	62.4%
HSE — My child is challenged with a rigorous, ambitious course of study at this school	62.1%
MTL — Additional help is available to my child if he/she needs it	60.4%
SLE — Bullying/harassment is not tolerated in this school	56.9%
SLE — Most of the students at this school are well behaved	50.6%

2015 vs 2019 Data: 5 Biggest Positive and Negative Changes

- Staff

EES-Staff | Top 5 / Bottom 5 Change in % Positive since 2017

PCI — This school communicates effectively with families of all cultures	29.3%
FPD — We are provided training to meet the needs of a diverse student population in our school	26.3%
CIA — This school provides curriculum that is relevant and meaningful	26.1%
SLE — This school proactively addresses issues of diversity (race, ethnicity, culture, gender, and sexual orientation) in a ti..	24.6%
RTB — My colleagues welcome new ideas and change	23.1%
C — Staff at this school collaborate to improve student learning	-4.7%
CSF — Important decisions here are based on the goals of this school	-5.1%
EL — My principal is committed to quality education	-6.5%
EL — The school leadership team listens to my ideas and concerns	-8.5%
SLE — Staff enforce the bullying/harassment policy of this school	-10.0%

- Students

EES-Student | Top 5 / Bottom 5 Change in % Positive since 2017

EL — I often see the principal or administrators around the school talking to students	17.5%
PCI — I see people like me in the books and materials used in my classroom	9.3%
EL — If I want to talk with my teacher(s), he/she is available to me	5.4%
EL — In class we often work with other students to solve a problem/do a task	5.2%
EL — My teacher(s) listen to my ideas and/or concerns	4.9%
SLE — I enjoy coming to this school	-14.8%
SLE — Most students are respectful of others at this school	-15.4%
SLE — This school is orderly and well maintained	-15.9%
HSE — My teacher(s) expect all students to succeed, no matter who they are	-17.0%
SLE — Discipline problems are handled fairly and quickly in this school	-22.0%

SIP Template

- Parents

EES-Parent Top 5 / Bottom 5 Change in % Positive since 2017	
C — Communication/materials I receive from the school are in a language I can understand	13.4%
MTL — Struggling students receive early intervention and additional help at this school	6.7%
C — I am encouraged to collaborate with my child's teachers about my child's learning	5.3%
MTL — My child is given regular progress updates from his/her teacher	1.4%
PCI — When I share concerns with my child's teacher, he/she listens	1.2%
C — Parents/families and employees at this school talk respectfully with one another	-17.2%
SLE — Most of the students at this school are well behaved	-18.4%
EL — The principal or other administrators at this school listen to my ideas/concerns	-19.4%
EL — The principal at this school is active and involved in our community	-21.0%
SLE — Bullying/harassment is not tolerated in this school	-25.5%

2015 vs 2019 Data: 5 Biggest Positive and Negative Changes

- Staff

EES-Staff Top 5 / Bottom 5 Change in % Positive since 2015	
HSE — I believe that all students can meet state standards	15.1%
CSF — This school has a data-driven improvement plan with measurable goals	15.0%
CIA — This school provides curriculum that is relevant and meaningful	10.6%
CIA — Instruction is personalized to meet the needs of each student	8.8%
RTB — I welcome new ideas and change	8.3%
MTL — Peer observation/coaching and feedback is a tool we use to improve instruction	-17.3%
C — There is a willingness to address conflict in this school	-17.5%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	-18.0%
C — Staff at this school collaborate to improve student learning	-18.6%
EL — My principal collaborates with people and organizations outside this school to support teachers and students	-23.2%

- Students

EES-Student Top 5 / Bottom 5 Change in % Positive since 2015	
EL — I often see the principal or administrators around the school talking to students	17.3%
SLE — Student success is celebrated in this school	16.7%
EL — In class we often work with other students to solve a problem/do a task	13.7%
IS — It is easy for me to communicate my thoughts and ideas	8.4%
EL — If I want to talk with my teacher(s), he/she is available to me	7.8%
FO — I am hopeful about my future	-10.5%
HSE — My teacher(s) provide lessons and activities that challenge me to learn	-12.1%
SLE — Most students are respectful of others at this school	-13.2%
BELONG — I feel proud of my school	-14.0%
SLE — This school is orderly and well maintained	-17.9%

SIP Template

- Parents

EES-Parent | Top 5/ Bottom 5 Change in % Positive since 2015

C — Communication/materials I receive from the school are in a language I can understand	20.1%
C — I am encouraged to collaborate with my child's teachers about my child's learning	12.2%
PCI — This school respects the different cultures represented in our community	8.7%
SLE — My child feels safe at school	7.8%
PCI — When I share concerns with my child's teacher, he/she listens	7.2%
HSE — My child is challenged with a rigorous, ambitious course of study at this school	-14.9%
MTL — My child is encouraged to track progress toward his/her goals	-17.3%
SLE — Most of the students at this school are well behaved	-19.5%
SLE — Bullying/harassment is not tolerated in this school	-20.4%
MTL — Additional help is available to my child if he/she needs it	-27.5%

SBA ELA

The WSIF scores provided our student group of focus when looking at the framework data. Students with disabilities and English Learners exhibited the lowest scores. Students with disabilities is currently slightly below the threshold at 2.1, followed by the English Learners being slightly above at 2.6.

Staff reviewed four years of SBA ELA Data (2015-2018) disaggregated by grade level, students with disabilities, English Learners, and ethnicity. In analyzing this data we see a significant gap between all students and student sub groups.

Students who are English Learners have historically performed at a lower rate when compared to the general population. In the past four years, the gap has ranged from 23% to 57% fewer EL students passing the ELA SBA.

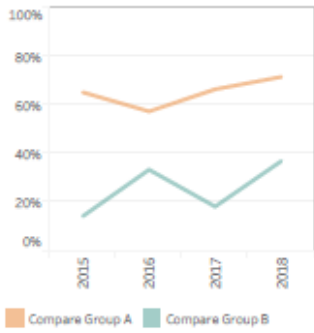
Students with disabilities have historically performed at a lower rate when compared to the general population. In the past four years, the gap has ranged from 20% to 71% fewer students with disabilities passing the ELA SBA.

Hispanic/ Latino students have often performed at or near the general population, occasionally having a higher percent of students pass than the general population. In the past four years, the gap has ranged from 6% more to 22% fewer Hispanic/ Latino students passing the ELA SBA.

% of students passing ELA SBA: All students compared to EL students									
	3rd grade			4th grade			5th grade		
	All students	EL Students	Gap	All students	EL Students	Gap	All students	EL Students	Gap
2014-15	58	24	34	65	14	51	54	6	48
2015-16	58	27	31	57	34	23	71	29	42
2016-17	47	5	42	66	18	48	63	7	56
2017-18	61	32	29	66	26	40	65	8	57
% of students passing ELA SBA: All students compared to Students with Disabilities									
	3rd grade			4th grade			5th grade		
	All students	SWD	Gap	All students	SWD	Gap	All students	SWD	Gap
2014-15	58	38	20	65	NA	NA	54	8	46
2015-16	58	0	58	57	22	35	71	0	71
2016-17	47	NA	NA	66	9	57	63	25	38
2017-18	61	29	32	66	0	66	65	11	54
% of students passing ELA SBA: All students compared to Hispanic/ Latino students									

SIP Template

	3rd grade			4th grade			5th grade		
	All students	Hisp/Lat	Gap	All students	Hisp/Lat	Gap	All students	Hisp/Lat	Gap
2014-15	58	63	-5	65	50	15	54	40	14
2015-16	58	44	14	57	63	-6	71	61	10
2016-17	47	37	10	66	62	4	63	60	3
2017-18	61	59	2	66	44	22	65	62	3



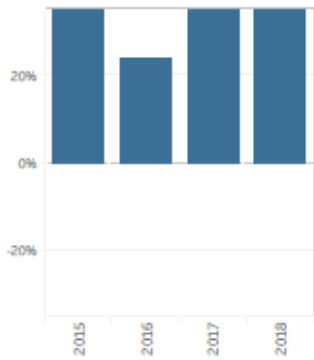
Compare Group A - Arthur Jacobsen Elementary					
Arthur Jacobsen Element...	Grade 4	ELA			
All	Ethnicity	Low Income	Gender	HiCap	
All	All	All	All	All	
All	EL	SWD	Migrant	LAP Reading	LAP Math
All	All	All	All	All	504

Total Absences
Do not filter

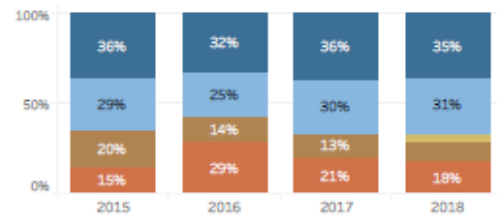
Compare Group B - Arthur Jacobsen Elementary					
Arthur Jacobsen Elementary	Grade 4	ELA			
All	Ethnicity	Low Income	Gender	HiCap	
All	All	All	All	All	
All	EL	SWD	Migrant	LAP Reading	LAP Math
All	All	All	All	All	504

Total Absences
Do not filter

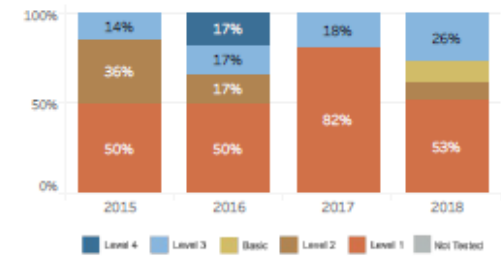
Gap Between Compare Group A & B



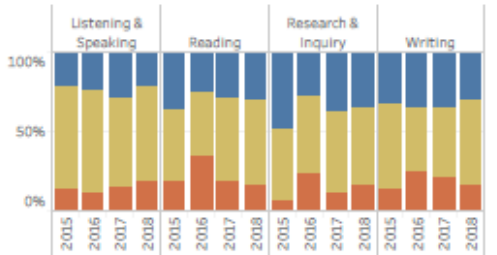
Levels



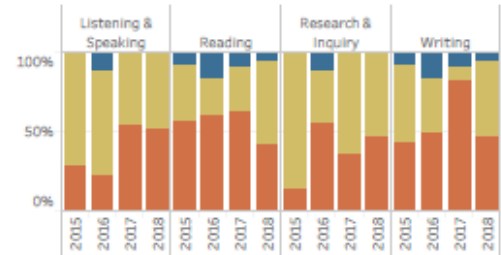
Levels

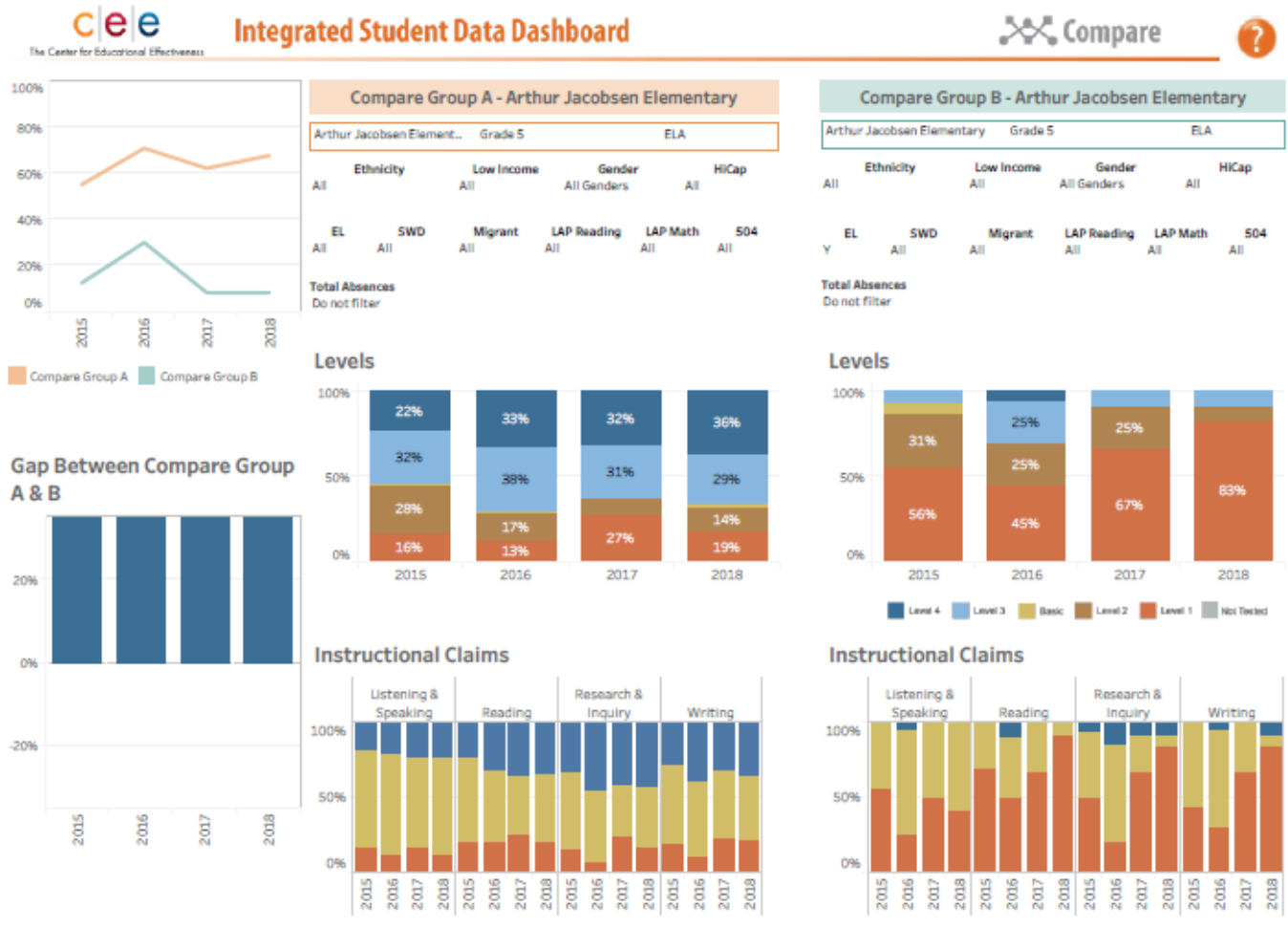


Instructional Claims

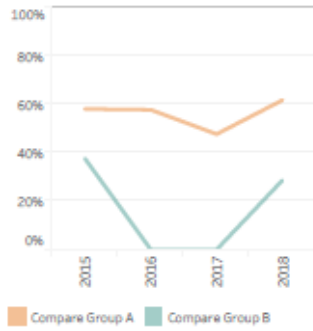


Instructional Claims





Students with disabilities



Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 3 ELA

Ethnicity: All | Low Income: All | Gender: All Genders | HiCap: All

EL: All | SWD: All | Migrant: All | LAP Reading: All | LAP Math: All | 504: All

Total Absences: Do not filter

Compare Group B - Arthur Jacobsen Elementary

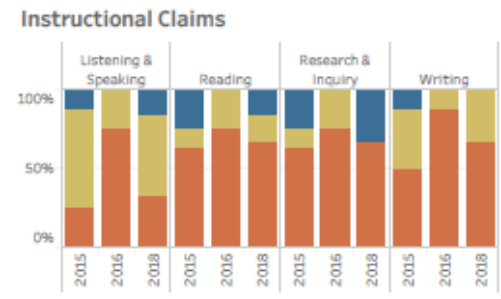
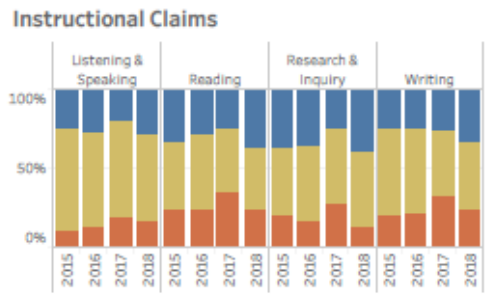
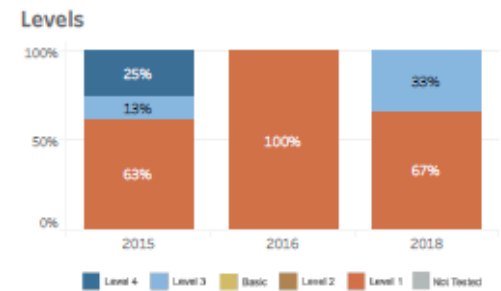
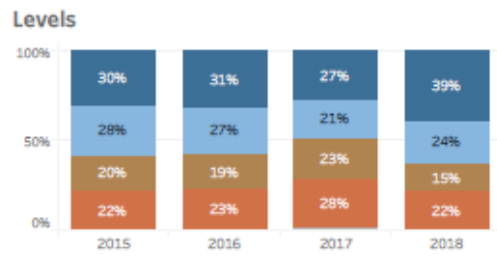
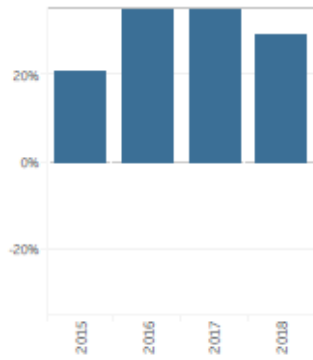
Arthur Jacobsen Elementary Grade 3 ELA

Ethnicity: All | Low Income: All | Gender: All Genders | HiCap: All

EL: All | SWD: Y | Migrant: All | LAP Reading: All | LAP Math: All | 504: All

Total Absences: Do not filter

Gap Between Compare Group A & B

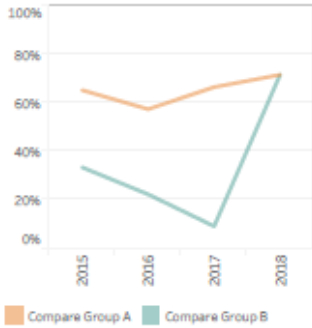




The Center for Educational Effectiveness

Integrated Student Data Dashboard

Compare



Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 4 ELA

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences
Do not filter

Compare Group B - Arthur Jacobsen Elementary

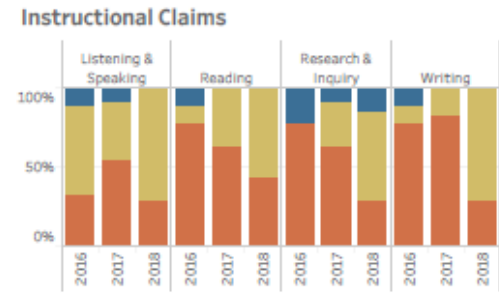
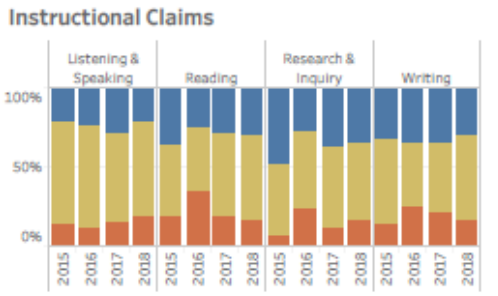
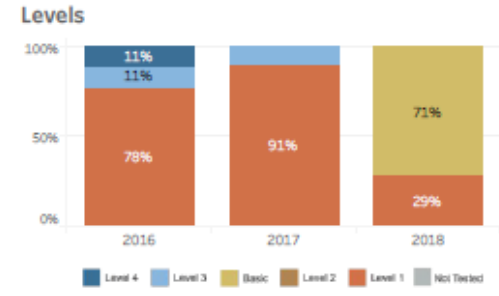
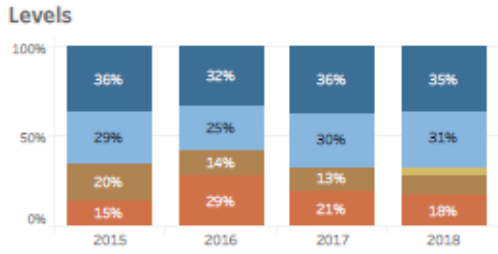
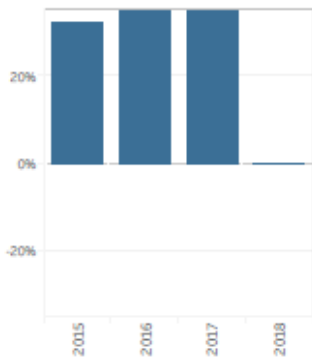
Arthur Jacobsen Elementary Grade 4 ELA

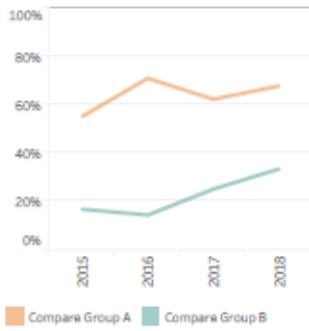
Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	Y	All	All	All	All

Total Absences
Do not filter

Gap Between Compare Group A & B





Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 5 ELA

Ethnicity: All | Low Income: All | Gender: All Genders | HiCap: All

EL: All | SWD: All | Migrant: All | LAP Reading: All | LAP Math: All | 504: All

Total Absences: Do not filter

Compare Group B - Arthur Jacobsen Elementary

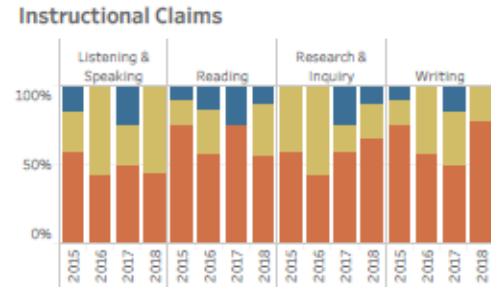
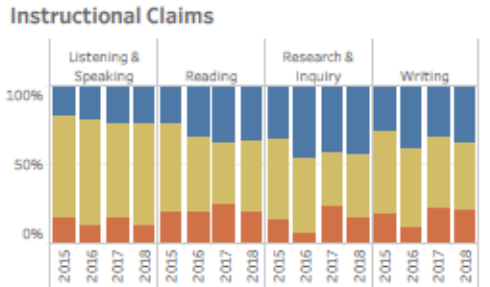
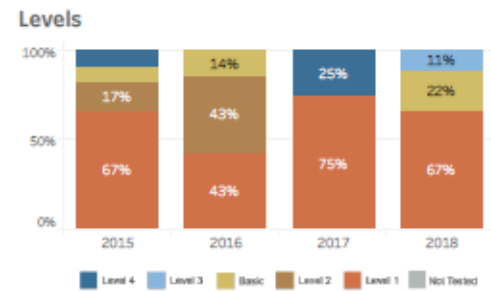
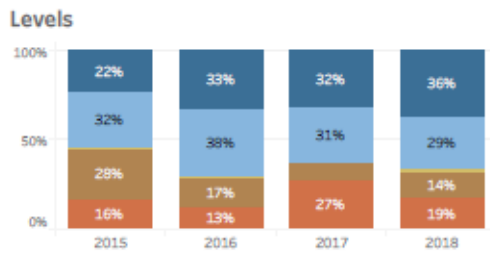
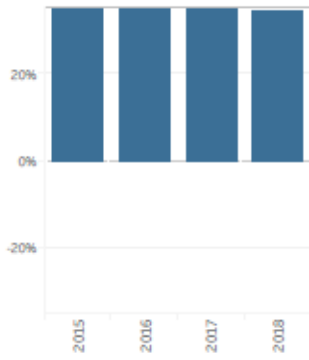
Arthur Jacobsen Elementary Grade 5 ELA

Ethnicity: All | Low Income: All | Gender: All Genders | HiCap: All

EL: All | SWD: Y | Migrant: All | LAP Reading: All | LAP Math: All | 504: All

Total Absences: Do not filter

Gap Between Compare Group A & B



SBA Math

Staff reviewed four years of SBA Math Data (2015-2018) disaggregated by grade level, students with disabilities, and English Learners. In analyzing this data we see a significant gap between all students and student sub groups. Students who are EL and students with disabilities.

The Gap between All 3rd grade students and 3rd grade EL students narrowed from 40% in 2016 to 20% in 2018. Between 2015-2018 the difference between proficiency is 35-40% for all students. For EL 60%-80% are not meeting proficiency .

Students who are English Learners have historically performed at a lower rate when compared to the general population. In the past four years, the gap has ranged from 21% to 53% fewer EL students passing the ELA SBA.

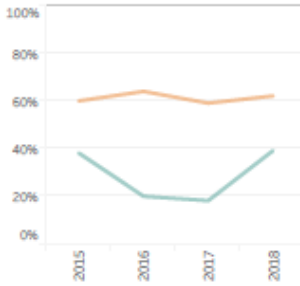
Students with disabilities have historically performed at a lower rate when compared to the general population. In the past four years, the gap has ranged from 30% to 64% fewer students with disabilities passing the ELA SBA.

Hispanic/ Latino students have often performed at or near the general population, occasionally having a higher percent of students pass than the general population. In the past four years, the gap has ranged from 4% more to 32% fewer Hispanic/ Latino students passing the ELA SBA.

% of students passing Math SBA: All students compared to EL students									
	3rd grade			4th grade			5th grade		
	All students	EL Students	Gap	All students	EL Students	Gap	All students	EL Students	Gap
2014-15	59	38	21	56	14	42	53	0	53
2015-16	64	20	44	47	22	25	62	20	42
2016-17	59	18	41	67	17	50	57	33	24
2017-18	62	40	22	59	26	33	59	17	42
% of students passing Math SBA:All students compared to Students with Disabilities									
	3rd grade			4th grade			5th grade		
	All students	SWD	Gap	All students	SWD	Gap	All students	SWD	Gap
2014-15	59	25	34	56	NA	NA	53	17	36
2015-16	64	0	64	47	11	36	62	0	62
2016-17	59	NA	NA	67	9	58	57	25	32
2017-18	62	29	33	59	29	30	59	11	48

SIP Template

% of students passing Math SBA: All students compared to Hispanic/ Latino students									
	3rd grade			4th grade			5th grade		
	All students	Hisp/Lat	Gap	All students	Hisp/Lat	Gap	All students	Hisp/Lat	Gap
2014-15	59	63	-4	56	46	10	53	38	15
2015-16	64	55	9	47	43	4	62	43	19
2016-17	59	37	22	67	54	13	57	52	5
2017-18	62	55	7	59	27	32	59	48	11



Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 3 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences: Do not filter

Compare Group B - Arthur Jacobsen Elementary

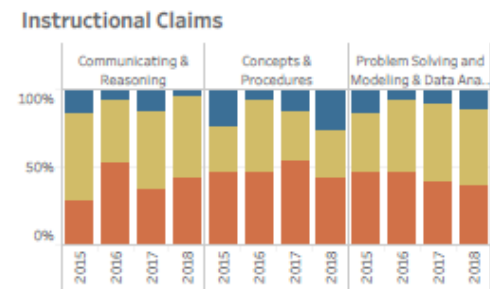
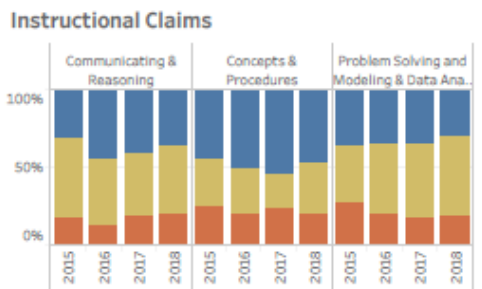
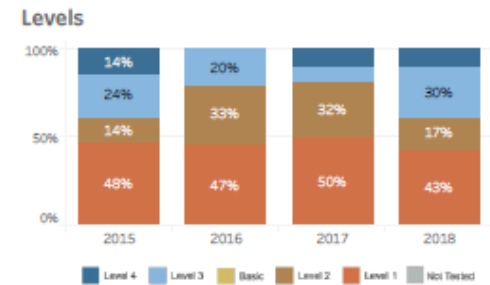
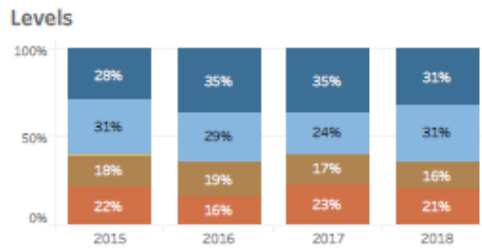
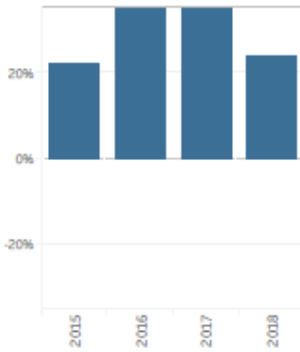
Arthur Jacobsen Elementary Grade 3 Math

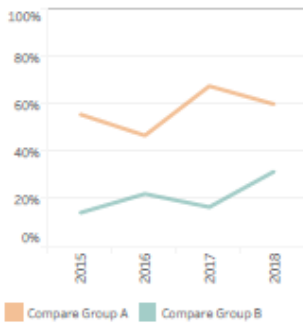
Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
Y	All	All	All	All	All

Total Absences: Do not filter

Gap Between Compare Group A & B





Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 4 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences: Do not filter

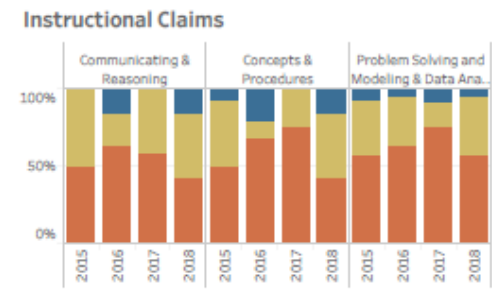
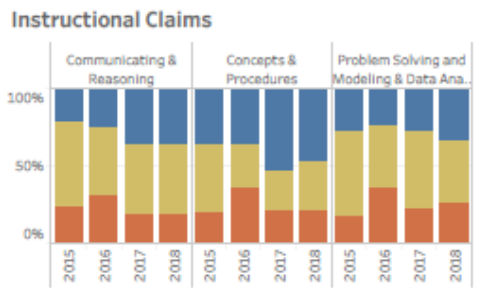
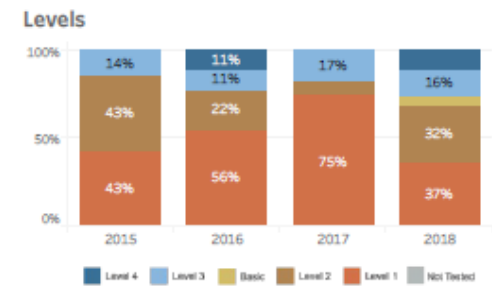
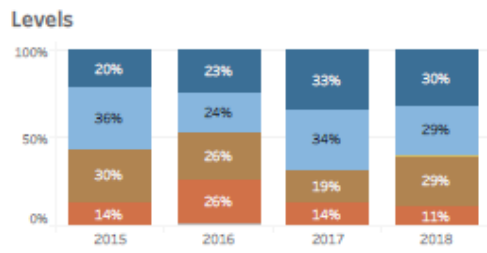
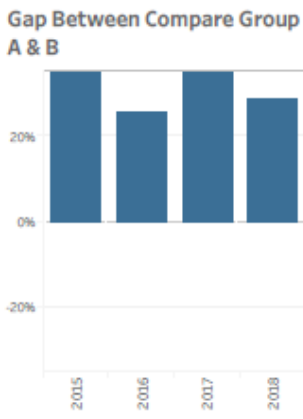
Compare Group B - Arthur Jacobsen Elementary

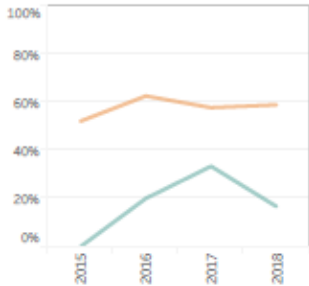
Arthur Jacobsen Elementary Grade 4 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences: Do not filter





Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 5 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Compare Group B - Arthur Jacobsen Elementary

Arthur Jacobsen Elementary Grade 5 Math

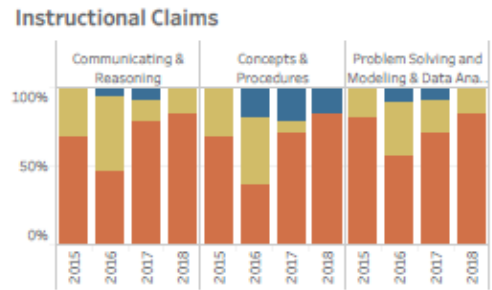
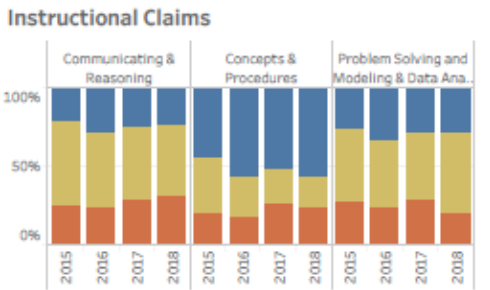
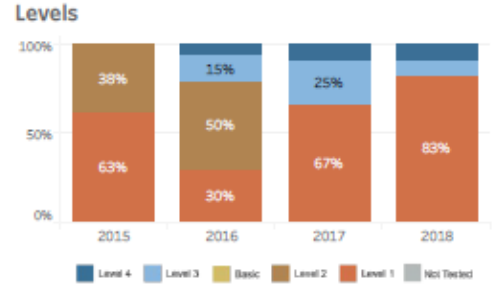
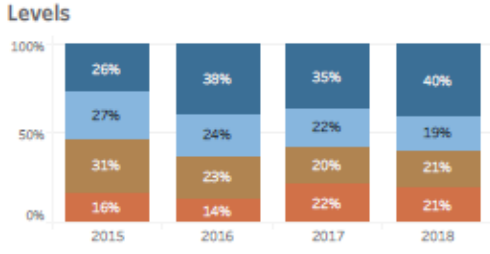
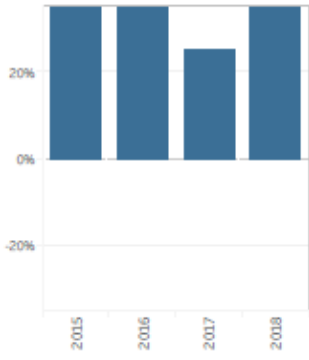
Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

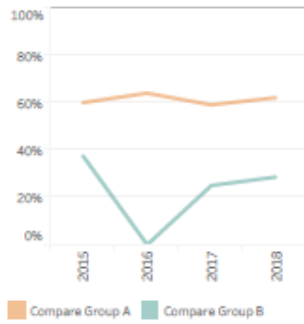
Total Absences
Do not filter

Total Absences
Do not filter

Gap Between Compare Group A & B



Students with disabilities:



Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 3 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences: Do not filter

Compare Group B - Arthur Jacobsen Elementary

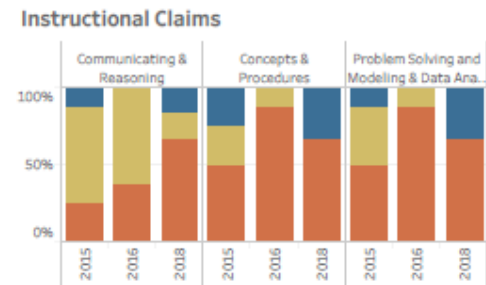
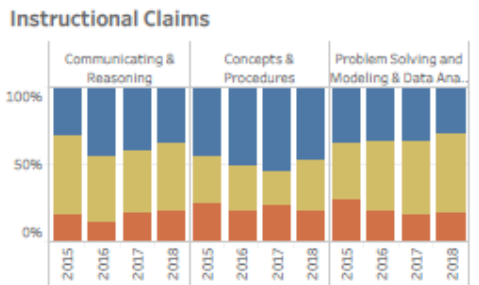
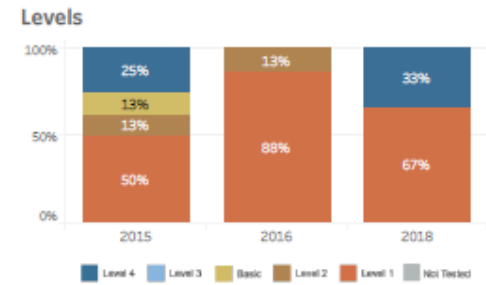
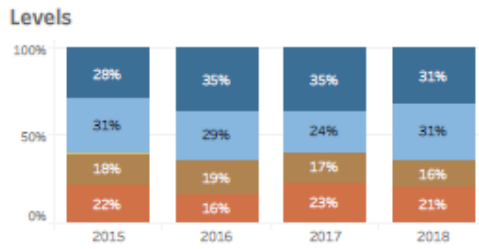
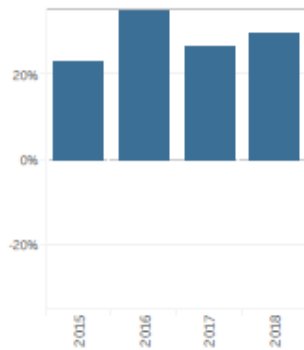
Arthur Jacobsen Elementary Grade 3 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	Y	All	All	All	All

Total Absences: Do not filter

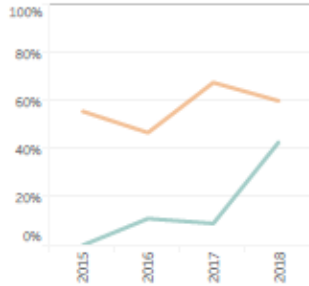
Gap Between Compare Group A & B





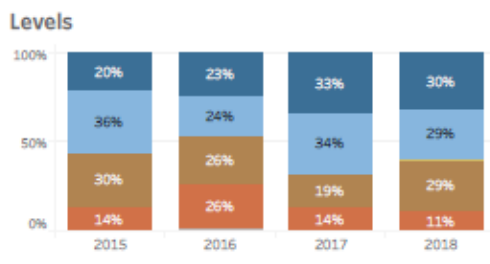
Integrated Student Data Dashboard

The Center for Educational Effectiveness

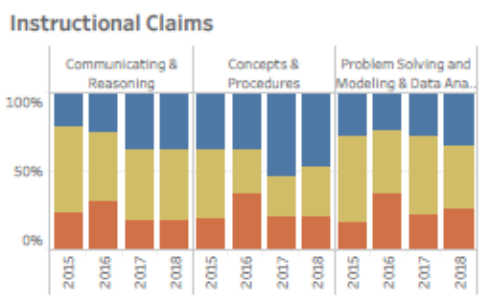
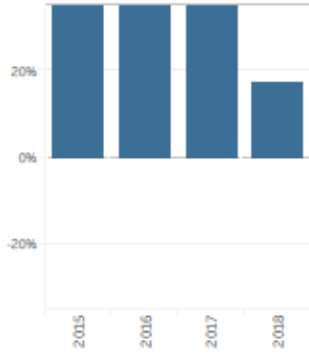


Compare Group A - Arthur Jacobsen Elementary					
Ethnicity		Low Income	Gender	HiCap	
All	All	All	All	All	All
EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences
Do not filter

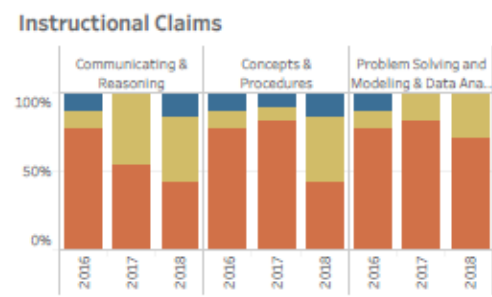
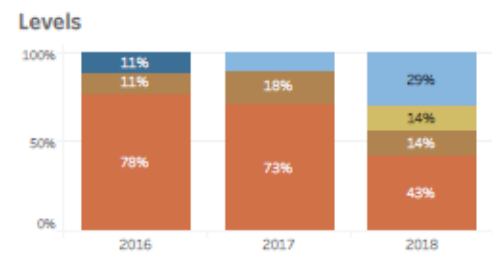


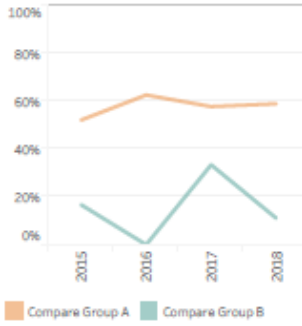
Gap Between Compare Group A & B



Compare Group B - Arthur Jacobsen Elementary					
Ethnicity		Low Income	Gender	HiCap	
All	All	All	All	All	All
EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences
Do not filter





Compare Group A - Arthur Jacobsen Elementary

Arthur Jacobsen Element... Grade 5 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	All	All	All	All	All

Total Absences: Do not filter

Compare Group B - Arthur Jacobsen Elementary

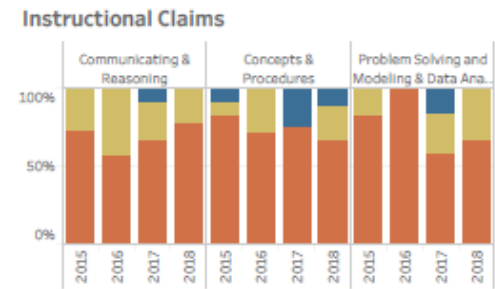
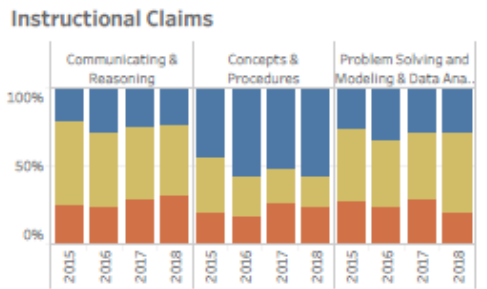
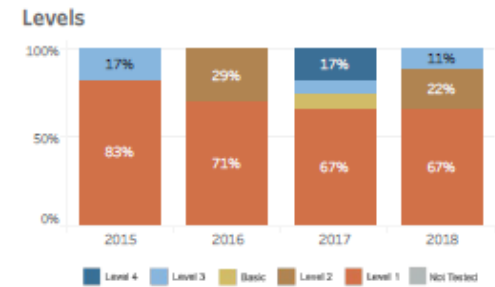
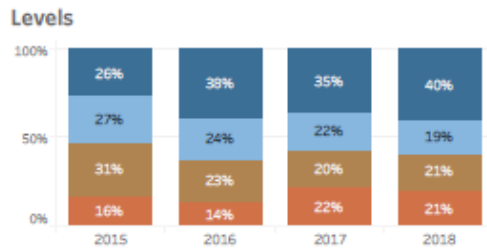
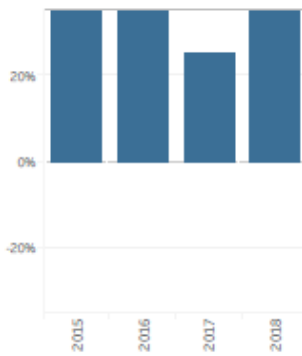
Arthur Jacobsen Elementary Grade 5 Math

Ethnicity	Low Income	Gender	HiCap
All	All	All Genders	All

EL	SWD	Migrant	LAP Reading	LAP Math	504
All	Y	All	All	All	All

Total Absences: Do not filter

Gap Between Compare Group A & B



MSP/ WCAS Science

Staff reviewed four years of State Science testing data (2015-2018) disaggregated by grade level, students with disabilities, and english learners. In analyzing this data we see a significant gap between all students and student sub groups. Students who are EL and students with disabilities.

Students who are English Learners have historically performed at a lower rate when compared to the general population. In the past four years, the gap has stayed fairly stable with about 40% fewer EL students passing the State Science Assessment.

Students with disabilities have historically performed at a lower rate when compared to the general population. In the past four years, the gap has ranged from 34% to 42% fewer students with disabilities passing the State Science Assessment.

The gap for Hispanic/ Latino students, while still significant, has typically been smaller than either the EL gap or the SWD gap. In the past four years, the gap has ranged from 9 - 17% fewer Hispanic/ Latino students passing the State Science Assessment.

% of 5th grade students passing State Science Assessments: All students compared to EL Students, Students with Disabilities, and Hispanic/ Latino students											
	All students	EL Students	Gap		All students	SWD	Gap		All Students	Hisp/ Latino Students	Gap
2014-15	57	17	40		57	23	34		57	43	14
2015-16	61	22	39		61	19	42		61	44	17
2016-17	61	21	40		61	24	37		61	48	13
2017-18	53	16	37		53	17	36		53	42	9

SIP Template

Parent Engagement – SWT 2/LAP

At Arthur Jacobsen, we have many opportunities and levels of involvement for parents. Communication occurs regularly through classroom newsletters, teacher websites, google classroom, and the school newsletter. We have fall conferences with an option to meet with teachers in the spring. We have an art docent program in which each classroom has a parent volunteer. Our school has a strong PTSA which includes a variety of parents who coordinate and help with carnival, book fairs, auction, ice cream socials, assemblies, and before and after school programs. All parent volunteers are welcome by classrooms and office personnel, and many offer their time to further promote clubs and activities here at AJ.

Arthur Jacobsen Elementary and the LAP program recognize that children have successful educational experiences when families and teachers work together to assist and support the children in their academic endeavors. The following are ways that LAP works in partnership with the parents to promote the educational success of the students.

Communication/School Climate: Communication is a key element in the building of the parent/school partnership. All students at AJ benefit from our school-wide LAP reading and math support. All students may have the opportunity to use quality math and reading materials purchased with LAP funds. LAP allows for smaller class size during Walk to Read Groups at all grade levels.

A LAP Student Learning Plan and Compact is sent home each fall with all students. At this time, parents are asked to commit to ways they will be able to help their children at home. Throughout the course of the year newsletters, telephone calls, email, LAP progress reports, availability at Open House, and conferences are provided to ensure school/parent communication.

Parent Education: Parenting requires continuing support to assist children's educational needs. Back to School Night, Open House and Parent Nights are offered throughout the course of the year. These programs offer many suggestions of ways parents can help their children at home. Newsletters contain suggestions for assisting their children in a variety of ways. Parent conferences also allow the time for parents to receive assistance in how to support their children's learning.

Involvement in School: Parent involvement is encouraged. The Arthur Jacobsen Elementary LAP program has an open-door policy. Parents are welcome to come and observe their children during Walk to Read instruction for all grades. To help enhance this involvement, the reading room is open for visitation during parent conference week. Feel free to stop by and see first-hand what kinds of things your children are learning at school and how you can support this at home.

Learning at Home: The LAP program encourages students to practice their skills at home with the help of their parents. Students are encouraged to participate in the Accelerated Reading and school wide reading programs. Teachers send homework that supports the reading curriculum.

Parent Input: Parents will have an opportunity to indicate activities that they feel would be helpful to them in helping their children at home. At the end of the year, parents are surveyed to evaluate LAP support for reading and plan for the next school year.

SIP Template

Extended Learning Opportunities: All extended learning opportunities are dependent on LAP funding. Opportunities may include before or after school programs. Summer School program for students at selected grades may be offered. You will receive information on such opportunities as funds are made available.

Student Transitions – SWT 2 & 3/LAP

Our transition opportunities include May/June ECE transition parent meetings to Kindergarten, and student classroom visitations. We have a June “Move-Up Day” for Kindergarten through grade four to allow students to meet their new teachers and classmates for the next school year. Fifth grade students receive a visit from middle school counselors in the spring followed by a middle school transitional school visit in June. LAP summer school is offered to Kindergarten and fourth grade students who qualify. This is done through our Kindergarten Jump Start program and three/four transition class. Summer school is offered to ELL students Kindergarten through fifth grade.

Assessment Decisions – SWT 3/LAP

Assessments are administered according to the district assessment calendar. We use formative assessments from district curriculum and classroom based assessments to meet standards. Data from these assessments are utilized during PLC meetings for instructional groupings and instruction. Three times per year we hold data carousel meetings with all certificated staff. Annually, we analyze SBA and ELPA data for decision making. Assessments administered include: SBA, DIBELS, iReady Math, iReady Reading, ICA, IBA, Math Fact Fluency and Teacher Rating Scales K-4.

Effective, Timely Assistance – SWT 2 & 3/LAP

Our building conducts a LAP program that addresses reading, writing, and/or mathematics, as well as readiness skills associated with these content areas. Students are identified for LAP as those students in kindergarten through grade 5 who score below standard for his/her grade level using multiple measures of performance, including the statewide student assessments or other assessments and performance tools administered by the school or district and who is identified by the district to receive LAP services.

Multiple Measures of Performance Include:

- “Dynamic Indicators of Basic Early Literacy (DIBELS) screener Grades K-4
- “Measurement of iReady Reading and Math Grades K-5
- “Smarter Balanced Assessment Grades 3 & 4
- “Teacher Rating Scale Grades K-4

Students with greatest academic deficits in basic skills as identified by statewide, school and/or district assessments or other performance measures are served in LAP.

Prioritized Challenges**ELA - SBA / MAP or iReady**

The 3rd graders in 2015 had 43% of their students score a level 1 on SBA. The same group in 4th grade in 2016 had 50% of students score a level 1, increase level 1 scores by 7% from their 3rd grade year. The same group in 5th grade in 2017 had 67% of students score a level 1, increasing level 1 scores by 17% from their 4th grade year. This was an increase of 24% of students at a level 1 score between 2015-2017.

Between 2016-2018 student in grades 3-5 had between 30-51% of students not pass the SBA.

MATH - SBA / iReady

Students in grades 3-5 dropped in entry percentage of students entering their grade level using the IReady Diagnostic. In fall of 2017, 3rd grade entered at 22% but in 2018 only 19%. In Fall of 2017 in 4th grade 34% of students entered at level where in 2018 only 30%. In Fall of 2017 in 5th grade 45% of students entered at level where in 2018 only 38%. There is a significant drop from grades 2-5 of students not being at grade level.

In 2017-18 school year students in grades 3-5 decreased in the number of students at grade level as measured from IReady to SBA results.

SBA by Ethnicity

Students who are Hispanic when taking ELA or Math SBA have between a 6.2%-16.7% difference in success rate compared to all other ethnicities.

ELL and SWD

The percent of 5th grade EL students at level 1 has increased from 45% at level 1 in 2016, to 67% in 2017, and 83% in 2018.

DIBELS

The Kindergarten Fall DIBELS for all students in 2016 was 51% where in 2018 they were 28%. The tracking indicates a gradual decrease with students entering school with skills measured within DIBELS assessments.

In grades 2, 3, and 4, looking at all students, students are entering each grade level at a higher percentage of passing in DIBELS assessment than leaving that grade level.

SMART Goal 1 (ELA):

The percent of all students meeting grade level standards in ELA will increase from an average of 65% in 2018 (3rd grade 62%; 4th grade 67%; 5th grade 66%) to an average of 90% in 2022 as measured by SBA scores.

SMART Goal 2 (Math):

The percent of all students meeting grade level standards in Math will increase from an average of 60% in 2018 (3rd grade 63%; 4th grade 59%; 5th grade 59%) to an average of 90% in 2022 as measured by SBA scores.

SMART Goal 3 (Supportive Learning Environment):

Positive responses from students and parents to statements about Supportive Learning Environment on the EES survey will increase to at least 90% by 2022.

We will create a school-wide culture that focuses on behavior and equity that is inclusive, reflects multi-cultural diversity, and promotes expectations for students inside and outside of the classroom.

- We will increase from 47.1% of students who agree with “Most students are respectful of others at this school” to 80% by 2022.
- We will increase from 52.4% of students who agree with “Discipline problems are handled fairly and quickly in this school” to 80% by 2022.
- We will increase from 56.9% of our parents who agree with “Bullying/harassment is not tolerated in this school,” to 90% by 2022.

SMART Goal 1			
Subject Area: ELA			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students with an emphasis on special education and EL students.		
Our Reality: <i>(based on assessment data analysis)</i>	Spring 2018 ELA SBA Scores <ul style="list-style-type: none"> ● 3rd Grade: 62% passing ● 4th Grade: 67% passing ● 5th Grade: 66% passing 		
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of all students meeting grade level standards in ELA will increase from an average of 65% in 2018 to an average of 90% in 2022 as measured by SBA scores.		
Action Plan			
Action Step SWT 2 & 3/LAP	Teacher Clarity <ol style="list-style-type: none"> A. Staff will establish clear learning intentions with student-friendly language focusing on grade level standards. B. Staff will identify success criteria written in student-friendly language, focusing on grade level standards. C. Staff will communicate intentions and criteria to students for all content areas. <ol style="list-style-type: none"> a. Communication of intentions will include explicit teaching of academic vocabulary. b. Students will be able to restate and understand intentions and criteria in their own words to measure clarity. Students will assess their mastery of the intentions at the end of each lesson. 		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> Teachers will participate in trainings that address the following: <ul style="list-style-type: none"> ● Hattie’s research on teacher clarity (effect size 0.75) ● How do we use this lens to unpack standards into learning intentions? ● Align to standards using learning intentions Teachers will align learning intentions to plan for focus on learning intentions emphasizing standards.	All staff participation	SIP Leadership team Visible Learning Team Administration	Visible learning on teacher clarity Introduce and practice writing learning intentions PLC format and walk through

SIP Template

<p><i>September-Mid-November</i> Teachers create learning intentions in student friendly language based off of standards</p> <p>Teachers work together to plan lessons based on learning intentions.</p> <p>Teachers communicate and post learning intentions (based on standards) in student-friendly language. They will share these with students before and during the lessons.</p> <p>Communication of intentions will include explicit teaching of academic vocabulary.</p> <p>Teachers review Fall assessments and make goals for Winter benchmark assessments.</p>	<p>Students will be able to answer the question: What are you learning?</p> <p>Students will be able to answer the question: How are you learning it?</p> <p>Students will be able to restate and understand intentions and criteria in their own words to measure clarity.</p> <p>Students will assess their mastery of the intentions at the end of each lesson.</p> <p>Data will support what we are doing as follows: a. K - 90% of our Kindergarteners will be able to identify 26 Letter Names and 31 Letter Sounds, and meet grade level benchmark for Nonsense Word Fluency CLS b. 1st - 90% of our 1st graders will perform at or above grade level on DIBELS Nonsense Word Fluency/ WWR/ ORF c. 2nd - 90% of our 2nd graders will perform at or above grade level on IREADY ELA Benchmark Assessment/ DIBELS Fluency Assessment d. 3rd, 4th, and 5th - 90% of these students will perform at</p>	<p>SIP Team</p> <p>Admin</p> <p>Building Leaders</p> <p>All Staff</p>	<p>Review Learning Intentions - how is it going? What questions do you have? What else do you need?</p>

SIP Template

	<p>or above grade level on i-Ready Diagnostic/ DIBELs Assessment/ SBA</p> <p>Weekly data review at PLCs (all PLC teams meet in common location in order to have access to specialists and administration)</p>		
<p>Mid-November- January Teachers begin adding success criteria into learning intentions.</p> <ul style="list-style-type: none"> creation of success criteria in student friendly language is communicated and shown visually to students 	<p>Weekly data review at PLCs</p>	<p>SIP Team</p> <p>Admin</p> <p>Building Leadership</p>	<p>Introduce and practice Success criteria Exemplars? Progressions?</p>
<p>February-April Teachers communicate learning intentions and success criteria both verbally and visually throughout the lessons</p> <p>Teachers review Winter benchmark assessments and make goals for Spring benchmark assessments.</p>	<p>Students will be able to answer the question: How will you know you have learned it?</p> <p>Data will support what we are doing as follows:</p> <p>a. K - 90% of our Kindergarteners will be able to identify 26 Letter Names and 31 Letter Sounds, and meet grade level benchmark for Nonsense Word Fluency CLS</p> <p>b. 1st - 90% of our 1st graders will perform at or above grade level on DIBELs Nonsense Word Fluency/ WWR/ ORF</p> <p>c. 2nd - 90% of our 2nd graders will perform at or above grade level on IREADY ELA Benchmark Assessment/ DIBELs Fluency Assessment</p> <p>d. 3rd, 4th, and 5th - 90% of these students will perform at or above grade level on</p>	<p>SIP Team</p> <p>Admin</p> <p>Building Leaders</p> <p>All Staff</p>	<p>Review Success Criteria - how is it going? What questions do you have? What else do you need?</p>

SIP Template

	i-Ready Diagnostic/ DIBELS Assessment/ SBA		
	Weekly data review at PLCs		

SIP Template

<p><i>April-June</i> Continue using learning intentions and success criteria during ELA lessons.</p> <p>Evaluate year long data and see if grade levels meet year long goals. Discussion around data and where we go from here.</p> <p>Review plan progress and update for year 2</p>	<p>Students will be able to answer all three questions: What are you learning, how will you learn it, how will you know you've learned it?</p> <p>Data will support what we are doing as follows:</p> <p>a. K - 90% of our Kindergarteners will be able to identify 26 Letter Names and 31 Letter Sounds, and meet grade level benchmark for Nonsense Word Fluency CLS</p> <p>b. 1st - 90% of our 1st graders will perform at or above grade level on DIBELS Nonsense Word Fluency/ WWR/ ORF</p> <p>c. 2nd - 90% of our 2nd graders will perform at or above grade level on IREADY ELA Benchmark Assessment/ DIBELS Fluency Assessment</p> <p>d. 3rd, 4th, and 5th - 90% of these students will perform at or above grade level on i-Ready Diagnostic/ DIBELS Assessment/ SBA</p>	<p>SIP Team</p> <p>Admin</p> <p>Building Leaders</p> <p>All Staff</p>	<p>Review of plan: What progress have we made - with our plan and toward our SMART goal? What do we still need to do? What are our next steps (year 2)?</p>
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SIP Template

<p>Action Step SWT 2 & 3/LAP</p>	<p>Student Engagement - Focus on students understanding and establishing growth goals.</p> <p>A. Students will set growth goals focusing on ELA based on assessment data by October 1st of each year.</p> <p>B. Students will share goals with parents and teachers. Parents, Teachers, Administrator will review and sign goals by November 1st.</p> <p>C. Students will revisit goals throughout the year making changes after the first and second trimesters.</p> <p>D. Students and staff will reflect on goals and celebrate success at the end of the academic year.</p>		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p>August Teachers will meet to review necessary assessments to promote goal setting with students.</p> <ul style="list-style-type: none"> ● Timeline ● Tools on how to create goals ● Templates for Primary and Intermediate teachers to use for student growth goals. 	<p>Each grade level and specialist will have created student growth goal forms that will promote goal setting and review of goals bi-weekly.</p>	<p>SIP Team All Staff</p>	<p>Universal system school wide.</p>
<p>September-Mid-November Students create growth goals and think about next steps for achieving such goals. Students, Parents, Teachers, and Administration sign off on goals.</p>	<p>DIBELs benchmark, i-Ready benchmark, Tri-skills (Kindergarten), IEP goal progress</p>	<p>All Staff</p>	<p>Weekly data review at PLCs</p>
<p>Mid-November- January Students track progress weekly on fluency and standards based assessments.</p> <p>Evaluation of first trimester goals after reviewing assessments. Students adjust goals if needed and parents, teachers, administrator review goal progress.</p>	<p>DIBELs progress monitoring, classroom assessments</p>	<p>All Staff</p>	<p>How do we have candid conversations with setting goals?</p> <p>Growth is our goal, how to push all students to strive for excellence..</p>
<p>February-April Evaluation of second trimester goals after reviewing assessments. Students adjust goals if needed and parents, teachers, administrator review goal progress.</p>	<p>DIBELs benchmark, i-Ready benchmark, Tri-skill (kindergarten), IAB's assessments, IEP goal progress</p>	<p>All Staff</p>	<p>Weekly data review at PLCs</p>

SIP Template

<p><i>April-June</i> Students reflect on growth made over the year and set goals for summer and the following year.</p> <p>Celebration of growth in students conducted</p>	<p>i-Ready benchmark, Tri-skill (kindergarten), SBA assessments, IEP goal progress</p>	<p>All Staff</p>	
<p>Alignment to District Improvement: The Auburn School District is committed to engaging, educating and empowering EACH student with equity and excellence. In the Auburn School District, it means:</p> <ul style="list-style-type: none"> • 100% of our students graduate and are ready for their future • Excellent Attendance • Mastery of Grade Level Standards • Family/Community Engagement 			

SMART Goal 2			
Subject Area:			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students with an emphasis on special education and EL students.		
Our Reality: <i>(based on assessment data analysis)</i>	Spring 2018 Math SBA Scores <ul style="list-style-type: none"> ● 3rd Grade: 63% passing ● 4th Grade: 59% passing ● 5th Grade: 59% passing 		
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of all students meeting grade level standards in Math will increase from an average of 60% in 2018 to an average of 90% in 2022 as measured by SBA scores.		
Action Plan			
Action Step SWT 2 & 3/LAP	Teacher Clarity <ul style="list-style-type: none"> D. Staff will establish clear learning intentions with student-friendly language focusing on grade level standards. E. Staff will identify success criteria written in student-friendly language, focusing on grade level standards. F. Staff will communicate intentions and criteria to students for all content areas. <ul style="list-style-type: none"> a. Communication of intentions will include explicit teaching of academic vocabulary. b. Students will be able to restate and understand intentions and criteria in their own words to measure clarity. Students will assess their mastery of the intentions at the end of each lesson. 		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> Teachers will participate in trainings that address the following: <ul style="list-style-type: none"> ● Hattie’s research on teacher clarity (effect size 0.75) ● How do we use this lens to unpack standards into learning intentions? ● How to evaluate standards for learning intentions for student language? Teachers will plan for focus on learning intentions emphasizing standards.	All staff participation	SIP Leadership team Visible Learning Team Administration	Visible learning on teacher clarity Introduce and practice writing learning intentions PLC format and walk through

SIP Template

<p>Teachers will effectively use learning intentions to emphasize standards.</p>			
<p>September-Mid-November Teachers create learning intentions based off of standards</p> <p>Teachers work together to plan lessons based on learning intentions.</p> <p>Teachers communicate and post learning intentions (based on standards) in student-friendly language. They will share these with students before and during the lessons.</p>	<p>Students will be able to answer the question: What are you learning?</p> <p>Students will be able to answer the question: How are you learning it?</p> <p>Weekly data review at PLCs (all PLC teams meet in common location in order to have access to specialists and administration)</p>	<p>SIP Team Admin Building Leaders All Staff</p>	<p>Review Learning Intentions - how is it going? What questions do you have? What else do you need?</p>
<p>Mid-November- January Teachers translate learning intentions into success criteria. Remember that Success Criteria is specific enough to be measured and assessed.</p>	<p>Weekly data review at PLCs</p>	<p>SIP Team Admin Building Leadership</p>	<p>Introduce and practice Success criteria Exemplars? Progressions?</p>
<p>February-April Teachers communicate learning intentions and success criteria both verbally and visually throughout the lessons</p>	<p>Students will be able to answer the question: How will you know you have learned it?</p> <p>Weekly data review at PLCs</p>	<p>SIP Team Admin Building Leaders All Staff</p>	<p>Review Success Criteria - how is it going? What questions do you have? What else do you need?</p>
<p>April-June Continue using learning intentions and success criteria during Math lessons.</p> <p>Review plan progress and update for year 2</p>	<p>Students will be able to answer all three questions: What are you learning, how will you learn it, how will you know you've learned it?</p>	<p>SIP Team Admin Building Leaders All Staff</p>	<p>Review of plan: What progress have we made - with our plan and toward our SMART goal? What do we still need to do? What are our next steps (year 2)?</p>

SIP Template

<p>Action Step SWT 2 & 3/LAP</p>	<p>Student Engagement - Focus on students understanding and establishing growth goals.</p> <ul style="list-style-type: none"> A. Students will set growth goals focusing on Math based on assessment data by October 1st of each year. B. Students will share goals with parents and teachers. Parents, Teachers, Administrator will review and sign goals by November 1st. C. Students will revisit goals throughout the year making changes after the first and second trimesters. D. Students and staff will reflect on goals and celebrate success at the end of the academic year. 		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i> Teachers will meet to review necessary assessments to promote goal setting with students.</p> <ul style="list-style-type: none"> ● Timeline ● Tools on how to create goals ● Templates for Primary and Intermediate teachers to use for student growth goals. 	<p>Each grade level and specialist will have created student growth goal forms that will promote goal setting and review of goals bi-weekly.</p>	<p>SIP Team All Staff</p>	<p>Building Hours?</p>
<p><i>September-Mid-November</i> Students create growth goals and think about next steps for achieving such goals. Students, Parents, Teachers, and Administration sign off on goals.</p>	<p>i-Ready benchmark, Tri-skills (Kindergarten), IEP goal progress</p>	<p>All Staff</p>	<p>Weekly data review at PLCs</p>
<p><i>Mid-November- January</i> Students track progress weekly on fluency and standards based assessments.</p> <p>Evaluation of first trimester goals after reviewing assessments. Students adjust goals if needed and parents, teachers, administrator review goal progress.</p>	<p>i-Ready progress monitoring, classroom assessments</p>	<p>All Staff</p>	<p>Building Hours?</p>
<p><i>February-April</i> Evaluation of second trimester goals after reviewing assessments. Students adjust goals if needed and parents, teachers, administrator review goal progress.</p>	<p>i-Ready benchmark, Tri-skill (kindergarten), IAB's assessments, IEP goal progress</p>	<p>All Staff</p>	<p>Weekly data review at PLCs</p>
<p><i>April-June</i></p>	<p>i-Ready benchmark, Tri-skill (kindergarten),</p>	<p>All Staff</p>	

SIP Template

<p>Students reflect on growth made over the year and set goals for summer and the following year.</p> <p>Celebration of growth in students conducted</p>	<p>SBA assessments, IEP goal progress</p>		
<p>Alignment to District Improvement: The Auburn School District is committed to engaging, educating and empowering EACH student with equity and excellence. In the Auburn School District, it means:</p> <ul style="list-style-type: none"> • 100% of our students graduate and are ready for their future • Excellent Attendance • Mastery of Grade Level Standards • Family/Community Engagement 			

SMART Goal 3			
Subject Area:			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All students and parents, with an emphasis on special education and EL students		
Our Reality: <i>(based on assessment data analysis)</i>	<p>Only 47.1% of 4th and 5th grade students agree with the statement, “Most students are respectful of others at this school.” This number decreased by 15% from the previous survey two years ago.</p> <p>Only 52.4% of 4th and 5th grade students agreed with the statement “Discipline problems are handled fairly and quickly in this school” This category decreased 22% from the previous survey two years ago.</p> <p>Only 56.9% of our parents agree with the statement “Bullying/harassment is not tolerated in this school.”</p>		
Our SMART Goal: <i>(based on target population and your reality)</i>	Positive responses from students and parents to statements about Supportive Learning Environment on the EES survey will increase to at least 90% by 2022.		
Action Plan			
Action Step SWT 2 & 3/LAP	<p>Staff will develop and apply principle 6 of culturally responsive teaching:</p> <ol style="list-style-type: none"> 1. Classroom is managed with firm, consistent, caring control <ol style="list-style-type: none"> a. Building a positive culture within the classroom that reflects school expectations. b. Creating and implementing monthly character traits from second step to support learning communities. c. Classroom meetings are focused around character traits and common courtesies. 		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Implementation of school wide protocols and rules. Define specific expectations for each guideline (Be Courteous, Be Safe, Be Responsible).	All Staff Participation	Administration SIP Leadership Team Building Leaders	Second Step review on character traits How to build positive cultures amongst classrooms

SIP Template

<p>Building-wide positive culture and high expectations in classrooms and common areas</p> <p>Issuing of monthly character traits for classroom meetings.</p> <ul style="list-style-type: none"> ● complete grade level scope and sequence for class meetings based on traits ● All members of the AJ community (staff, students, and parents) know the monthly trait and look for ways to apply and affirm the skill 			<p>What do effective classroom meetings look like?</p>
<p>September-Mid-November</p> <p>Connecting with students and building a positive culture</p> <p>School wide focus on building guidelines for students</p> <ul style="list-style-type: none"> ● Courteous ● Responsible ● Safe <p>Follow up on monthly character traits and class meetings.</p> <ul style="list-style-type: none"> ● How are you going about discussing each character trait? ● Teacher led/ Student led? ● Time allocation? ● What are common courtesies? 	<ul style="list-style-type: none"> ● Grades 1-5 Google form survey ● ECE & K paper survey <p>Administrative check ins</p>	<p>All Staff</p>	<p>How to build rapport with students</p> <p>Guiding examples on positive classroom meetings</p>
<p>Mid-November- January</p> <p>Evaluation of first trimester data</p> <p>Building wide positive expectations check in</p> <ul style="list-style-type: none"> ● Students adjusting? ● What have we learned from our students? <p>Common courtesies addressed throughout the building</p> <ul style="list-style-type: none"> ● Recess ● Lunch service 	<ul style="list-style-type: none"> ● Grades 1-5 Google form survey ● ECE & K paper survey <p>Administrative check ins</p>	<p>All Staff</p>	<p>Why is it important to promote positive expectations rather than rules?</p> <p>The importance of common courtesies in our society</p>

SIP Template

<ul style="list-style-type: none"> • Specialist • Supportive services 			
<p>February-April Review of building wide expectations and protocols.</p> <p>Check in on monthly class meetings and evaluating the impact at each grade level.</p> <p>Common courtesies check in and discussion/How can certificated staff support this</p> <ul style="list-style-type: none"> • Recess • Lunch service • Specialist • Supportive services <p>Evaluation of second trimesters data</p>	<ul style="list-style-type: none"> • Grades 1-5 Google form survey • ECE & K paper survey <p>Administrative check ins</p>	All Staff	Building Hours/Staff meetings?
<p>April-June Reminder of expectations and protocols around testing courtesies.</p> <p>Review of year long data and brainstorming on next steps.</p> <ul style="list-style-type: none"> • planning for next year • building on classroom meetings • where do we see ourselves as a staff and a school? 	<ul style="list-style-type: none"> • Grades 1-5 Google form survey • ECE & K paper survey <p>Administrative check ins</p>	All Staff	Where do we go from here? Review of second step and furthering our development
<p>Alignment to District Improvement: The Auburn School District is committed to engaging, educating and empowering EACH student with equity and excellence. In the Auburn School District, it means:</p> <ul style="list-style-type: none"> • 100% of our students graduate and are ready for their future • Excellent Attendance • Mastery of Grade Level Standards • Family/ Community Engagement 			

Planning and Implementation Calendar – SWT 2 & 3/LAP**Planning and Implementation Calendar for 2019 - 2020**

Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/ Waiver Days	Title extra hours
June					
August	8/16 iReady Training 8/26 Universal Achievement/NEU (6 Principal Hours) 8/28 Principle 6 of culturally responsive teaching including building positive culture in the classroom, implementing positive character traits and conducting classroom meetings. (3 Building Hours) 8/29 Learning Intentions (Visible Learning) (6 Building Hours)				
September	9/12 1 hr CCSS Alignment, targets, success criteria, student goal setting 9/30 SIP Designated Time*	9/30			
October	10/3: 1 hr Curriculum night, sharing Goal information with families 10/23 1 hr Data Carousel	10/14 10/21 10/28	10/18 SIP/LDR	10/11 7.5hrs	
November	11/12 1 hr CCSS Alignment, targets, success criteria, student goal setting	11/4 11/18	11/8 SIP/LDR		
December	12/5 Cultural Fair 2hrs 12/12 1 hr CCSS Alignment, targets, success criteria, student goal setting	12/2 12/9 12/16	12/6 SIP/LDR 12/20 SIP/LDR		
January	1/8 1 hr CCSS Alignment, targets, success criteria, student goal setting	1/6 1/13 1/27	1/24 SIP/LDR		

SIP Template

	1/28 1 hr CCSS Alignment, targets, success criteria, student goal setting				
February	2/13 1 hr Data Carousel	2/3 2/10 2/24	2/7 SIP/LDR		
March	3/4 1 hr CCSS Alignment, targets, success criteria, student goal setting 3/24 1 hr CCSS Alignment, targets, success criteria, student goal setting	3/2 3/16 3/23 3/30	3/6 SIP/LDR	3/9 7.5hrs	
April	4/16 1 hr CCSS Alignment, targets, success criteria, student goal setting	4/13 4/20 4/27	4/3 SIP/LDR		
May	5/8 1 hr CCSS Alignment, targets, success criteria, student goal setting	5/11 5/18	5/1 SIP/LDR 5/29 SIP/LDR	5/4 7.5hrs	
June	6/2 1 hr Data Carousel/Plan for the 2020-2021				

*SIP Designated Time every PLC Monday for 15 minutes.

Budget – SWT- 4/LAP

We receive LAP funding for general supplies, professional development and parent involvement. These funds specifically target LAP.