

Planning Year 2022-2023

Implementation September 2023-June 2026

Chinook Elementary

School Improvement Plan



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

September 2023-June 2026
Auburn School District Strategic Plan 2022 - 2027

Auburn School District Mission Statement: Our Common Work on Behalf of Students and Families In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.

Auburn School District Vision: Our Aspirations Each student will have an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

Focused Foundational Priorities Key to SIP

SIP Template

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards.

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Foundation 3:

Skilled, Diverse Staff that Represent the Community

Priorities:

- Professional development to achieve the strategic priorities.

Foundation 4:

Innovative Systems & Structures

Priorities:

- Revamp and streamline systems to support students, families and staff.

Date Plan Reviewed by District Team

School Improvement Team Signatures

Date Submitted:

Date of School Board
Approval:

Name

Title/Position

Signature

Jennifer Davidson

Principal

Jennifer Davidson

Treena Daniels

Assistant Principal

Treena Daniels

Melissa McDaniel

Parent/Guardian*

Melissa McDaniel

Caitlin McDaniel

Student*

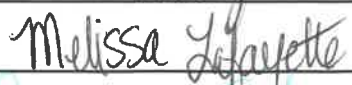
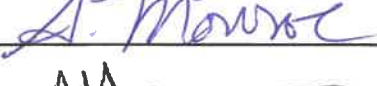
Caitlin

Vista Gifford

Community Member*

Vista Gifford

SIP Template

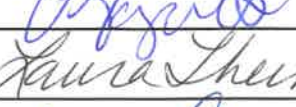
Melissa Terlaje	Counselor	
Melissa LaFayette	Instructional Specialist	
Seasan Erickson	3rd/4th Grade Teacher	
Cindy Wickenkamp	Para Educator	
Stephanie Monroe	Intermediate SLC	
Alfia Hawley	2nd Grade Teacher	
James Roach	PE Specialist	
*Each team must include staff, students, families/parents/guardians and community members.		

Stakeholder Input

A group of four from the SIP team meets 1-3 times a month to work on data analysis, creation of goals, and the action plan. Following these meetings, we met with the larger SIP team to inform them of the progress that had been made and get feedback on our SIP plan.

During this process, the SIP team has met with all Chinook staff 5 times to share the progress that has been made. At these meetings, staff has worked on prioritizing challenges for our school and providing input on our mission and vision statements, our action plan and our goals. These meetings were held in grade-level bands. K-1, 2-3, and 4-5 met together, with specialists attending one of those groups. From this staff input, our SIP plan was adjusted based on their suggestions.

Signatures for Approval

District Leadership		
Alan Spicciati	Superintendent	
School Board		
Sheilia McLaughlin	District Director 1	
Arlista Holman	District Director 2	
Valorie Gonzales	District Director 3	
Laura Theimer	District Director 4	
Tracy Arnold	District Director 5	

School Mission

Chinook Elementary staff meets each learner where they are academically, socially and emotionally; providing equitable access to ensure each student makes growth towards grade level standards.

SIP Template

School Vision

Chinook Elementary is a community that works in partnership with students, staff, and parents. Together, we promote and provide support for each learner to become literate and flexible thinkers who conduct themselves with confidence, integrity and pride.

Parent Engagement – SWT 2/LAP

Teachers and school administrators value the importance of on-going communication regarding school activities, attendance and student achievement. Activities that occur during the year:

Fall activities:

- Building-wide Open House
- Kindergarten/TK WA Kids
- Monthly newsletters
- Parent-Teacher Conferences
- Report Cards
- CEE Survey
- Title I Parent Surveys
- Book Fair

Trunk or Treat
5th grade Basketball

Winter Events:

- Food Drive
- Holiday Bazaar
- Report Cards
- Monthly Assemblies
- Extended Day Learning
- 5th grade Volleyball

Spring Events:

- Multicultural Night
- Mother's Day/Father's Day Events
- Roll-up event
- Book Fair
- Kindergarten and 5th grade celebrations
- Field Days
- Report Cards

Activities all year long:

- Monthly Assemblies (Trait of the Month, Self-managers and Kind Kids)
- Attendance letters/meetings
- Phone, email and Remind messages
- Facebook posts and Remind messages to inform parents of upcoming events
- Updated School Webpage

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Conferences upon request or as needed

Activities outside of school:

King County Library Summer Reading Program

Summer Learning Program

Student Transitions – SWT 2 & 3/LAP

Early Childhood/TK to Kindergarten

- Open House (August)
- Kindergarten/TK welcome and WA Kids conferences (September)
- Kindergarten welcome night for incoming Kindergarten students (May)
- Jumpstart testing (May)
- Roll-up Night (June)
- Move-up event (June)
- Jumpstart Kindergarten summer school (July/August)

Grades 1st-4th

- Classroom Placement Meetings (June)
- Roll-up Night (June)
- Move-up event (June)
- Summer Learning Program (July/August)
- Welcome postcards, letters or phone calls (August-September)
- Tier 2 student support meeting (June, August)
- Open House (August)

5th Grade to Middle School

- Counselors from middle school meet with 5th grade students about electives and registration (June)
- Middle school information provided at Roll-up Night (June)
- ML information passed on to middle school (June)
- Elementary and middle school counselor meet about transitioning students (May-June)
- AVID selection process, interviews, and selection (May-June)
- Parent night at Olympic Middle School
- Middle School Schedule Pickup Day and Open House (August-September)

Assessment Decisions – SWT 3/LAP

Chinook teachers participate in multiple discussions around reading and mathematics data.

- Core teachers meet to discuss student progress with core learning goals weekly. They review student data and make decisions that alter students' core instruction and tiered interventions. Each grade level team has an instructional calendar defining team agreements in regard to assessments both formative and summative. Teams will administer assessments in core, enter raw data into a data spreadsheet and utilize the data sheet to identify instructional needs. This includes students needing tier two intervention of the standard or reteaching during core.
- Core teachers meet with Instructional Support Staff and Administration staff to analyze building wide assessments like DIBELS and i-Ready diagnostic after Fall and growth at Mid-year assessments and achievement charts. Discussion from these meetings build tier

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3 interventions, adjustments to the core instructional calendar and para supports for tier two support.

- Instructional Specialists and Reading Specialists use DIBELS data, Diagnostic Decoding Survey, Tri Skills and curriculum-based assessments for students to inform instruction for students who are served in Tier 3. Based on the data, instruction is adjusted (if needed) for Tier 3 students or for certain Tier 3 groups.

Effective, Timely Assistance – SWT 2 &3/LAP

Standards based instruction is given to all students daily by the classroom teacher. Students are progressed monitored monthly using the DIBELS assessment and placed into groups based on scores. Small reading group instruction is given to students based on their needs. If teachers have academic and/or behavior concerns, they refer the student to the A/B team. The A/B team, consisting of the Reading Specialist, School Counselor, Behavior Intervention Specialist and an Administrator, meet about students referred by their classroom teacher for academic and behavior concerns. Once a referral is made to the team, the A/B team meets to discuss interventions and supports that will be put into place to support the student. After 6 weeks of support and intervention, the A/B team meets to discuss the student's progress. If progress is being made, supports and intervention continue to be provided and monitored monthly. If progress is not being made, then the team moves forward with an official A/B meeting to include the A/B team, classroom teacher and school psychologist. At this meeting, the team will discuss the student's current academic scores and all supports and interventions that have been in place to support the student. The team will determine whether we have enough information to move forward with a case study meeting or if more support and intervention is needed. Once the team moves to case study, a meeting to include parents / guardians is set. At this meeting, all information is shared with families and the team decides whether they will move forward with special education testing or what other steps will be taken to support the student.

Our Student Success Team, consisting of the behavior intervention specialist, counselor, building administrators, and resource room teachers meet about students who are having a difficult time with behavior. Plans and interventions are developed to help them be successful in their learning.

Prioritized Challenges

The staff reviewed data in the following areas: DIBELS, iReady, SBA, WCAS, CEE and attendance. Data sets were disaggregated by low income, SWD, EL, race and ethnicity. Staff members reviewed the data sets and completed narrative statements based on trend data. Once narrative statements were completed, they were compiled so staff could rate their concern of each challenge (1 being the most concerning). The most concerning narrative statements were included in our executive summaries.

Goal 1 Literacy:

- *The 4th grade students meeting Spring DIBELS benchmark dropped from 62% in 2018 to 52% in 2022.*
- *The percentage of Kindergarten EL students meeting standard on Spring DIBELS dropped 16% from 2019-2022.*
- *Overall Chinook Students scored the lowest in the vocabulary domain on the Spring i-Ready diagnostic in the years 2019-2022.*
- *The percentage of American Indian/Alaska Native/Native Hawaiian and other Pacific Islander performing in the green is continually below that of the other students (4-13%) on the Spring*

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i-Ready diagnostic over the years 2019-2020.

- *Passing rate on ELA SBA for English Language Learners was at least 25% lower than Non-English Language Learners from 2017-2022.*
- *The passing rate of the ELA SBA for students with disabilities has no statistical change. Pass rate ranging from 13.9%-16.3% for the years 2018-2022*

Goal 2 Math:

- *The overall percent of students scoring Tier 2 in Math on the Spring i-Ready diagnostic is 50% or higher during the years 2019-2021.*
- *The percentage of American Indian/Alaska Native/Native Hawaiian and other Pacific Islander performing in the green is continually below that of the other students (4-13%) on the Spring i-Ready diagnostic over the years 2019-2020.*
- *Passing rate for all students in Math SBA decreased 25% from 2017-2022.*
- *English Language Learners scores have dropped over time. 15% to 30% lower than the other sub groups in ELA, Math, and Science from 2017-2022.*
- *EL students have the second lowest pass rate on ELA, Math, and Science since 2017 and 2018. (2020-2021 they were the lowest) ELA- an average of 33.7% lower than the highest subgroup, Math is an average of 27.1% lower than the highest subgroup (The highest scoring subgroup is non-low income) from 2017-2021.*

Goal 3: Culturally Responsive Practices/Equitable Actions Based on CEE Data:

- *The number of students who feel that they belong to a group of friends decreased 24% from the years 18/19 to 21/22.*
- *The number of students reporting they feel safe at school decreased 29% from the years 18/19 to 21/22.*
- *The number of students who believe most students are respectful of others at school decreased 29% from the years 18/19 to 21/22.*
- *The number of students who feel they can calm themselves down when they are upset decreased by 38% from the years 18/19 to 21/22.*

SMART(IE) Goals:

SMARTIE Goal 1 - Literacy

The percent of all students in Grade 3, 4, and 5 at Chinook Elementary School scoring at Level 1 in ELA will decrease from 39% in 2022 to 19% in 2026, with the percent of Multilingual Learners at Level 1 decreasing from 59% in 2022 to 39% in 2026 as measure by the State Assessment in ELA.

Baseline by Grade (Level 1): 3rd (35%) 4th (41%) 5th (41%)

Baseline for ML by Grade (Level 1): 3rd (46%) 4th (62%) 5th (74%)

Baseline for SWD by Grade (Level 1): 3rd (67%) 4th (71%) 5th (73%)

SMARTIE Goal 2 - Math:

The percent of all students in Grade 3, 4, and 5 at Chinook Elementary School scoring at Level 1 in Math will decrease from 43% in 2022 to 23% in 2026, with the percent of Multilingual Students at level 1 decreasing from 58% in 2022 to 38% in 2026 as measured by the State Assessment in Math.

Baseline by Grade (Level 1): 3rd (38%) 4th (41%) 5th (51%)

Baseline for ML by Grade (Level 1): 3rd (44%) 4th (48%) 5th (89%)

Baseline for SWD by Grade (Level 1): 3rd (67%) 4th (71%) 5th (100%)

SMARTIE Goal 3 - Culturally Responsive Practices/Equitable Actions:

Students who report that their peers are respectful of one another will increase from 36.3% in 2021 - 2022 to 80% in 2026 as measured by the CEE data.

Describe alignment to District Strategic Plan Foundational Priorities:

Foundation 1: Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards.

Foundation 2: Family, Student and Staff Partnerships Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Foundation 3: Skilled, Diverse Staff that Represent the Community Priorities:

- Professional development to achieve the strategic priorities.

Foundation 4: Innovative Systems & Structures Priorities:

- Revamp and streamline systems to support students, families and staff.

SMARTIE Goal 1(Literacy): The percent of all students in Grade 3, 4, and 5 at Chinook Elementary School scoring at Level 1 in ELA will decrease from 39% in 2022 to 19% in 2026,with the percent of Multilingual Learners at Level 1 decreasing from 59% in 2022 to 39% in 2026 as measure by the State Assessment in ELA. Baseline by Grade: 3rd (35%) 4th (41%) 5th (41%) Baseline for ML by Grade: 3rd (46%) 4th (62%) 5th (74%) Baseline for SWD by Grade (Level 1): 3rd (67%) 4th (71%) 5th (73%) (Spring 2023 OSSI designated our SWD as an underperforming group)		
Action Plan		
Strengthen Teacher Clarity by Planning Standards-Aligned Lessons with Common Schoolwide Instructional Strategies and Practices that include Learning Targets and Success Criteria		
Action Step 1 SWT 2 & 3/LAP	Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?
August <u>Instructional Strategies PD</u> August: What areas would you like to work on? What is taught daily during core reading in my	Data from Spring 2023 as a starting point: -SBA data -DIBELS data -iReady data	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?

SIP Template

classroom? Time to spend on each part of the lesson (2, 5) - Plan for use of pre-tests to identify what students already know. - Teams plan/review September Learning Targets and Success Criteria		
<i>September-Mid-November</i> - Teachers consistently use pre-tests to identify what students already know - Teachers follow district instructional calendar - Teachers record pre/post data on grade level data sheets and plan for students not getting it yet. Instructional Strategies PD Sept: PD-Managing manipulatives, using published materials (8, 10) Oct: PD-Managing responses (7, 9) Nov: PD-Gradual release model (6) Teams plan/review weekly Learning Targets and Success Criteria	Pre/post tests Formative assessment data of learning targets	- Formative and summative data is recorded on the data sheet (both pre-test and post-test). - At PLC+, determine what pre-assessment will be given on your learning target? - Data reviewed at PLC+ (pre-assessment and/or formative assessments) - What do students know - How do we move learning forward - Who benefited and who didn't - Informal observations conducted by IS and Admin - CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices:4, 5

SIP Template

<i>Mid-November- January</i> <u>Instructional Strategies PD</u> Dec: Revisit Instructional Strategies (Top 10 Really Great Reading Essentials) to calendar Jan-May PD Jan: Instructional Strategy (TBD) Teams plan/review weekly Learning Targets and Success Criteria	Pre/post tests Winter Benchmark Assessments (DIBELS, iReady) IAB data (3rd-5th grade) Formative assessment data of learning targets	- Formative and summative data is recorded on the data sheet (both pre-test and post-test). - At PLC+, determine what pre-assessment will be given on your learning target? - Data reviewed at PLC+ (pre-assessment and/or formative assessments) - What do students know - How do we move learning forward - Who benefited and who didn't - Informal observations conducted by IS and Admin - Building leadership team analyzes student learning data, informal observations, and teacher feedback to determine need for professional development from Jan to May - CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices:4, 5
<i>February-April</i> <u>Instructional Strategies PD</u> Feb: Instructional Strategy (TBD) Mar: Instructional Strategy (TBD) Apr: Instructional Strategy (TBD) Teams plan/review weekly Learning Targets and Success Criteria	Pre/post tests April progress monitoring IAB data (3rd-5th grade) Formative assessment data of learning targets	- Formative and summative data is recorded on the data sheet (both pre-test and post-test). - At PLC+, determine what pre-assessment will be given on your learning target? - Data reviewed at PLC+ (pre-assessment and/or formative assessments) - What do students know - How do we move learning forward - Who benefited and who didn't - Informal observations conducted by IS and Admin - CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices:4, 5
<i>April-June</i> <u>Instructional Strategies PD</u> Apr: Instructional Strategy (TBD) May: Instructional Strategy (TBD) June: Reflect on what to continue working on next year	Pre/post tests Spring Benchmark Assessments (DIBELS, iReady) Formative assessment data of learning targets IAB data (3rd-5th) SBA data (3rd-5th)	- Formative and summative data is recorded on the data sheet (both pre-test and post-test). - At PLC+, determine what pre-assessment will be given on your learning target? - Data reviewed at PLC+ (pre-assessment and/or formative assessments) - What do students know - How do we move learning forward - Who benefited and who didn't - Informal observations conducted by IS and Admin - SIP team meets to determine implementation plan for next year

SIP Template

Teams plan/review weekly Learning Targets and Success Criteria		- CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices:4, 5
Action Step 2 SWT 2 & 3/LAP	Deliberate Practice: Using assessment data, teachers provide intentional practice activities and feedback in order to improve student performance.	
	Definitions: Deliberate practice is challenging effortful repetition adjusted through feedback. Deliberate practice requires focused attention and is conducted with the specific goal of improving performance.	
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
August		

SIP Template

<i>September-Mid-November</i> • Data meetings-Progress Achievement Charts (Nov., K-5) • PD: How to enter data to easily see what needs work, incorporating spiral review, adding review skills into assessments • Teachers enter data from pre-tests, formative, and summative assessments on a data sheet. • Activators plan time during PLC+ to review data, determine the type of review which is needed. • Teachers use district spiral review • IS provides grade levels components of core instruction, which includes a dedicated time for review.	Progressive summative assessments linking in previous skills. Formative and Summative assessment data to determine skills which need to be incorporated into spiral review.	• Grade level PLC + to review assessments and collaboration to support student needs. • Summative and formative data is recorded on the data sheet for evaluation of mastery. • Progress achievement charts of formative data are constructed to evaluate if students are closing the learning gap(s). • CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 • Culturally Responsive Teaching Practices: 4, 5
<i>Mid-November- January</i> • Data meetings-IAB data (Nov-Jan, 3-5th grade) • Teachers enter data from pre-tests, formative, and	Progressive summative assessments linking in previous skills. Formative and Summative assessment data to determine skills	• Adding review questions to assessments to link previously learned skills. • Teacher analyzes spiral review and assessment data. Use this data to plan for/adjust instruction.

SIP Template

summative assessments on a data sheet. • Activators plan time during PLC+ to review data, determine the type of review which is needed. • Use of district spiral review or review built around data from formative assessments of target work.	which need to be incorporated into spiral review.	• Grade level PLC + to review assessments and collaboration to support student needs. • Summative and formative data is recorded on the data sheet for evaluation of mastery. • Progress achievement charts of formative data are constructed to evaluate if students are closing the learning gap(s). • CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 • Culturally Responsive Teaching Practices: 4, 5
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SIP Template

<i>April-June</i> - Teachers enter data from pre-tests, formative, and summative assessments on a data sheet. - Activators plan time during PLC+ to review data, determine the type of review which is needed. - Use of district spiral review or review built around data from formative assessments of target work.	Progressive summative assessments linking in previous skills. Formative and Summative assessment data to determine skills which need to be incorporated into spiral review.	- Adding review questions to assessments to link previously learned skills. - Teacher analyzes spiral review and assessment data. Use this data to plan for/adjust instruction. - Grade level PLC + to review assessments and collaboration to support student needs. - Summative and formative data is recorded on the data sheet for evaluation of mastery. - Progress achievement charts of formative data are constructed to evaluate if students are closing the learning gap(s). - SIP team meets to determine implementation plan for next year - CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices: 4, 5
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June 2023 - Order Kim Sutton Handouts - Teachers sign up for training/books				

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August Instructional Strategies PD August: What areas would you like to work on? What is taught daily during core math in my classroom? Time to spend on each part of the lesson (2, 5) • Plan for use of pre-tests to identify what students already know. • Teams plan/review September Learning Targets and Success Criteria	Data from Spring 2023 as a starting point: -SBA data -iReady data	
September-Mid-November • Teachers participate in Kim Sutton 10 Block training (Sept, Oct, Nov) • Teachers consistently use pre-tests to identify what students already know • Teachers follow district instructional calendar • Teachers record pre/post data on grade level data sheets and plan for students not getting it yet. • Teams plan/review weekly Learning Targets and Success Criteria Instructional Strategies PD Sept: PD-Managing manipulatives, using published materials (8, 10) Oct: PD-Managing responses (7, 9) Nov: PD-Gradual release model (6)	Numbers and Operations Domain on Fall i-Ready Diagnostic as a baseline Pre/post tests Formative assessment data of learning targets IAB data (3rd-5th)	• Formative and summative data is recorded on the data sheet (both pre-test and post-test). • At PLC+, determine what pre-assessment will be given on your learning target? • Data reviewed at PLC+ (pre-assessment and/or formative assessments) • What do students know • How do we move learning forward • Who benefited and who didn't • Informal observations conducted by IS and Admin • CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 • Culturally Responsive Teaching Practices: 4, 5

Mid-November- January • Additional hour(s) of Kim Sutton 10 block training (Nov, Jan) • Teams plan/review weekly Learning Targets and Success Criteria Instructional Strategies PD Dec: Revisit Instructional Strategies (Top 10 Really Great Reading Essentials) to calendar Jan-May PD Jan: Instructional Strategy (TBD)	Numbers and Operations Domain on Winter i-Ready Diagnostic Pre/post tests Formative assessment data of learning targets IAB data (3rd-5th)	• Formative and summative data is recorded on the data sheet (both pre-test and post-test). • At PLC+, determine what pre-assessment will be given on your learning target? • Data reviewed at PLC+ (pre-assessment and/or formative assessments) • What do students know • How do we move learning forward • Who benefited and who didn't • Informal observations conducted by IS and Admin • Building leadership team analyzes student learning data, informal observations, and teacher feedback to determine need for professional development from Jan to May
February-April • Additional hour(s) of Kim Sutton 10 block training (Feb, Mar) • Teams plan/review weekly Learning Targets and Success Criteria Instructional Strategies PD Feb: Instructional Strategy (TBD) Mar: Instructional Strategy (TBD) Apr: Instructional Strategy (TBD)	Pre/post tests Formative assessment data of learning targets IAB data (3rd-5th)	• Formative and summative data is recorded on the data sheet (both pre-test and post-test). • At PLC+, determine what pre-assessment will be given on your learning target? • Data reviewed at PLC+ (pre-assessment and/or formative assessments) • What do students know • How do we move learning forward • Who benefited and who didn't • Informal observations conducted by IS and Admin • CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 • Culturally Responsive Teaching Practices: 4, 5

April-June - Implementing strategies learned in Kim Sutton 10 Block Training - Teams plan/review weekly Learning Targets and Success Criteria <u>Instructional Strategies PD</u> Apr: Instructional Strategy (TBD) May: Instructional Strategy (TBD) June: Reflect on what to continue working on next year	Numbers and Operations Domain on Spring i-Ready Diagnostic Pre/post tests Formative assessment data of learning targets IAB data (3rd-5th) SBA Data (3rd-5th)	- Formative and summative data is recorded on the data sheet (both pre-test and post-test). - At PLC+, determine what pre-assessment will be given on your learning target? - Data reviewed at PLC+ (pre-assessment and/or formative assessments) - What do students know - How do we move learning forward - Who benefited and who didn't - Informal observations conducted by IS and Admin - SIP team meets to determine implementation plan for next year - CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices: 4, 5
Action Step 2 SWT 2 & 3/LAP	Deliberate Practice: Using assessment data, teachers provide intentional practice activities and feedback in order to improve student performance. Definitions: Deliberate practice is challenging effortful repetition adjusted through feedback. Deliberate practice requires focused attention and is conducted with the specific goal of improving performance.	Deliberate Practice: Using assessment data, teachers provide intentional practice activities and feedback in order to improve student performance.
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?

SIP Template

August

<i>September-Mid-November</i> ● PD: How to enter data to easily see what needs work, incorporating spiral review, adding review skills into assessments ● Teachers enter data from pre-tests, formative, and summative assessments on a data sheet. ● Activators plan time during PLC+ to review data, determine the type of review which is needed. ● Teachers use district spiral review ● IS provides grade levels components of core instruction, which includes a dedicated time for review.	Progressive summative assessments linking in previous skills. Formative and Summative assessment data to determine skills which need to be incorporated into spiral review.	● Grade level PLC + to review assessments and collaboration to support student needs. ● Summative and formative data is recorded on the data sheet for evaluation of mastery. ● CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 ● Culturally Responsive Teaching Practices: 4, 5
<i>Mid-November- January</i> ● Teachers enter data from pre-tests, formative, and summative assessments on a data sheet. ● Activators plan time during PLC+ to review data, determine the type of review which is needed. ● Use of district spiral review or review built around data from formative assessments of target work.	Progressive summative assessments linking in previous skills. Formative and Summative assessment data to determine skills which need to be incorporated into spiral review.	● Grade level PLC + to review assessments and collaboration to support student needs. ● Summative and formative data is recorded on the data sheet for evaluation of mastery. ● CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 ● Culturally Responsive Teaching Practices: 4, 5

February-April - Teachers enter data from pre-tests, formative, and summative assessments on a data sheet. - Activators plan time during PLC+ to review data, determine the type of review which is needed. - Use of district spiral review or review built around data from formative assessments of target work.	Progressive summative assessments linking in previous skills. Formative and Summative assessment data to determine skills which need to be incorporated into spiral review.	- Grade level PLC + to review assessments and collaboration to support student needs. - Summative and formative data is recorded on the data sheet for evaluation of mastery. - CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices: 4, 5
April-June - Teachers enter data from pre-tests, formative, and summative assessments on a data sheet. - Activators plan time during PLC+ to review data, determine the type of review which is needed. - Use of district spiral review or review built around data from formative assessments of target work.	Progressive summative assessments linking in previous skills. Formative and Summative assessment data to determine skills which need to be incorporated into spiral review.	- Grade level PLC + to review assessments and collaboration to support student needs. - Summative and formative data is recorded on the data sheet for evaluation of mastery. - CEL5D Alignment: P1, CP1, CP2, CP3, CP4, CP5, SE2, SE4 - Culturally Responsive Teaching Practices: 4, 5

SMARTIE Goal 3 Students who report that their peers are respectful of one another will increase from 36.3% in 2021 - 2022 to 80% in 2026 as measured by the CEE data.

 Elementary & Middle School: Culturally Responsive Practices/Equitable Actions
High School: Credit Attainment/Graduation Rate):

Action Plan

CRT Principles 1a and 1b:

Students treated as individuals

Promote respect for uniqueness and similarities.

Evidence of Implementation	Evidence of Impact	Systems to Monitor How will you measure the degree of implementation?
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SIP Template

(Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	(Student Data) What student data is analyzed to measure the impact on learning?	What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
August <i>*Teachers learn the process of using Respect Agreements and Proactive Circles to teach social awareness, self-awareness and relationship skills.</i> Definitions: Respect Agreements is an activity that engages all learners in the topic of "respect". When implemented with fidelity, this restorative practice can help each student feel comfortable as a member of the classroom community. Proactive Circles help develop connections between peers through the sharing of experiences and connections and as a proactive manner to explicitly teach behavioral skills.		
September-Mid-November *First 3 days of school - getting to know you questions/activities (28 questions) * Everyday - students are greeted by name when they arrive on campus and when they enter their classroom *First day of School - Teachers lead class through the process of creating "Respect Agreements" focused around the 4 Bs. *Weekly - teachers utilize "Proactive Circles" to develop connections between peers <u>highlighting</u> uniqueness and similarities.	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	SLE Team will review data in order to decide on next steps.
Mid-November- January * Everyday - students are greeted by name when they arrive on campus and when they enter their classroom *Weekly - teachers utilize "Proactive Circles" to develop connections between peers <u>highlighting</u> uniqueness and similarities	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	SLE Team will review monthly data and fall CEE survey data in order to decide on next steps.

SIP Template

February-April * Everyday - students are greeted by name when they arrive on campus and when they enter their classroom *Weekly - teachers utilize "Proactive Circles" to develop connections between peers highlighting uniqueness and similarities	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	SLE Team will review data and decide on next steps.
April-June * Everyday - students are greeted by name when they arrive on campus and when they enter their classroom *Weekly - teachers utilize "Proactive Circles" to develop connections between peers highlighting uniqueness and similarities	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	SLE Team will review data in order to decide on next steps. SIP team reviews EOY data from monthly surveys and CEE data. Create implementation steps for next year.
Action Step 2 SWT 2 & 3/LAP	CRT Principles 6a and 6b: Implement restorative practices. Maintain dignity when correcting behavior.	
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?

SIP Template

<i>August</i> *Teachers create a calm down/reset area in their classroom *Teachers learn the process of Restorative Inquiry in order to respond to student behavior in a way that maintains the respect and dignity of the student instead of for example "shaming or isolating".		
<i>September–Mid–November</i> *First week of school – teach/model/practice how to use calm down/reset area *Restorative Inquiry is utilized to teach self-management, self awareness and responsible decision making. (Definition: Restorative inquiry involves using active listening and specific questions to prompt introspective thinking when talking with a student (or group of students) about a situation. Often used as a primer for other restorative practices, Restorative Inquiry opens the door for students to share their experiences, express their feelings, reflect on the situation, and name their needs).	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	Calm down corner exit ticket to track usage and effectiveness
<i>Mid–November– January</i> *After breaks – review/model/practice how to use calm down/reset area *January – Teachers lead class through the process of reviewing "Respect Agreements" focused around the 4 Bs *Restorative Inquiry is utilized to teach self-management, self awareness and responsible decision making.	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	Calm down corner exit ticket to track usage and effectiveness
<i>February–April</i> *After breaks – review/model/practice how to use calm down/reset area *February – Teachers lead class through the process of reviewing "Respect Agreements" focused around the 4 Bs *Restorative Inquiry is utilized to teach self-management, self awareness and responsible decision making.	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	Calm down corner exit ticket to track usage and effectiveness

SIP Template

<i>April-June</i> *After breaks - review/model/practice how to use calm down/reset area *April - Teachers lead class through the process of reviewing "Respect Agreements" focused around the 4 Bs *Restorative Inquiry is utilized to teach self-management, self awareness and responsible decision making.	Teachers give google form for students to rate how respectful they are to others and how respectful others are to them. Monthly Surveys	Calm down corner exit ticket to track usage and effectiveness
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Implementation and PD Calendar for 2023 - 24 - SWT 2 & 3/LAP

Month	Building 28+6 principal's hours	Staff Meetings	PLC+	BLT Meetings	Title/LAP Resources to Support PD
June				12 -Order KS materials	
August	28 PD - "Proactive Circles", Respect Agreements, Restorative Inquiry, GTKY 28 questions, calm down/reset area procedures (3) 31 PD - Instructional Strategies + Pretests (1)				
September	6-29 - Kim Sutton 10 block (1) 20 - Spiral Review/ Data Entry (.5) 20 - Instruct. Strategies (.5)	13 -Kim Sutton 10 Block Intro	ALL PLC+ MONDAY *Determine what pre-assessment will be given to assess the learning target?	21 -SLE: Review Respect data	
October	2-31 - Kim Sutton 10 block (1) 11 - Instruct. Strategies (.5)				
November	13-22 -Data Meeting (1) 8 - Instruct. Strategies (.5) 1-30 - Kim Sutton 10 block (1)				
December	13 - Instruct. Strategies (.5)		*Data reviewed (pre-assessment and/or formative assessments) -What do students know -How do we move learning forward -Who benefited and who didn't *Using spiral review		
January	10 - Instruct. Strategies (.5)			25 SLE: Review Respect data and CEE data	
February	1-29 - Kim Sutton 10 block (1) 1-16 -Data Meeting (1) 14 - Instruct. Strategies (.5)				
March	13 - Instruct. Strategies (.5) 1-29 - Kim Sutton 10 block (1)				
April	1-30 - Kim Sutton 10 block (1) 17 - Instruct. Strategies (.5)				
May	15 - Instruct. Strategies (.5)				
June	5 - Instruct. Strategies (.5) 3-14 -Data Meeting (1)			13 SLE: Review Respect data and CEE data	

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

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.

Executive Summary

Demographic data ([Data Link](#))

The staff analyzed demographic data for the years 2017-2023. Data was disaggregated by low income, race / ethnicity, MultiLingual learners, and special education.

The most notable trends in the data include:

- *Total population has decreased by about 40 students and has varied 133 students between our lowest attendance (2021-22) and highest attendance (2017-18) years.*
- *Low income has held steady (around 72%), but dropped this current year (57%-due to families not filling out free/reduced lunch form)*
- *ML population has increased from 28% to 36%*
- *Special Education has hovered between 14-19%*
- *Drop in Native American population from 15% to 7.4%.*
- *Increase in Asian population from 2.2% to 7%.*
- *Slight increase in Hispanic population, from 43.5% to 49.4%*
- *Increase in Pacific Islander students from 2.5% to 8.3%*
- *Decrease in White students 21.5% to 12.4%*

Discipline ([Data Link](#))

In previous years, there have not been any building systems to track discipline data. We have not had any significant exclusionary data recorded in Skyward that will show up in Tableau. Student Success Team, consisting of the counselor, administration, and resource room teachers have anecdotal records on what interventions are being used with a student.

Attendance ([Data Link](#))

The staff reviewed Attendance data for the years 2017-19 and 2021-22. The data was disaggregated by low income, race/ethnicity, and MultiLingual Learners. The overall trend indicates that African American and Pacific Islander students have a higher rate of absenteeism in school.

The most notable trends in data include:

- The absence rate for African American and Pacific Islander students was 10% higher than any other subgroup during the years 2015-2019.
- Absence rates for multi-racial students are higher than the overall population in the at risk category by 5% from 2016-2023, excluding COVID years.

DIBELS ([Data Link](#))

The staff reviewed DIBELS data for the years 2017-19 and 2021-22. The data was disaggregated by low income, SWD, ML, race/ethnicity, and grade. The overall trend indicates there is a performance gap of at least 10% between low income as well as ML and non-ML students.

The trends most notable in the data indicates:

- The percentage of ML Kindergarten students meeting standard on Spring DIBELS dropped 17% from 2019-2022.
- The 4th grade students meeting Spring DIBELS benchmark dropped from 64% in 2018 to 52% in 2022.
- From 2017-2022, on Spring DIBELS, non-ML students in K-2 had 14-28% more students reach benchmark than ML students.
- From 2018-2022, on Spring DIBELS, non-ML students had 30-45% more students reach benchmark in grades 3-5 compared to ML students.
- The percentage of Kindergarten students meeting benchmark in low income households scored 10-20% lower than those not in low income households on Spring DIBELS from 2017-2022.

iReady- ([Data link](#))

The staff reviewed Spring i-Ready data for the years 2019/20, 2020/21 and 2021/22 disaggregated by race/ethnicity and instructional domain. The overall trend indicates progress in moving students from tier 2 to tier 3 and a performance gap between American Indian/Alaska Native/Native Hawaiian and other Pacific Islander compared to all students for the years included in the data analysis.

The trends most notable in the data are:

- Overall Chinook Students scored the lowest in the vocabulary domain on the Spring i-Ready diagnostic in the years 2019-2022.
- Overall Chinook has increased the number of students scoring in the benchmark tier on the Spring i-Ready diagnostic from 21%-28% over the years 2020-2022.
- The percentage of American Indian/Alaska Native/Native Hawaiian and other Pacific Islander performing in the green is continually below that of the other students, in both math and reading, (4-13%) on the Spring i-Ready diagnostic over the years 2019-2020.
- The overall percent of students scoring Tier 2 in Reading on the Spring i-Ready diagnostic is 50% or higher during the years 2019-2021.
- The overall percent of students scoring Tier 2 in Math on the Spring i-Ready diagnostic is 50% or higher during the years 2019-2021.
- The overall percentage of students meeting benchmark in math have increased from 12% to 22% over the years 2020-2022.
- The American Indian/Alaska Native students scoring at risk on the Spring i-Ready diagnostic increased from 19% to 33% over the years 2020-2022 in math.

SBA ELA ([Data Link](#))

The staff reviewed SBA data for the years 2016/17 through 2021/22 (excluding remote learning as of March 2020 through June 2021) disaggregated by low income, SWD, EL, race/ethnicity. The overall trend indicates there is a performance gap between English Language Learners and students with disabilities as compared to all students for the years included in the data analysis. Due to significant changes in the SBA, scores from 2022 establish a new baseline for the SBA, however it is noted in the data that even though the assessment changed the existing trend continued.

The trends most notable for ELA in the data are:

- Passing rate on ELA SBA for English Language Learners was at least 25% lower than Non-English Language Learners from 2017-2022.
- ELA SBA passing rate for students with disabilities was at least 30% lower than for students without disabilities from 2017-2022.
- English Language Learners scores have dropped over time. 15% to 30% lower than the other sub groups in ELA and Math from 2017-2022.
- Passing rate for all students in ELA have decreased by 13% from 2017-2022.
- The passing rate of the ELA SBA for students with disabilities has no statistical change. Pass rate ranging from 13.9%-16.3% for the years 2018-2022.
- For 2022 ELA SBA, the ML pass rate was 20-41% lower than non-ML students, with the gap increasing each grade.

SBA Math ([Data Link](#))

The staff reviewed SBA data for the years 2016/17 through 2021/22 (excluding remote learning as of March 2020 through June 2021) disaggregated by low income, SWD, EL, race/ethnicity. The overall trend indicates there is a performance gap between English Language Learners and students with disabilities as compared to all students for the years included in the data analysis. Due to significant changes in the SBA, scores from 2022 establish a new baseline for the SBA, , however it is noted in the data that even though the assessment changed the existing trend continued.

The trends most notable for Math in the data are:

- Math SBA passing rate for students with disabilities was at least 20% lower than students without disabilities from 2017-2022.
- There was no growth in passing rates for SBA ELA or math for students with disabilities from 2017-2022.
- English Language Learners scores have dropped over time. 15% to 30% lower than the other sub groups in ELA and Math from 2017-2022.
- The math SBA passing rate for English Language Learners is at least 20% lower than students that are Non English Language Learners from 2017-2022.
- For 2022 Math SBA, the ML pass rate was 19-31% lower than non-ML students, with the gap increasing each grade.

WCAS (Washington Comprehensive Assessment of Science) ([Data Link](#))

The staff reviewed the WCAS data for the spring of 2018, 2019 and 2022. The data was disaggregated by race/ethnicity, gender, ML, SWD, low income, non-foster care, non-migrant, non-military parent, non-homeless and non-section 504.

The overall trend is that there was a decrease in scores in spring of 2019, and 2022 scores are recovering from that decrease.

The trends most notable in the data are:

- The White population science scores decreased by 43.3% from 2017-2018 to 2021-2022.
- The rate of passing the WCAS-Science Assessment for Multilingual Learners and Students with Disabilities was 10% or more lower than any other categories for the years 2018-2021. (except Students with Disabilities in 2019, who were 3% or more lower than all other categories.
- The science score for female students dropped 29.2% from the 2017-2018 to the 2018-2019 school year.
- The passing rate in science for all students dropped 9.5% from the 2017-2018 school year through the 2021-22 school year.

Multilingual Learner Data (include WIDA) ([Data Link](#))

The staff reviewed ELA, math and science data for Chinook's ML population.

The most noticeable trends in the data are:

- EL population has increased from 28% to 36%
- From 2017-2022, on Spring DIBELS, non-ML students in K-2 had 14-28% more students reach benchmark than ML students.
- From 2018-2022, on Spring DIBELS, non-ML students had 30-45% more students reach benchmark in grades 3-5 compared to ML students.
- The rate of passing the WCAS-Science Assessment for Multilingual Learners and Students with Disabilities was 10% or more lower than any other categories for the years 2018-2021. (except Students with Disabilities in 2019, who were 3% or more lower than all other categories.
- For 2022 ELA SBA, the ML pass rate was 20-41% lower than non-ML students, with the gap increasing each grade.
- For 2022 Math SBA, the ML pass rate was 19-31% lower than non-ML students, with the gap increasing each grade.

Students with Disabilities ([Data Link SBA](#)) ([Data Link WACAS](#))

The staff reviewed data for students with disabilities in all instructional areas. The most notable areas of concern were students' scores on the state assessments, SBA and WACAS and the gap between the passing rate of students with disabilities as compared to the passing rate of students

without disabilities.

- The rate of passing the WACAS-Science Assessment for Multilingual Learners and Students with Disabilities was 10% or more lower than any other categories for the years 2018-2021. (except Students with Disabilities in 2019, who were 3% or more lower than all other categories.
- The passing rate of the ELA SBA for students with disabilities has no statistical change. Pass rate ranging from 13.9%-16.3% for the years 2018-2022.
- ELA SBA passing rate for students with disabilities was at least 30% lower than for students without disabilities from 2017-2022.
- Math SBA passing rate for students with disabilities was at least 20% lower than students without disabilities from 2017-2022.

CEE Perceptual Survey ([Data Link](#))

- The staff reviewed CEE data for the year 2018-19 and 2021-22. The data was disaggregated by student, staff and parent responses. The gap amongst Chinook staff's attitude in being willing to work at changing the school for the better, where they are ranking how willing they are to make a change vs. how willing their colleagues are to make a change, increased by 12%. The responses from students in regards to feeling safe also decreased by 29%.

The most notable trends in data include:

- The difference in Chinook staff's attitude in being willing to work at changing the school for the better, where they are ranking how willing they are to make a change vs. how willing their colleagues are to make a change has gone from an 8% gap in 2018 to a 21% gap in 2021.
- The number of students reporting they feel safe at school decreased 29% from the years 18/19 to 21/22.
- The number of staff who believe they understand instructional strategies to support social emotional learning objectives decreased by 19% between the years 18/19 to 21/22.
- The number of students who feel they can calm themselves down when they are upset decreased by 38% from the years 18/19 to 21/22.
- The number of students who believe most students are respectful of others at school decreased 29% from the years 18/19 to 21/22.
- The number of students who feel that they belong to a group of friends decreased 24% from the years 18/19 to 21/22.

Budget (Combined Funding Matics) – SWT- 4/LAP *Insert Budget Table here.*