

Implementation September 2019-June 2022

Alpac Elementary
School Improvement Plan

January 27, 2020.

School Improvement Plan Adopted by the Auburn School Board of Directors on

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:

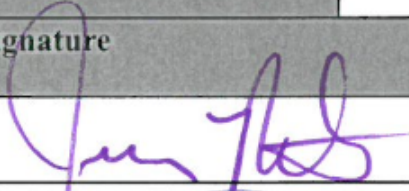

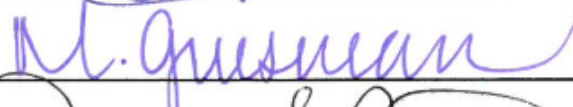
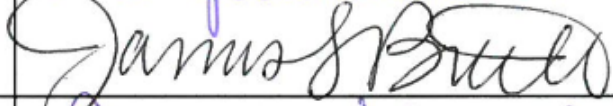


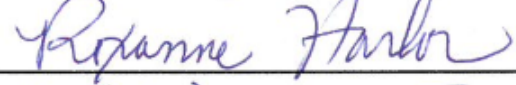

- 100% of our students graduate and are ready for their future.
- Excellent Attendance
- Mastery of Grade Level Standards
- Family/Community Engagement

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




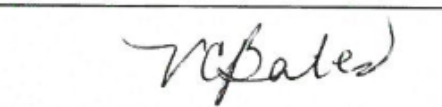
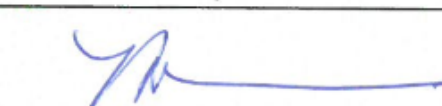
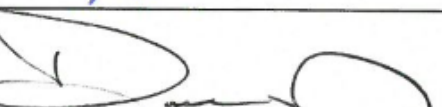
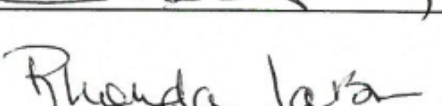
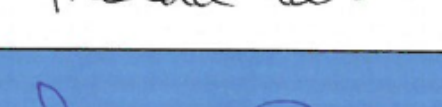
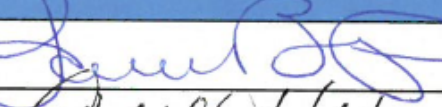
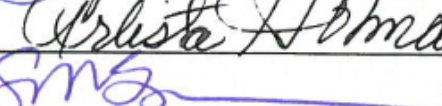
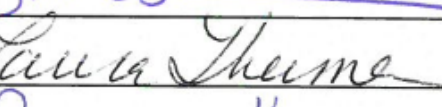

District Goal 2 - Educate: Ensure relevant learning, high achievement and graduation for each student.

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

School			
Alpac Elementary			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Jim Riley - Principal	Tonni Best- Assistant Principal	Roxanne Harlor - ELL Teacher and Admin Intern	Chelsi Kessler - Instructional Specialist
Traci Anderson - Math Specialist	Kelli Johnson- LAP Specialist	Meredith Guesman - Parent	Jami Burtis - 2nd Grade Teacher

School Improvement Team Signatures 2019-2022			
Date Submitted: 06/19/19		Date of School Board Approval:	
Name	Title/Position	Signature	
Jim Riley	Principal		
Tonni Best	Asst. Principal		
Meredith Guesman	Parent		
Jami Burtis	Staff		
Chelsi Kessler	Staff		
Traci Anderson	Staff		
Roxanne Harlor	Staff		
Kelli Johnson	Staff		
Each team must include staff, students, families, parents, and community members.			

Alpac Signatures for Approval

Alan Spicciati	Superintendent	
Cindi Blansfield	Associate Superintendent Business and Operations	
Ryan Foster	Associate Superintendent School Programs	
Vicki Bates	Assistant Superintendent Technology	
Heidi Harris	Assistant Superintendent Student Learning	
Daman Hunter	Assistant Superintendent Human Resources	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
School Board		
Laurie Bishop	School Board	
Arlista Holman	School Board	
Sheilia McLaughlin	School Board	
Laura Theimer	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

To educate all students in a supportive and positive environment, so they reach their full potential. All adults are collaboratively working together using best practices to reach all levels of learners.

School Vision

Every student at Alpac will meet or exceed standards in reading, writing and math, without exception.

Equity Statement:

Through its Equity Vision, Alpac Elementary strives for equitable and respectful educational experiences for every student, family, and staff

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

Our SIP team consists of 10 highly qualified staff members and parent and community representatives. We meet once a month to discuss the changes and implementations for our current School Improvement Plan. The staff is notified of all changes and updates at regular bi-monthly staff meetings. ELA, Math and Climate data is analyzed at several data carousels throughout the year; strengths and challenges are determined and strategies are discussed for immediate implementation.

Highly Qualified Staff – SWT 2 & 3/LAP

LAP Component #5-Provide Instruction by Highly Qualified Teachers and Paraprofessionals

Systems Connections:

AWSP Framework Criterion 6; Managing Resources

- ☐ Highly Qualified Certificated staff funded by LAP (2)
- ☐ Highly Qualified Classified staff funded by LAP (6)
- ☐ Not Highly Qualified (0)

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

Teacher professional development at Alpac includes but is not limited to the following opportunities:

New Teachers Meetings Monthly- Discuss building upcoming issues and proactively help new teachers identify upcoming needs. New teachers are provided a professional development

Professional Development- All staff participate in professional development every other week. Teachers are given direct instruction on CEL5D and ELL instructional strategies. Our ELL teachers have also offered co-teach methods with all grade levels.

Behavior specialist- Our part time behavior specialist supports teachers with developing and implementing plans with teachers. He often works directly with students but it is transitioning to working with teachers to support students.

Counselor- The school counselor is working with the SIP team to incorporate Social Emotional Lessons in to all classrooms with fidelity. Classroom teachers currently teach these lessons, but this will be a more in depth dive in coming years.

Teacher Information from OSPI 2016/2017 is listed as the following. 2017/2018 data is not listed with OSPI to date.

Teacher Information (2019-20) (more info)	
Classroom Teachers	42
Hispanic / Latino of any race(s)	2
Asian	1
White	36
Two or More Races	1
Average Years of Teacher Experience	11.6
Hispanic / Latino of any race(s)	11.9
Asian	3.7

White	12.8
Two or More Races	17.1
Teachers with at least a Master's Degree	57.1%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

Comprehensive Needs Assessment– SWT 1/LAP

Our team of building administrators and our math/ELA specialists met with the district leadership team to analyze Alpac's DIBELS, tri-3 Reading Assessment, iReady, ICA, IAB, SBA ELA and SBA math at our annual Needs Assessment.

Demographic data

Upon analyzing Alpac's demographic data from 2014/15 to 2017/18 the following changes were identified. The free and reduced population has decreased by 10.1% for a total of 53.6% students that qualify for free and reduced meals. Alpac's special education population has increased by 0.7% and the ELL population has increased by 1.1%. The percentage of students who identify as two or more races has increased from 10.1% in 2014-15 to 13.2% in 2017-18. Our Hispanic population has also increased; going from 26.1% to 29.8%.

Discipline

Upon analyzing the discipline data from 2017/2018 and current 2018/2019 data, Alpac's area of concern was identified as 'Fighting'. The dominant area of concern was the playground, and predominantly male students (above 99%) comprised the behavior referrals.

In 2017/2018 there were 17 suspensions, including In House suspensions. In 2018/2019 there have been 11 suspensions to date.

In the 2017/2018 data review, it was noticed that several of the top referral students had IEP's, or identified behavior issues or mental health issues. Teachers have identified working with students of trauma as an area of need for professional development.

In the 2018/2019 school year, there was a change to the discipline policy, moving from Think Time to Turn Around. Turn Around keeps students in class to reflect and reset where Think Time sent kids out. A focus of the building professional development was on building relationships and supporting teachers in resolving issues with students, instead of in the office. The number of referrals has dramatically declined in 2018/2019 due to a change in reporting requirements and a change in overall system.

The SWIS program used for Discipline tracking has been requested to be upgraded to link to student race, EL status, SWD status and other demographic information. it currently only disaggregate data by gender, grade, or student number.

Attendance

Attendance rates at Alpac Elementary show similar patterns each year. Monthly attendance in September (2016/2017, 2017/2018, and 2018/2019) starts around 95%. There is a steady decrease in student attendance until January each year (2016/2017 and 2017/2018) to 88%. For the remainder of the year the school averages around 90% student attendance each month. Yearly averages end between 90% and 91%. In 2017/2018 Alpac Elementary had the lowest yearly attendance average of all elementary schools in Auburn.

Attendance has been a focus of conversations with staff and families in 2018/2019 and monthly rates are averaging higher than previous years.

Attendance rates as measured by WSIF show all students with a rate of 87%, where as SWD rate is lower at 81%.

Data Analysis- DIBELS

The percent of students meeting benchmark at each grade level for the years 2014/15 through 2017/18 were reviewed, as well as, the amount of growth between fall and spring DIBELS. Kindergarten had an average of 84% of students meeting benchmark at the end of the year, and they have had an average increase of 36% of students meeting benchmark between fall and spring testing. First grade has had an average number of 86% of students meeting benchmark in NWF, and they have had an average increase of 25% of students meeting benchmark between fall and spring testing. First grade has had an average number of 69% of students meeting benchmark in ORF, and they have had an average increase of 5% of students meeting benchmark between winter and spring testing. Second grade has had an average number of 61% of students meeting benchmark in ORF, and they have had an average decrease of 5% meeting benchmark between fall and spring testing. Third grade has had an average number of 59% of students meeting benchmark in ORF, and they have had an average decrease of 10% meeting benchmark between fall and spring testing. Fourth grade has had an average number of 69% of students meeting benchmark in ORF, and they have had an average increase of 5% meeting benchmark between fall and spring. Fifth grade has had an average number of 65% of students meeting benchmark in ORF, and they have had an average growth of 0% between fall and spring.

I Ready data is tracked on grade level spreadsheets by teachers at the school. 2019/2020 school year will include I ready reading data and will be tracked with regularity along with Dibels data.

DIBELS Fluency Comparison Percentage of Students at Level Alpac Elementary

		2014-2015			2015-2016			2016-2017			2017-2018		
		<i>Fall</i>	<i>WTR</i>	<i>SPR</i>	<i>Fall</i>	<i>WTR</i>	<i>SPR</i>	<i>Fall</i>	<i>WTR</i>	<i>SPR</i>	<i>Fall</i>	<i>WTR</i>	<i>SPR</i>
Kinder Composite	Benchmark	54 %	81%	90%	44%	54%	84%	46%	80%	89%	45%	62%	71%
	Strategic	25 %	11%	5%	25%	29%	11%	25%	11%	5%	17%	19%	15%
	Intensive	21 %	8%	5%	30%	17%	5%	29%	9%	6%	38%	19%	14%
First Grade NWF (WWR)	Benchmark	55 %	74%	87%	60%	71%	87%	66%	62%	85%	63%	83%	83%
	Strategic	45 %	18%	11%	40%	19%	10%	34%	16%	11%	37%	8%	11%
	Intensive	NA	8%	2%	NA	10%	3%	NA	22%	4%	NA	9%	6%
First Grade ORF	Benchmark	NA	61%	68%	NA	64%	72%	NA	57%	64%	NA	73%	72%
	Strategic	NA	18%	18%	NA	16%	15%	NA	17%	21%	NA	15%	12%
	Intensive	NA	21%	14%	NA	20%	13%	NA	26%	14%	NA	12%	16%
Second Grade ORF	Benchmark	63 %	58%	57%	65%	62%	63%	71%	68%	68%	61%	58%	54%
	Strategic	18 %	22%	21%	15%	16%	19%	11%	18%	15%	18%	23%	20%
	Intensive	19 %	20%	23%	20%	22%	18%	17%	14%	18%	21%	18%	27%
Third Grade ORF	Benchmark	65 %	58%	56%	70%	61%	58%	68%	68%	63%	73%	70%	60%
	Strategic	13 %	21%	14%	11%	7%	15%	14%	17%	14%	11%	16%	18%
	Intensive	23 %	21%	30%	19%	32%	27%	17%	16%	23%	16%	15%	22%
Fourth	Benchmark	63	70%	70%	59%	67%	67%	68%	66%	67%	68%	73%	72%

Grade ORF		%											
	Strategic	17 %	14%	18%	22%	16%	20%	16%	21%	17%	19%	15%	13%
	Intensive	20 %	16%	12%	19%	16%	13%	16%	14%	16%	14%	12%	14%
Fifth Grade ORF	Benchmark	60 %	60%	61%	69%	72%	67%	66%	67%	64%	64%	67%	68%
	Strategic	25 %	30%	26%	20%	10%	16%	12%	18%	20%	21%	24%	17%
	Intensive	15 %	10%	13%	11%	18%	17%	22%	15%	16%	15%	10%	16%

Data Analysis- MAP/ICA/iReady (Reading and Math)

The percent of students meeting benchmark at each grade level for the years 2016 through 2019 were reviewed.

School Challenges identified by staff include :

In the area of reading: the number of students that are level 1 on the ICA is greater than 18% in grades 3, 4, and 5. In the area of math: the number of students that are level 1 on the ICA is greater than 20% in grades 3 and 5. I Ready math data will be tracked on grade level spreadsheets beginning 2019/2020. Current analysis of I Ready math performance data shows similar trends to ICA data where SWD are performing lower than their peers. An example would be, a student SBA scores are listed as intensive, and thier I Ready score also lists them as in the intensive category. Since the program is adaptive for student needs, continued progress monitoring should be in place where growth progress is tracked and not solely overall grade level outcome. The I Ready program itself does not disaggregate by SWD, EL or any other subgroup. The data needs to be entered in grade level spreadsheets for analysis. This will be an area of refinement in coming years as I Ready reading comes to the school.

According to WSIF data Alpac is a focus area school for Students with Disabilities (SWD). Our data shows SWD as a 2.3, Our EL students show a 3.7, 2 or more races show a 4.7, Hispanic show 5.2 and Low Income show 5.4. Asian student show 8.3 and White students show 6.3 in 2016-2018 growth measures. Disaggregation of the data by low income and limited english indicates the need to focus on EL and low income students. WISF attendance data shows similar trends in that SWD have a regular attendance rate of 82% where as all students show 87%. Median student growth percentiles show lower in SWD than all school, a difference of 18% lower in SWD in ELA and 14% lower for Math. Multi year demographic data shows SWD population steady at 8%, along with Low income steady at 62%, EL population steady at 22% and a growing students of color population up 5% in the last 3 years now at 48%.

The threshold for triggers a focus area is 2.4, so Alpac's greatest area of focus is students with disabilities.

		I-ready Diagnostic Comparison: Percentage of students at Level					
		2017-2018			2018-2019		
		Fall	Winter	Spring	Fall	Winter	Spring
Kinder	Number Tested		69	94		87	70
	Benchmark		25% (17)	48% (45)		28%	71%
	Strategic		75% (52)	52% (49)		72%	29%
	Intensive		NA	NA		NA	NA
Grade 1	Number Tested	104	97	110	103	97	87
	Benchmark	6% (6)	28% (27)	55% (61)	7% (7)	32%	55%
	Strategic	80% (83)	63% (61)	43% (47)	68% (70)	60%	39%
	Intensive	14% (15)	9% (9)	2% (2)	25% (26)	8%	6%
Grade 2	Number Tested	83	93	94	108	106	79
	Benchmark	7% (6)	25% (23)	52% (49)	9% (10)	44%	66%
	Strategic	60% (50)	53% (49)	39% (37)	64% (69)	49%	28%
	Intensive	33% (27)	23% (21)	9% (8)	27% (29)	7%	6%
Grade 3	Number Tested				98	99	95
	Benchmark				15% (15)	40%	64%
	Strategic				47% (46)	47%	28%
	Intensive				38% (37)	12%	7%
Grade 4	Number Tested				87	90	73
	Benchmark				24% (21)	43%	58%
	Strategic				44% (38)	41%	19%
	Intensive				32% (28)	16%	23%
Grade 5	Number Tested				97	101	98
	Benchmark				28% (27)	54%	59%
	Strategic				48% (47)	27%	26%
	Intensive				24% (23)	19%	15%

Data Analysis- ELPA21 (ELL Data)

The percent of students meeting/exceeding standard on the WELPA for the years 2015-2017 were reviewed. The number of students scoring a level 4 on the WELPA has increased from 12% to 17% in the last two years. Between the spring of 2015 and spring of 2019, the number of ELL students attending Alpac increased from 135 students to 178 students. Over that same span of time, the number of dual-served students (who receive both ELL and special services) increased from 6 students to 17 students. Also, the number of students speaking no English/very limited English upon their enrollment at Alpac increased from 5 students in 2014-2015 to 37 students in 2018-2019. Currently, although 21% of Alpac's ELL students were enrolled with "emergent" English status, only 9.8% of ELLs scored in the "emerging" (lowest) category overall on the 2019 ELPA 21 Assessment. Also, the number of ELLs scoring in the "emerging" (lowest) category decreased from 14.29% in 2018 to 9.8% in 2019. The percentage of ELLs scoring in the "proficient" (highest) category has increased from 12.3% in 2014-2015 to 14.45% in 2018-2019.

ELL staff focuses on helping ELLs in early grades to rapidly acquire English language skills necessary for accessing academic material. The number of second-graders and third-graders scoring in the "proficient" category has increased significantly; 11% of second-graders scored "proficient" in 2015, while 30% of second-graders scored "proficient" in 2019. In addition, 9% of third-graders scored "proficient" in 2015, while 26% of third-graders scored "proficient" in 2019.

	Percentage of Alpac students who scored proficient on ELPA21						
	K	1st	2nd	3rd	4th	5th	Alpac Overall
2014-2015	0	16	11	9	15	24	12.3%
2015-2016	0	11	29	18	14	21	15.6%
2016-2017	1	16	32	16	24	26	17.6%
2017-2018	1	17	29	18	26	31	17.1%
2018-2019	1	18	30	26	20	25	14.45%

Data Analysis- CEE Perceptual Survey

On the 2018-2019 CEE Staff survey, “staff enforce the bullying/harassment policy of school” went from 77% in 2016 - 2017 to 43%, a decrease of 34%. The CEE Staff survey, “this school is orderly and supports learning” went from 72% in 2016-2017 to 38%, a decrease of 34%. The CEE Staff survey, “students believe school is a safe place” went from 81% in 2016-2017 to 57%, a decrease of 24%. The CEE Staff survey, “staff enforce consistent behavior expectations and consequences in their classrooms” went from 74% in 2014-2015 to 55%, a decrease of 19%. In the 2018-2019 CEE Parent Longitudinal edition survey, parents said “most of the students at this school are well behaved” which decreased from 78% to 44%. These data points lead the staff to naming these issues as the school top priorities to focus on. After many discussions and meetings, the group narrowed the focus down to one indicator to work to improve.

School wide activities/listening events around this data have included: Community listening nights where families have been able to review the CEE data and provide feedback, Staff meetings dedicated to looking at and analyzing CEE data, Building Leadership Team meetings where data has been analyzed and prioritized. The Classified staff has also dedicated time to analyzing this data and giving feedback on the results. Teacher and community have been asked to vote on a direction for the school improvement plan to move in.

The Auburn School District has supported 3 years of Staff Cohorts attending the Deep Equity training. Deep Equity names the Seven Principles of Culturally Responsive Teaching (CRT) as Phase 4 of the work, as classroom applications. This work is designed to bring the staff into deeper discussions around equity and school improvement connections. This will be a path to moving the staff forward around building understanding in the areas of climate.

SBA ELA

The percent of students meeting/exceeding standards at each grade level for the years 2015-2018 was reviewed in comparison to state averages for the same year. When comparing school and state scores we identified the gap between grade levels at Alpac and the state averages.

- 3rd grade students meeting standard in ELA, as measured by the SBA, has decreased from 62% in 2015 to 49% in 2018. 3rd grade students are currently 5% below the state.
- 4th grade students meeting standard in ELA, as measured by the SBA, has increased from 51% in 2015 to 52% in 2018. 4th grade students are currently 4% below the state.
- 5th grade students meeting standard in ELA, as measured by the SBA, has decreased from 62% in 2015 to 59% in 2018. 5th grade students are currently 1% below the state.
- WSIF data also shows low income, EL, and SWD students underperforming against that all school measures. This data also shows a gender gap widening from 2017-2019 where females are outperforming their male peers in ELA.
- WSIF Measures of student groups shows SWD perform lower than “all school”
 - ELA SGP rate for all students is 50%, and SWD is 32%
 - ELA Proficiency rate for all students is 56%, and SWD is 22%
- The CEE Integrated Student Data Dashboard shows we have 82% of our SWD in 3rd -5th at a level 1 status, where the District average is 72% at Level 1 status on ELA SBA.

SBA ELA Comparison 2014 -2018

Alpac Elementary

		2014-2015 Percent	2015-2016 Percent	2016-2017 Percent	2017-2018 Percent
Grade 3	Level 4	34%	24%	27%	30%
	Level 3	26%	33%	22%	19%
	Level 2	18%	20%	24%	25%
	Level 1	22%	24%	27%	26%
Grade 4	Level 4	31%	30%	23%	21%
	Level 3	20%	26%	31%	32%
	Level 2	29%	22%	17%	19%
	Level 1	14%	22%	29%	28%
Grade 5	Level 4	18%	18%	18%	22%
	Level 3	33%	44%	42%	37%
	Level 2	31%	22%	22%	19%
	Level 1	19%	16%	18%	22%

SBA Math

The percent of students meeting/exceeding standards at each grade level for the years 2015 - 2018 was reviewed in comparison to state averages for the same years. When comparing school and state scores we identified the gap between grade levels at Alpac and the state averages.

- 3rd grade students meeting standard in math, as measured by the SBA, did not change from 2015 to 2018, staying at 59%. Alpac 3rd grade students are performing 3% above the state.
- 4th grade students meeting standard in math, as measured by the SBA, has decreased from 54% in 2015 to 47% in 2018. Alpac 4th grade students are performing 5% below the state.
- 5th grade students meeting standard in math, as measured by the SBA, has decreased from 63% in 2015 to 56% in 2018. Alpac 5th grade students are performing 9% above the state.
- WSIF data also shows low income, EL, and SWD students underperforming against that all school measures. This data also shows a gender gap widening from 2018-2019 where females are outperforming their male peers in Math.
- WSIF Measures of student groups shows SWD perform lower than “all school”

Alpac SIP

- Math SGP rate for all students is 53%, and SWD is 47%
 - Math Proficiency rate for all students is 61%, and SWD is 30%.
- The CEE Integrated Student Data Dashboard shows we have 73% of our SWD in 3rd -5th at a level 1 status, where the District average is 74% at Level 1 status on ELA SBA. The alarm here is that in 2016, our Level 1 % was at 50%, in 2017, it climbed to 63%, and then jumped another 10% in 2018. This is consistent with district averages, but is increasing rapidly and must be tended to.

SBA MATH Comparison 2015 -2018 Alpac Elementary				
	Percentile Quartile Range	2015-2016 Percent	2016-2017 Percent	2017-2018 Percent
Grade 3	Level 4	34%	25%	37%
	Level 3	42%	33%	23%
	Level 2	12%	26%	19%
	Level 1	12%	16%	22%
Grade 4	Level 4	30%	24%	23%
	Level 3	32%	36%	25%
	Level 2	28%	26%	40%
	Level 1	10%	14%	13%
Grade 5	Level 4	31%	36%	31%
	Level 3	32%	25%	23%
	Level 2	26%	23%	29%
	Level 1	12%	16%	17%

WCAS Science/EOC Biology

The percent of students meeting/exceeding standards at each grade level for the years 2015 - 2018 were reviewed in comparison to state averages for the same years. When comparing school and state scores we identified the gap between grade levels at Alpac and the state averages. State scores decreased 8% from MSP in

2016-2017 to WCAS in 2017-2018. Alpac 5th grade student scores decreased 27% from MSP in 2016-2017 to WCAS in 2017-2018. Alpac 5th grade students are currently scoring 7% below the state.

Credit Attainment/F Data, Honors/AP Enrollment

Does not pertain to Alpac.

Parent Engagement – SWT 2/LAP

Communication via monthly newsletters, call, notes, or app
Encouraging parent volunteers
Back to school night
Trimester assemblies to celebrate achievement/attendance
Conferences
PTA funded RICH reading and AR reading programs
LAP family reading night
Community listening nights
Family reading night
Monthly newsletter with tips for parents to improve reading
Progress reports
EL culture night
SBA family night

Student Transitions – SWT 2 & 3/LAP

Jumpstart to Kindergarten
WA Kids
Students from Head Start/ECE given a rating on the LAP rating scale
Kindergarten information night

Fifth grade transition includes a district wide implementation of moving up days. Fifth graders will visit their middle school in June to prepare for the transition. Administrators have talked about improvements to this process and continue to refine and adapt to meet student needs.

Assessment Decisions – SWT 3/LAP

Weekly PLCs
After school PD hours for ELA, math, and SEL data
Data analysis protocol
Team Time and common planning
Bi-weekly Wonders Assessment
Dibels Benchmark K-5
Dibels Progress Monitoring
 K-3 All students 1/month
 4-5 Intensive students 1/month
Smarter Balanced IAB's and ICA's

Effective, Timely Assistance – SWT 2 & 3/LAP

The main focus of the Learning Assistance Program (LAP) is to provide a supplemental 175 school day and/or extended day program. Each LAP funded school may provide extended learning opportunities to their identified students if funding is available. The math instructional strategies will typically emphasize numeration, math fluency, and problem solving at the elementary level, and grade or credit recovery at the secondary level. The summer school program is district LAP funded. Each support program is provided at the student's home school. Each school identifies the grade span it wants to serve and content focus. All students in grades K through five will be screened in the fall using the DIBELS. Using the composite score, students will be rank ordered on grade level lists. The most in need students, as determined by the composite score and the grade level criterion score (primary level emphasis), will be offered program services. Students who are in SBA level one and two will be rank ordered using the MAP, i-Ready, or ICA/IAB assessment given in the spring. The LAP staff screens prospective students by checking scores on that test. Students who scored below the 35th percentile in reading and math are potential students. The lowest DIBELS composite scores combined with the lowest SBA scores give the neediest students priority for scheduling. Younger students will focus on pre-reading, phonemic awareness, phonics, vocabulary, and fluency. Intermediate students will focus on fluency, vocabulary, and comprehension strategies.

DIBELS is used for progress monitoring. Students in the LAP program are progress monitored and instructional adjustments are made to ensure students continue to progress toward grade level benchmarks and a level 3 or 4 proficiency on the SBA. Progress is monitored at least once a month and all are benchmark tested every trimester (Fall, Winter, and Spring). The assessments are reviewed in light of the learning goals for each grade level.

Prioritized Challenges

Goal 1: Challenges from 2018-19 ELA data nights: The information below has been rank ordered to show levels of impact. After review, feedback and voting sessions with staff and community, the top priority has been determined as a focus to increase SBA passing scores in our 3rd, 4th, and 5th graders. Dibels is used for progress monitoring, but SBA is aligned with our school measures, therefore we have placed this as a top priority.

1. The percent of students meeting standard on the ELA SBA in third grade has decreased 11%, from 60% in 2014-2015 to 49% in 2017-2018.
2. The percent of students meeting standard on the ELA SBA in fourth grade has decreased 3% from 56% in 2015-2016 to 53% in 2017-2018.
3. The percent of students meeting standard on the ELA SBA in fifth grade has remained steady over the last three years. .
4. The percent of students meeting end of year DIBELS benchmark in second grade decreased 7% from 61% to 54% in 2017-18.
5. The percent of students meeting end of year DIBELS benchmark in second grade decreased 13% from 73% to 60% in 2017-18.

Goal 2: Challenges from 2018-19 Math data nights: The information below has been rank ordered to show levels of impact. After review, feedback and voting sessions with staff and community, the top priority has been determined as a focus to increase SBA passing scores in our 3rd, 4th, and 5th graders.

1. In third grade, the percent of students at level 1 on the math SBA increased from 16% in 2017 to 22% in 2018.
2. In fourth grade, the percent of students meeting standard on the math SBA decreased by 13% from 2017 to 2018. In fourth grade, 53% of students were not meeting standard as measured by the math SBA in 2018.
3. In fifth grade, the percent of students meeting standard on the math SBA decreased from 61% in 2017 to 54% in 2018.

Goal 3: Challenges of supportive learning environment based on 2018 CEE data results: The information below has been rank ordered to show levels of impact. After review, feedback and voting sessions with staff and community, the top priority has been determined as a focus to increase the perceptions of what makes our school safe and orderly learning environment. The other items that made the list of the top priority align with our top choice to focus on.

1. On the 2018-2019 CEE Staff survey, “this school is orderly and supports learning” went from 72% in 2016-2017 to 38%, a decrease of 34%.
2. On the 2018-2019 CEE Parent Longitudinal edition survey, parents said “most of the students at this school are well behaved” which decreased from 78% to 44%.
3. On the 2018-2019 CEE Staff survey, “staff enforce the bullying/harassment policy of school” went from 77% in 2016 - 2017 to 43%, a decrease of 34%.
4. On the 2018-2019 CEE Staff survey, “students believe school is a safe place” went from 81% in 2016-2017 to 57%, a decrease of 24%.
5. On the 2018-2019 CEE Staff survey, “staff enforce consistent behavior expectations and consequences in their classrooms” went from 74% in 2014-2015 to 55%, a decrease of 19%.

SMART Goal 1:

The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2019 to Spring 2022 as measured by the State Assessment in ELA for grades 3, 4, and 5, with a focus on students with disabilities meeting this target.

SMART Goal 2:

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The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2019 to Spring 2022 as measured by the State Assessment in Math for grades 3, 4, and 5, with a focus on students with disabilities meeting this target.

SMART Goal 3:

Improve the CEE indicator that reads “Our school is orderly and supports learning” from 38% in 2019 to 72% in 2020. *Scoring 72% will bring the staff perception back to the place it was in 2017.*

SMART Goal 1				
Subject Area: ELA				
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	This is a schoolwide goal that impacts all students in all classes, with a focus on students with disabilities.			
Our Reality: <i>(based on assessment data analysis)</i>	As of spring 2019 our current reality is as follows: Grade 3: 49% in 2017, 49% in 2018, 55% in 2019. The 2019 SWD show a pass rate of 41%. Grade 4: 54% in 2017, 53% in 2018, 49% in 2019. The 2019 SWD show a pass rate of 12%. Grade 5: 60% in 2017, 59% in 2018, 63% in 2019. The 2019 SWD show a pass rate of 25%.			
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2015 to Spring 2019 as measured by the State Assessment in ELA for grades 3, 4, and 5. All Grade 3: 61% in 2020, 67% in 2021, 73% in 2022 All Grade 4: 55% in 2020, 61% in 2021, 67% in 2022 All Grade 5: 69% in 2020, 75% in 2021, 81% in 2022 This growth is expected in our students with disabilities subgroup alongside, the overall school population.			
Action Plan				
Action Step SWT 2 & 3/LAP		Teacher use of clear learning targets and success criteria to improve student learning.		
Evidence of Implementation		Evidence of Impact	Leadership Responsibility	PD
August -Grade level teams will meet collaboratively to develop/determine learning intentions			Share calendar of upcoming PD	“Launch” Teacher Clarity Module 1 What Learning Intentions are and what they aren’t -Hattie’s research
September-Mid-November -Implementing learning intentions from Teacher Clarity Playbook		Students are able to communicate what they are learning and why. Evidence will come from teacher tracking in progress	Admin do walk throughs of classrooms prior to and during the first week of school	Guidance through “The Teacher Clarity Playbook”

<p>Conversations and modifications happen in Specialists meeting for building leaders, and in PLC time with teams.</p> <p>Teachers will modify targets and how they share with students, as they interpret data.</p> <p>Instructional modifications could include: modifying how targets are delivered, setting high expectations for students not meeting potential, or setting goals with students not meeting not meeting potential.</p>	<p>monitoring, with dedicated conversations around students with disabilities.</p> <p>Students can identify where they are in relationship to the target.</p> <p>Admin charts classrooms monthly that have or do not have LT/SC posted data is shared with staff. We are currently at 100% for ELA and Math</p>	<p>to check posted learning targets</p> <p>Admin give feedback to school and teams around learning targets and success criteria, begin to focus on high expectations within the targets.</p>	
<p><i>Mid-November- January</i> <i>-Learning intentions & coordinated success criteria are determined and posted</i></p> <p>Instructional modifications could include: reflecting and modifying success criteria and teacher expectations. Instructional moves will be based off what data shows need is.</p>	<p>Determine exit tickets as a team, use to identify student growth toward success criteria</p> <p>Evidence will come from sharing out results of exit tickets by grade level in team time.</p>	<p>Admin & team leads monitor use of exit ticket data at PLC</p>	<p>Share out at staff meeting: How is success criteria working in your classroom? What is going well? What do you need more support with?</p>
<p><i>February-April</i> <i>-Students & Teachers will provide regular goal setting and feedback around the learning intentions and success criteria. (assessment - impact?)</i></p> <p>K-5 teams build Success Criteria for selected learning intentions (<i>hours for building SC</i>)</p> <p>Reflection on instructional modifications could include: reflecting and modifying success criteria and teacher expectations as well as addressing rigor of tasks.</p>	<p>Students begin to set goals to reach the learning target and success criteria.</p> <p>Students use exit tickets to determine growth toward goal. Teachers share out student scores on exit tickets in team time and PLC groups.</p>	<p>Admin & team leads following up with who needs more support</p> <p>Admin & team leads share student goal setting around learning targets by spring break</p> <p>Admin should observe students using exit ticket or</p>	<p>Staff Meeting: Teacher leader share how student goal setting & feedback is guiding instruction and growth toward reaching learning targets.</p> <p>Share out at staff/BLT meeting: How are exit tickets/ assessments measuring student growth toward</p>

		assessment results to adjust and determine if students met their goal	learning targets? What is going well? What do you need more support with?
<i>April-June</i> <i>Teachers fully implement goal setting and feedback strategies based on success criteria and learning targets</i>	Overall school success will come from SBA results.	Admin should observe students using exit ticket or assessment results to adjust and determine if students met their goal	Share out at staff meeting: How is student use of goal setting and feedback impacting student growth toward learning target?
Alignment to District Improvement:			

SMART Goal 2		
Subject Area: Math		
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	This is a schoolwide goal that impacts all students in all classes, with a focus on students with disabilities.	
Our Reality: <i>(based on assessment data analysis)</i>	As of spring 2019 our current reality is as follows: Grade 3: 58% in 2017, 60% in 2018, 66% in 2019. The 2019 SWD show a pass rate of 50%. Grade 4: 60% in 2017, 47% in 2018, 48% in 2019. Grade 5: 60% in 2017, 54% in 2018, 47% in 2019.	
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2015 to Spring 2019 as measured by the State Assessment in Math for grades 3, 4 and 5. This growth is expected in our students with disabilities subgroup alongside, the overall school population. Grade 3: 72% in 2020, 78% in 2021, 84% in 2022 Grade 4: 54% in 2020, 60% in 2021, 66% in 2022 Grade 5: 53% in 2020, 59% in 2021, 65% in 2022	
Action Plan		
Action Step SWT 2 & 3/LAP	Teacher use of clear learning targets and success criteria to improve student learning.	

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i> <i>-Grade level teams will meet collaboratively to develop/determine learning intentions</i></p>	<p>Students are able to communicate what they are learning and why.</p>	<p>Share calendar of upcoming PD</p>	<p>“Launch” Teacher Clarity Module 1</p> <p>What Learning Intentions are and what they aren’t -Hattie’s research</p>
<p><i>September-Mid-November</i> <i>-Implementing learning intentions from Teacher Clarity Playbook</i></p> <p>Conversations and modifications happen in Specialists meeting for building leaders, and in PLC time with teams.</p> <p>Teachers will modify math targets and how they share them with students, as they interpret data.</p> <p>Instructional modifications could include: modifying how targets are delivered, setting high expectations for students not meeting potential, including visual supports with targets, or setting goals with students not meeting not meeting potential.</p>	<p>-Students are able to communicate what they are learning and why.</p> <p>Evidence will come from teacher tracking in progress monitoring, with dedicated conversations around students with disabilities.</p> <p>Students can identify where they are in relationship to the target. -Students can identify where they are in relationship to the target.</p>	<p>Admin do walk throughs of classrooms prior to and during the first week of school to check posted learning targets</p>	<p>“The Teacher Clarity Playbook”</p>
<p><i>Mid-November- January</i> <i>-Learning intentions & coordinated success criteria are determined and posted</i></p>	<p>Determine exit tickets as a team, used to identify student growth toward success criteria</p> <p>The effect size of teacher feedback is .73 which means students with disabilities have the potential to grow</p>	<p>Admin & team leads monitor use of exit ticket data at PLC</p>	<p>Share out at staff meeting: How is success criteria working in your classroom? What is going well? What do you need more support with?</p>

	<p>two years growth in a years time. Evidence will come from teacher tracking in progress monitoring.</p>		
<p>February-April <i>-Students & Teachers will provide regular goal setting and feedback around the learning intentions and success criteria. (assessment - impact?)</i></p> <p>K-5 teams build Success Criteria for selected learning intentions (<i>hours for building SC</i>)</p>	<p>Students begin to set goals to reach the learning target and success criteria.</p> <p>Students use exit tickets to determine growth toward goal.</p> <p>The effect size of self reported grade is 1.44 which means students with disabilities have the potential to grow many years growth in a years time, the highest effect size we see in Hatties work.</p> <p>Evidence will come from teacher tracking in progress monitoring.</p>	<p>Admin & team leads following up with who needs more support</p> <p>Admin & team leads share student goal setting around learning targets by spring break</p> <p>Admin should observe students using exit ticket or assessment results to adjust and determine if students met their goal</p>	<p>Staff Meeting: Teacher leader share how student goal setting & feedback is guiding instruction and growth toward reaching learning targets.</p> <p>Share out at staff/BLT meeting: How are exit tickets/ assessments measuring student growth toward learning targets? What is going well? What do you need more support with?</p>
<p>April-June <i>Teachers fully implement goal setting and feedback strategies based on success criteria and learning targets</i></p>	<p>Evidence will come from SBA results.</p>	<p>Admin should observe students using exit ticket or assessment results to adjust and determine if students met their goal</p>	<p>Share out at staff meeting: How is student use of goal setting and feedback impacting student growth toward learning target?</p>

SMART Goal 3				
Subject Area: CEE Indicator - School is orderly and supports learning Classrooms are managed with firm, consistent, caring control. Students are reinforced for academic development.				
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	This is a schoolwide goal that impacts all students in all classes.			
Our Reality: <i>(based on assessment data analysis)</i>	Staff and students are currently expected to be respectful, responsible and safe. Students are awarded weekly and by trimester for excellence in this area.			
Our SMART Goal: <i>(based on target population and your reality)</i>	The CEE indicator “Our school is orderly and supports learning” will increase from 38% in 2019 to 72% in 2021. <i>Scoring 72% will bring the staff perception back to the place it was in 2017.</i>			
Action Plan				
Action Step 1 SWT 2 & 3/LAP		Implement school wide behavior expectations for all students. (CRT 6)		
Evidence of Implementation		Evidence of Impact	Leadership Responsibility	PD
August 2019 Star Students Introduce common school wide behavior system expectations for Tier 1, Tier 2 Tier 1 Expectations Class meeting to begin Sep 2019 Star Slips Class Star Awards Attendance Stars		Class Meeting Structure: Running agenda and trainings Tier 1 positive strategies need to continue to be discussed and worked on by all staff, monthly staff meetings Tier 1 Discipline tracking to be shared out month by month, BLT	Admin, BLT Leadership Lab Instructors Admin, Counselor Admin, discipline	August planning day, set expectations Tier 1- Student Positive Incentive team formed All Staff professional development, Marcia Tate

<p>Tier 1 Discipline Establish school wide discipline, same as 2018/2019</p>			
<p>Tier 2 Behavior plan process shared</p>	<p>Tier 2 team created</p>	<p>Counselor, BIS</p>	<p>Tier 2 Guidance Team to lead, afterschool</p>
<p><i>September-Mid-November</i></p> <p>Monthly share out Tier 1 strategies, staff meeting Revisit legal and school wide issues.</p> <p>Launch Tier 1 Expectations</p> <p>Class meeting to begin Sep 2019</p> <p>Star Slips</p> <p>Class Star Awards</p> <p>Attendance Stars</p> <p>Tier 2 team meets to develop class meeting professional development</p> <p>Tier 2 Behavior plan process shared</p>	<p>Mid Nov- Survey staff on “Our school is orderly and supports learning, to move from 38% in 2019 to 72% in 2021” with space for feedback.</p> <p>Comparing monthly discipline data to previous year.</p> <p>Tier 1- Student Positive Incentive team formed</p>	<p>Admin - Teacher</p> <p>Admin.</p> <p>Admin</p> <p>BLT/ Counselor/ BIS</p>	<p>Class meeting</p> <p>Share out Tier 1 strategies, plan for regular share out with staff</p> <p>Tier 2 Guidance Team to lead after school</p>
<p><i>Mid-November- January</i></p> <p>CRT6- Work with staff to explore CRT6 “Doorways”</p> <p>CRT 6 Explore in Staff meetings Nov - Jan (Page 187 of Deep Equity-Doorways)</p>	<p>Continue comparing monthly discipline data to previous year.</p>	<p>Admin</p> <p>Admin</p>	<p>Deep Equity Team to lead PD CRT6</p>

<i>April-June</i>	<p>Comparing monthly discipline data to previous year.</p> <p>Monthly share out Tier 1 strategies, staff meeting Survey staff on “Our school is orderly and supports learning, to move from 38% in 2019 to 72% in 2021” with space for feedback.</p> <p>Tier 2 team meets</p>	<p>Admin</p> <p>BLT</p> <p>Counselor/ BIS</p>	<p>Share out Tier 1 strategies, plan for regular share out with staff</p> <p>Tier 2 Guidance Team to lead</p>
<p>Action Step 2 SWT 2 & 3/LAP</p>	<p>All teachers implement SEL lessons weekly to create a classroom environment that is managed with firm, consistent and caring control. (CRT 6)</p>		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>All teachers participate in SEL training</p>		<p>Admin/ Counselor</p>	<p>PD on implementation of SEL lessons</p>
<p><i>September-Mid-November</i></p> <p>Full school SEL Implementation with fidelity, during class meeting times: 1 lesson per week with supporting conversations each day.</p>	<p>Teachers implement SEL lessons during class meeting times, SEL content.</p> <p>SEL lessons 1-9 tracked in PLC groups</p>	<p>Grade Level Teams</p>	<p>PD around resources and technology for SEL</p>

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<p><i>Mid-November- January</i></p> <p>Continue SEL Implementation with fidelity, during class meeting times 1 lesson per week with supporting conversations each day.</p>	<p>Teachers implement SEL lessons during class meeting times, SEL.</p> <p>SEL lessons 10-15 tracked in PLC groups</p>	Grade Level Teams	Share out at Staff Meeting tips and tricks for class meetings.
<p><i>February-April</i></p> <p>Continue SEL Implementation with fidelity, during class meeting times, revisiting areas of concern as needed.</p>	<p>Teachers implement SEL lessons during class meeting times, SEL.</p> <p>Review SEL lesson content as needed.</p>	Grade Level Teams	Staff meeting PD ideas for reteaching SEL concepts.
<p><i>April-June</i></p> <p>Continue SEL Implementation with fidelity, during class meeting times, revisiting areas of concern as needed.</p>	<p>Teachers implement SEL lessons during class meeting times, SEL.</p> <p>Review SEL lesson content as needed.</p>	Grade Level Teams	Staff meeting celebrate wins and discuss challenges.
Alignment to District Improvement:			

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 I/LAP
August	8/28 2.0 hrs - Launch guided PD using “Teacher Clarity Playbook” - Grade level teams collaborate to develop/determine learning intentions 8/28 1.0 hrs 2018 - 2019 Data Analysis of Trends 8/29 1.0 hrs PD on SEL implementation 6.0 hrs Marcia Tate, Trauma Informed 1.0 hrs - Common agreements for discipline- all staff, Tier 1 and Tier 2 teams formed, BLT and small group 1 hr SEL Resources and Technology	Class Meeting PD all staff SEL Unit planning	SEL Pacing and Scope and Sequence SEL Unit planning		
September	9/26 1 hr	9/11 9/25	9/18 SEL Lessons 1-3 Update		
October	10/17 1 hr ELA Data Night 10/24 1 hr Math Data Night Date TBD 1 hr Behavior Night/SEL	10/9 Grade level teams collaborate to develop/determine learning intentions 10/23 Class meeting PD for all staff	10/2 Prep Leads & Prepare template for Learning Intentions 10/30 SEL Lessons 4-7 Update		

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November		Survey Staff CEE indicator	SEL Lesson 8-9 Review/Update		
December		12/4 Grade level teams collaborate to develop/determine learning intentions 12/18	12/11 SEL Lesson 10-11 Review/Update		
January	SEL Behavior Hour	1/8 Share out at Staff Meeting tips and tricks for class meetings. 1/22 - Guided PD using “Teacher Clarity Playbook” Survey Staff CEE indicator	1/15 SEL Lesson 12-14 Review/Update		
February	2/6 1 hr. Math Data Night 2/13 1 hr. ELA Data Night SEL Behavior Hour	2/12 Grade level teams collaborate to develop/determine learning intentions Staff meeting PD ideas for reteaching SEL concepts. SEL Breakfast potluck for 1-15 completion	2/5 Prep Leads & Prepare template for Learning Intentions SEL Lesson 15 Review/Update 2/26		
March		3/4 - Guided PD using “Teacher Clarity Playbook” 3/18 Share out at staff meeting, “How does student goal setting and feedback guides instruction and growth toward reaching learning targets?” Survey Staff CEE indicator	3/11 3/25 Prep Leads & Prepare template for Learning Intentions		

April		4/1 Grade level teams collaborate to develop/determine learning intentions 4/22 Share out at staff meeting, “How are exit tickets/assessments measuring student growth toward learning targets?”	4/15 4/29		
May		5/6 5/20 Share out at staff meeting, “How has student use of goal setting and feedback impacted student growth toward learning target?” Survey Staff CEE indicator	5/13 5/27 ??		
June	6/11 ELA/Math Data Night	6/3 Staff meeting celebrate wins and discuss challenges.	6/10		

Budget – SWT- 4/LAP
Insert Budget Page here.