Planning Year 2016-2017
Implementation September 2017-June 2020

Lakeland Hills Elementary School

School Improvement Plan

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

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

September 2013-June 2017
Auburn School District Strategic Plan

Aspiration:
The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

Auburn School District Vision:
The vision of Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision making.

Auburn School District Mission:
In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Goal 1: Student Achievement
All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

District Goal 2: Community Engagements
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

District Goal 3: Policies and Resource Management
Auburn School District policies and resources are aligned to the strategic plan.

School: Lakeland Hills Elementary School			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Raphael Libadia	Dan St Mary		
Peter Lamb			
Lyn Hess			
Melissa Sergis			
Stephanie Knapp			
Colleen Barlow			
Kevin Richstad			

SIP Template

School Improvement Team Signatures 2016-2017		
Date Submitted:		**Date of School Board Approval:**
Name	**Title/Position**	**Signature**
Colleen Barlow	Principal	
Sarah Burrell	Parent	
	Student	
	Community Member	
Lyn Hess	Staff	
Peter Lamb	Staff	
Melissa Sergis	Staff	
Stephanie Knapp	Staff	
Kevin Richstad	Staff	
Raphael Libadia	Staff	
Dan St Mary	Staff	
Each team must include staff, students, families, parents, and community members.		

Signatures for Approval

Superintendent		
Alan Spicciati	Superintendent	
District Departments		
Vicki Bates	Assistant Superintendent Technology	
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
School Board		
Anne Baunach	School Board	
Carol Seng	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

School Vision (your preferred future)

We, the Lakeland Hills Staff, empower our community of learners for lifelong success.

School Mission (what you do every day to achieve your preferred future)

We will provide a safe and academically rigorous environment for our diverse learners.

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

The Lakeland Hills SIP team first formed in the 2006-07 school year when the building opened and began our first SIP plan. The SIP team has met each year to provide leadership in the building to accomplish the plans set in place by each of the three previous plans and is currently providing leadership to finish the third and final year of our 2014-17 plan.

In the fall of 2016 the SIP team began meeting to begin the next full revision of our SIP plan for the next three years. The team has fully participated in the process that the Auburn School District has provided. This includes attendance at all of the district fully revised SIP sessions as follows:

- October 2016 Full Day Training Session #1
- December 2016 Full Day Training Session #2
- January 2017 Full Day Training Session #3
- March 2017 Full Day Training Session #4
- April 2017 Full Day Training Session #5
- June 2017 Full Day School Session #6

In addition to meeting with the SIP Team on the above dates, the team has met with the whole staff during staff meetings and other in-services as well as 7 hours dedicated solely to the fully revised SIP process in the 2016-17 school year. All of these meetings supported the work to overview the fully revised SIP process for this cycle, review data, adjust mission and vision statements, write narrative statements on the data, prioritize challenge narrative statements, identify strategies and implementation timelines for the fully revised SIP process.

The work in this document reflects the leadership and the innovation of the SIP team to guide the larger staff in the creation of our next three year SIP plan to address our areas of underperformance and continue the areas where great success has been found. The staff has been given updates, opportunities for feedback and suggestions throughout the process. As a result, the plan laid forth has staff buy-in and will allow this to be a living document that will guide our work over the next three years.

Highly Qualified Staff – SWT 3/LAP

All of the staff at Lakeland Hills meets the highly qualified requirements set out in the NCLB mandates.

High Quality, Highly Qualified Teachers – SWT 5/LAP

- On-going professional development to support improvement strategies
- Individual principal/teacher dialogue
- Monthly new teacher meetings

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Demographic data

The staff reviewed demographic data for the years 2012-2016, disaggregated by low income, SPED, ELL, race and ethnicity. The trends most notable in the data are:

- Our low income students decreased from 26.9% in 2012-2013 to 21.3% in 2015-2016;
- Our Hispanic population grew from 16% in 2012-2013 to 19.5% in 2013-2014;
- Although our overall enrollment has increased, our percentage of SPED and ELL has remained consistent;
- Our free and reduced lunch percentage decreased from 26.3% in 2011-2012 to 21.3% in 2015-2016.

Enrollment		
October 2011 Student Count		631
May 2012 Student Count		653
Gender (October 2011)		
Male	304	48.2%
Female	327	51.8%
Race/Ethnicity (October 2011)		
Hispanic / Latino of any race(s)	89	14.1%
American Indian / Alaskan Native	2	0.3%
Asian	96	15.2%
Black / African American	45	7.1%
Native Hawaiian / Other Pacific Islander	2	0.3%
White	354	56.1%
Two or More Races	43	6.8%
Special Programs		
Free or Reduced-Price Meals (May 2012)	172	26.3%
Special Education (May 2012)	51	7.8%
Transitional Bilingual (May 2012)	60	9.2%
Migrant (May 2012)	0	0.0%
Section 504 (May 2012)	1	0.2%
Foster Care (May 2012)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2011-12)	76	0.1%

Enrollment		
October 2015 Student Count		678
May 2016 Student Count		687
Gender (October 2015)		
Male	342	50.4%
Female	336	49.6%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	130	19.2%
American Indian / Alaskan Native	5	0.7%
Asian	73	10.8%
Black / African American	30	4.4%
Native Hawaiian / Other Pacific Islander	2	0.3%
White	357	52.7%
Two or More Races	81	11.9%
Special Programs		
Free or Reduced-Price Meals (May 2016)	146	21.3%
Special Education (May 2016)	55	8.0%
Transitional Bilingual (May 2016)	88	12.8%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	16	2.3%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	174	0.2%

Discipline

The staff reviewed discipline data for the years 2012-2016, disaggregated by race and ethnicity. The trends most notable in the data are:
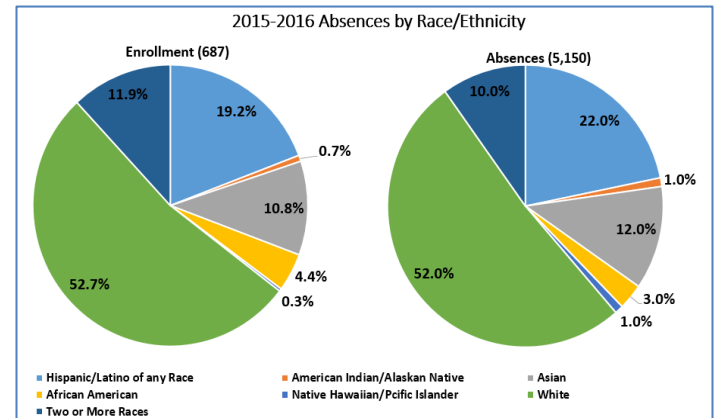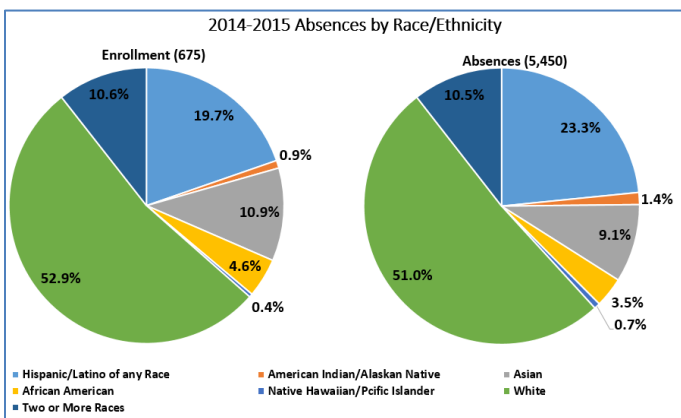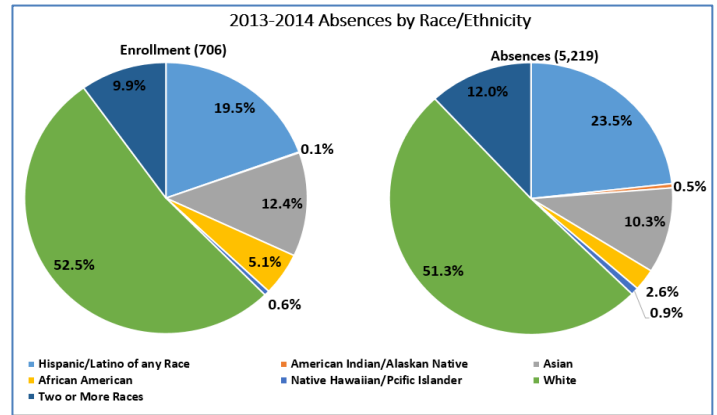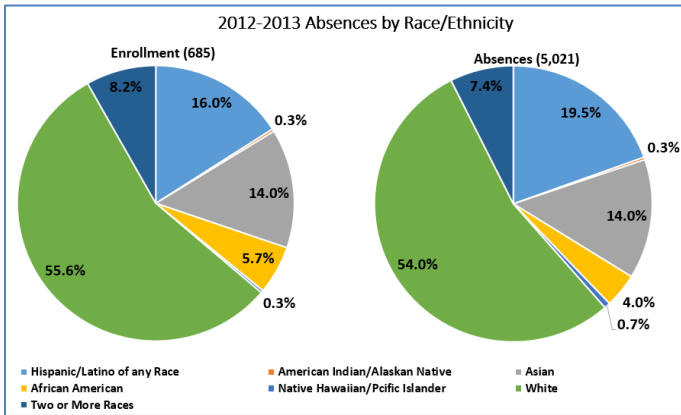
- In 2012-13, 2013-14, and 2015-16, the Hispanic discipline offense percentage was disproportionately higher than Hispanic enrollment percentage.
- In 2013-14 white enrollment was 52.5% and white offenses were 35%, while Hispanic enrollment was 19.5% and Hispanic offenses 29%.
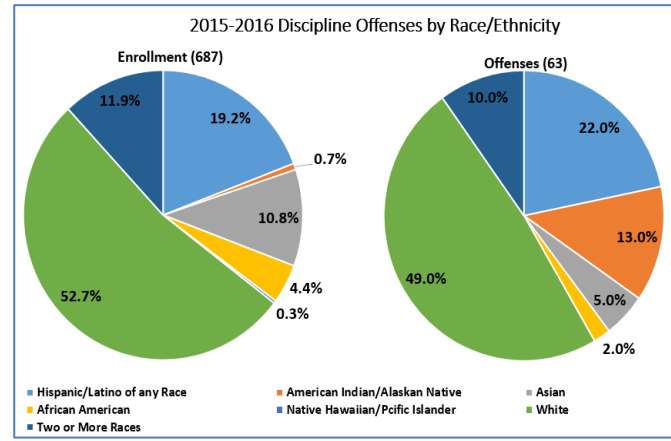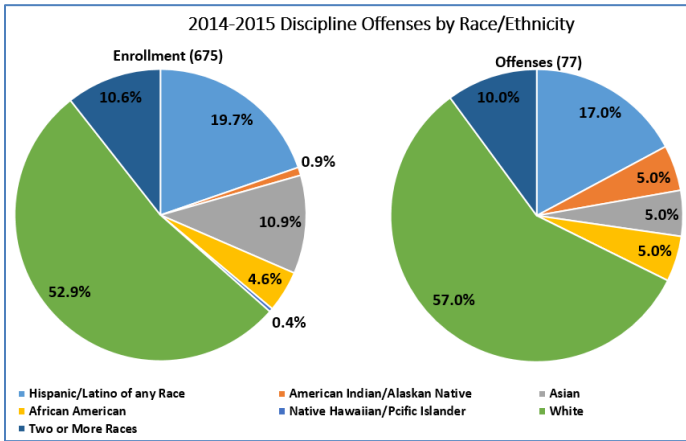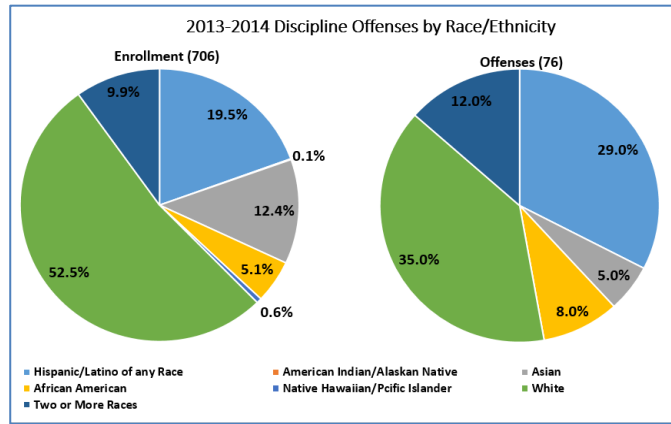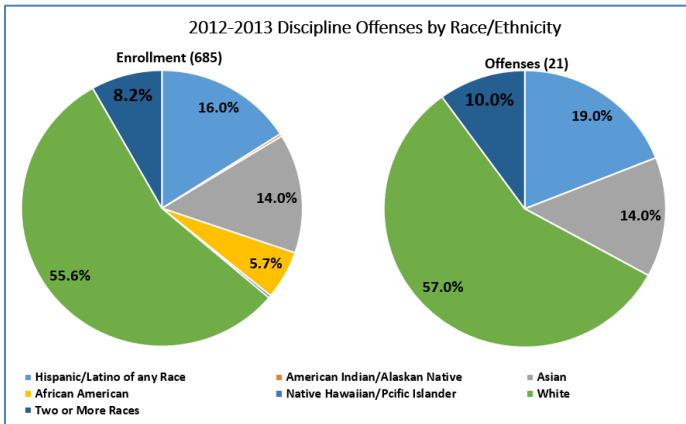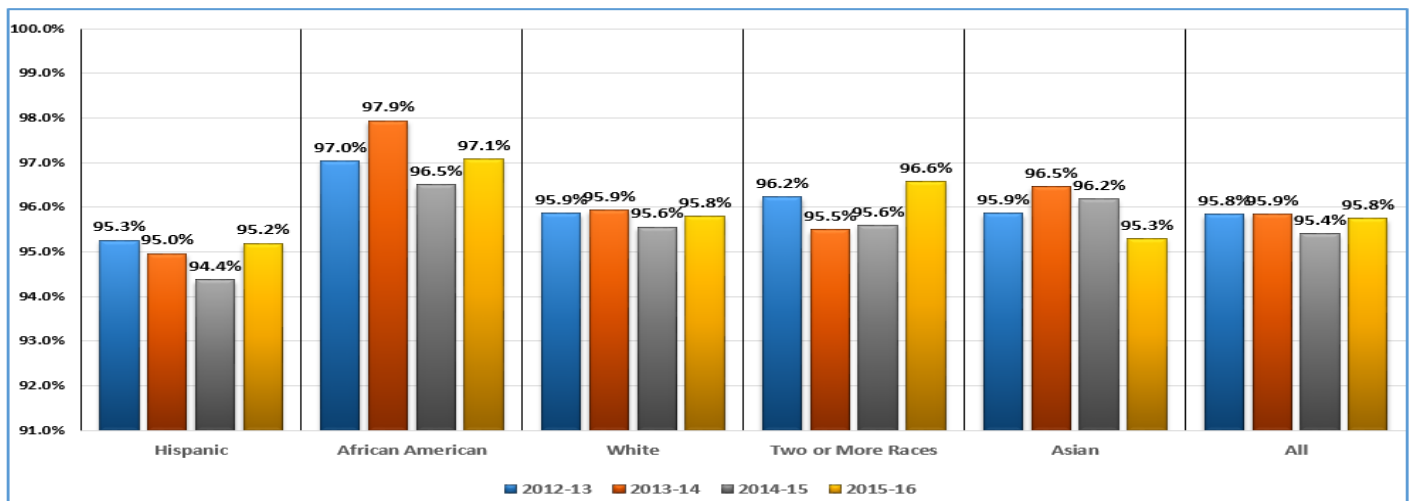

Attendance

The staff reviewed attendance data for the years 2012-2016, disaggregated by race and ethnicity. The trends most notable in the data are:

- Percent of absences for Hispanic students is consistently disproportionately higher than the percent of Hispanic enrollment from 2012 to 2016.
- Average daily attendance rate was consistently lower among the Hispanic ethnic group than all other racial and ethnic groups from 2012-2013 to 2015-2016.

2012-2013 Absences by Race/Ethnicity

2013-2014 Absences by Race/Ethnicity

2014-2015 Absences by Race/Ethnicity

2015-2016 Absences by Race/Ethnicity

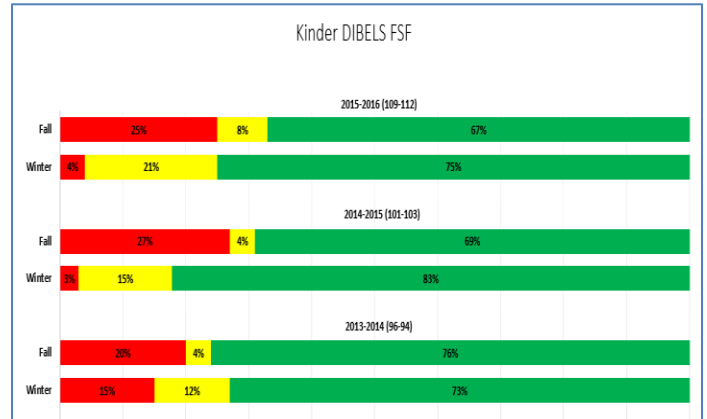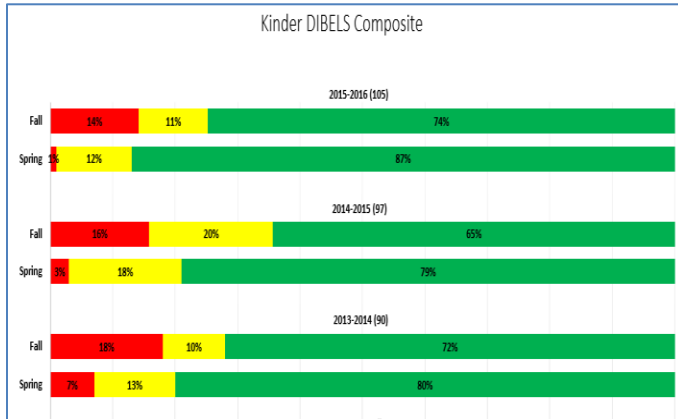Average Daily Attendance by Race/Ethnicity (121,283)

Data Analysis- DIBELS

The staff reviewed DIBELS data for the years 2012-2016, disaggregated by low income, SPED, ELL, race and ethnicity. The trends most notable in the data are:
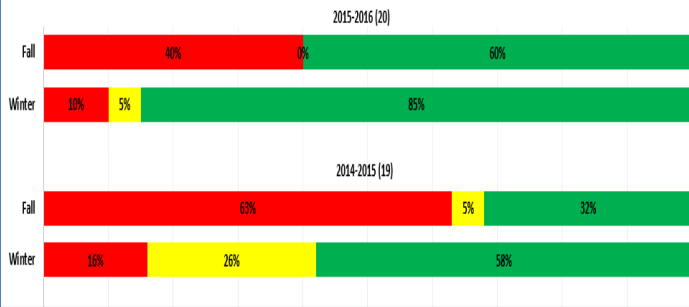
SIP Template

- The number of 5th grade ELL students in the 2014-15 school year decreased from 60% meeting benchmark in the fall to 30% meeting benchmark in the spring.
- In 3rd, 4th, and 5th grades low income students meeting benchmark decreased from fall to spring in ORF (in 5 out of 6 data points).
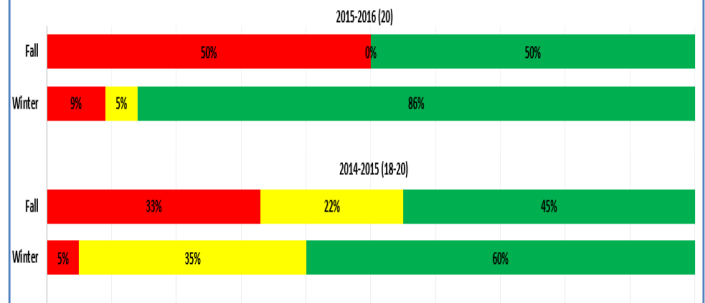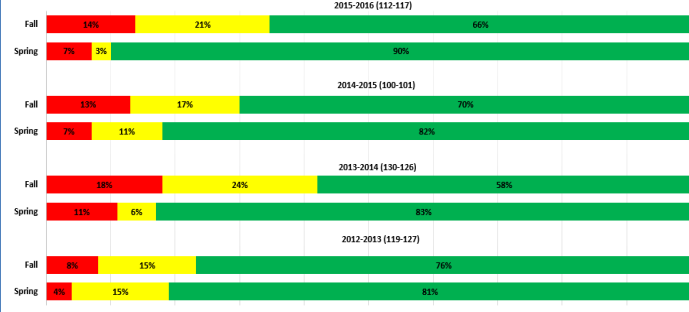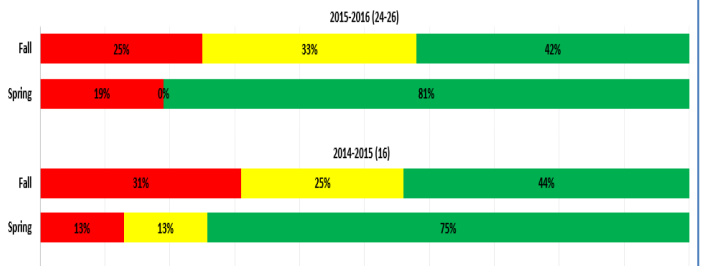
Kinder Low Income DIBELS FSF

2015-2016 (20)

Fall	40%	0%	60%
Winter	10%	5%	85%

2014-2015 (19)

Fall	63%	5%	32%
Winter	16%	26%	58%

Kinder ELL DIBELS FSF

2015-2016 (20)

Fall	50%	0%	50%
Winter	9%	5%	86%

2014-2015 (18-20)

Fall	33%	22%	45%
Winter	5%	35%	60%

1st Grade DIBELS NWF-CLS

2015-2016 (112-117)

Fall	14%	21%	66%
Spring	7%	3%	90%

2014-2015 (100-101)

Fall	13%	17%	70%
Spring	7%	11%	82%

2013-2014 (130-126)

Fall	18%	24%	58%
Spring	11%	6%	83%

2012-2013 (119-127)

Fall	8%	15%	76%
Spring	4%	15%	81%

1st Grade Low Income DIBELS NWF-CLS

2015-2016 (24-26)

Fall	25%	33%	42%
Spring	19%	0%	81%

2014-2015 (16)

Fall	31%	25%	44%
Spring	13%	13%	75%

1st Grade ELL DIBELS NWF-CLS

2015-2016 (22-25)

Fall	32%	32%	36%
Spring	16%	0%	84%

2014-2015 (16)

Fall	31%	25%	44%
Spring	13%	19%	69%

2nd Grade DIBELS ORF

2015-2016 (110)

Fall	11%	6%	84%
Spring	9%	6%	86%

2014-2015 (113)

Fall	11%	10%	80%
Spring	6%	19%	75%

2013-2014 (125)

Fall	14%	16%	70%
Spring	11%	6%	82%

2012-2013 (114)

Fall	14%	14%	72%
Spring	15%	4%	82%

2nd Grade Low Income DIBELS ORF

2015-2016 (17-22)

Fall	24%	12%	64%
Spring	32%	9%	59%

2014-2015 (17)

Fall	17%	17%	76%
Spring	6%	24%	71%

2nd Grade ELL DIBELS ORF

2015-2016 (8-14)

Fall	38%	25%	38%
Spring	50%	0%	50%

2014-2015 (11)

Fall	27%	18%	55%
Spring	9%	36%	55%

2nd Grade Special Ed. DIBELS ORF

2015-2016 (6)
- Fall: 50% | 17% | 33%
- Spring: 50% | 17% | 33%

2014-2015 (6-7)
- Fall: 66% | 17% | 17%
- Spring: 29% | 43% | 29%

3rd Grade DIBELS ORF

2015-2016 (117)
- Fall: 9% | 7% | 84%
- Spring: 15% | 6% | 79%

2014-2015 (120)
- Fall: 10% | 16% | 74%
- Spring: 18% | 11% | 72%

2013-2014 (116)
- Fall: 14% | 19% | 67%
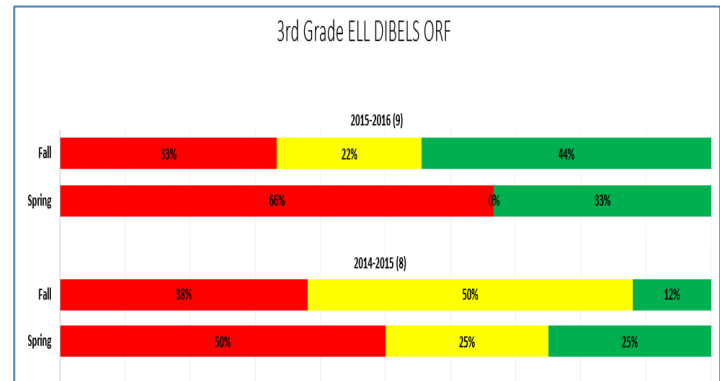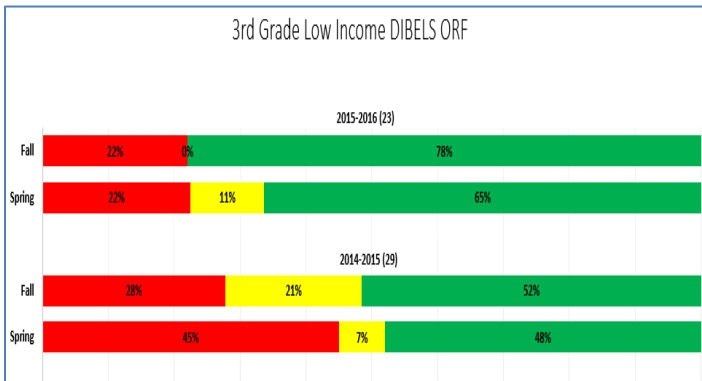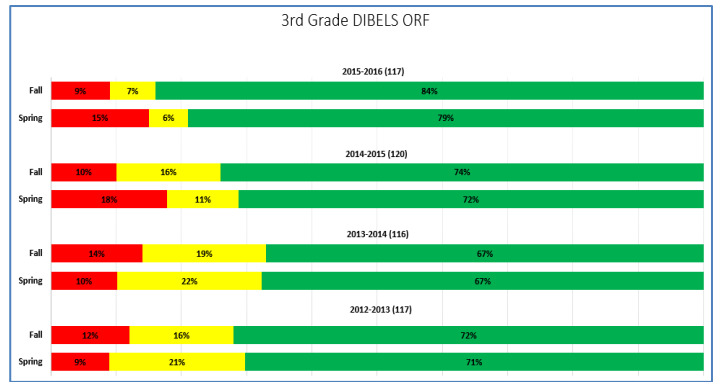- Spring: 19% | 22% | 67%

2012-2013 (117)
- Fall: 12% | 16% | 72%
- Spring: 9% | 21% | 71%

3rd Grade Low Income DIBELS ORF

2015-2016 (23)
- Fall: 22% | 0% | 78%
- Spring: 22% | 11% | 65%

2014-2015 (29)
- Fall: 28% | 21% | 52%
- Spring: 45% | 7% | 48%

3rd Grade ELL DIBELS ORF

2015-2016 (9)
- Fall: 33% | 22% | 44%
- Spring: 66% | 0% | 33%

2014-2015 (8)
- Fall: 38% | 50% | 12%
- Spring: 50% | 25% | 25%

3rd Grade Special Ed. DIBELS ORF

2015-2016 (9)
- Fall: 33% | 33% | 33%
- Spring: 66% | 11% | 22%

2014-2015 (9)
- Fall: 56% | 33% | 11%
- Spring: 78% | 11% | 11%

4th Grade DIBELS ORF

2015-2016 (118)
- Fall: 8% | 20% | 73%
- Spring: 7% | 16% | 77%

2014-2015 (102)
- Fall: 18% | 9% | 74%
- Spring: 13% | 9% | 78%

2013-2014 (113)
- Fall: 13% | 21% | 66%
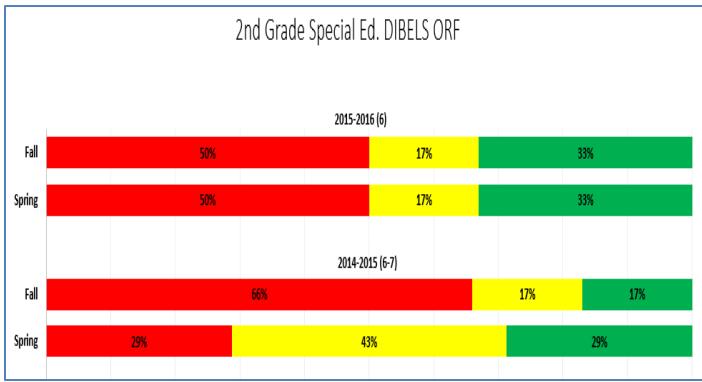- Spring: 12% | 15% | 73%

2012-2013 (102)
- Fall: 10% | 13% | 78%
- Spring: 6% | 18% | 77%

4th Grade Low Income DIBELS ORF

2015-2016 (26)
- Fall: 23% | 27% | 50%
- Spring: 23% | 31% | 46%

2014-2015 (22-23)
- Fall: 32% | 14% | 55%
- Spring: 22% | 9% | 70%

4th Grade ELL DIBELS ORF

2015-2016 (10)
- Fall: 40% | 20% | 40%
- Spring: 40% | 30% | 30%

2014-2015 (9)
- Fall: 55% | 22% | 22%
- Spring: 44% | 22% | 33%

4th Grade Special Ed. DIBELS ORF

2015-2016 (9)

Fall	22%	44%	33%
Spring	33%	33%	33%

2014-2015 (9)

Fall	100%		0%
Spring	89%	11%	0%

5th Grade DIBELS ORF

2015-2016 (100)

Fall	14%	11%	75%
Spring	12%	12%	76%

2014-2015 (110)

Fall	11%	12%	77%
Spring	13%	17%	70%

2013-2014 (114)

Fall	10%	11%	80%
Spring	4%	13%	83%

2012-2013 (95)

Fall	6%	7%	86%
Spring	5%	10%	85%

5th Grade Low Income DIBELS ORF

2015-2016 (29)

Fall	26%	19%	56%
Spring	28%	17%	55%

2014-2015 (32)

Fall	19%	22%	59%
Spring	25%	16%	59%

5th Grade ELL DIBELS ORF

2015-2016 (9)

Fall	57%	29%	14%
Spring	44%	44%	11%

2014-2015 (10)

Fall	10%	30%	60%
Spring	20%	50%	30%

5th Grade Special Ed. DIBELS ORF

2015-2016 (10)

Fall	80%	20%	0%
Spring	80%	20%	0%

2014-2015 (10-11)

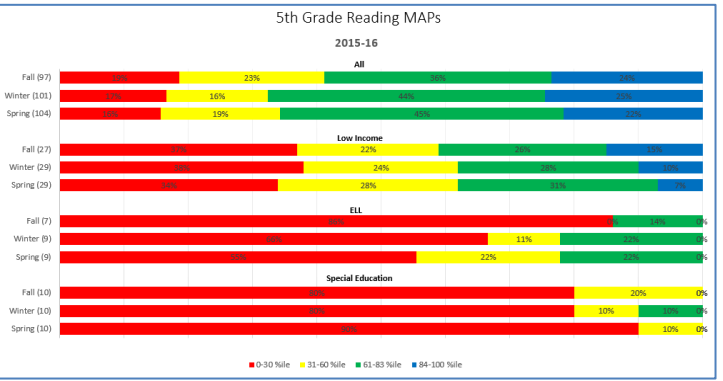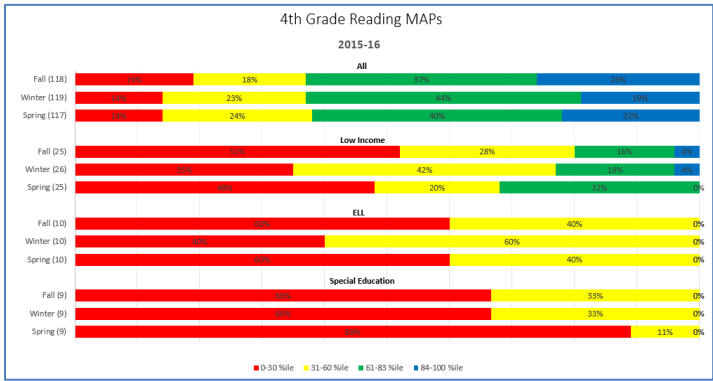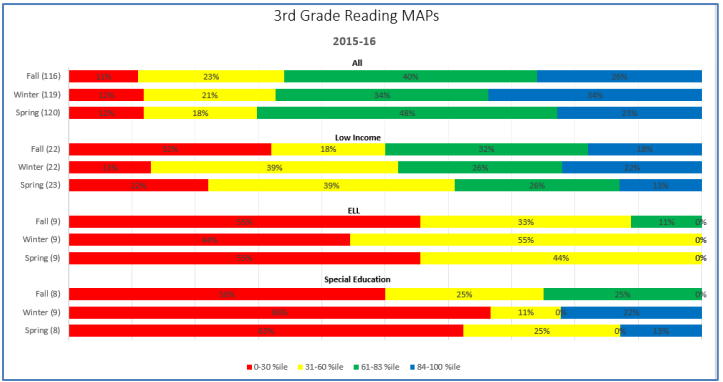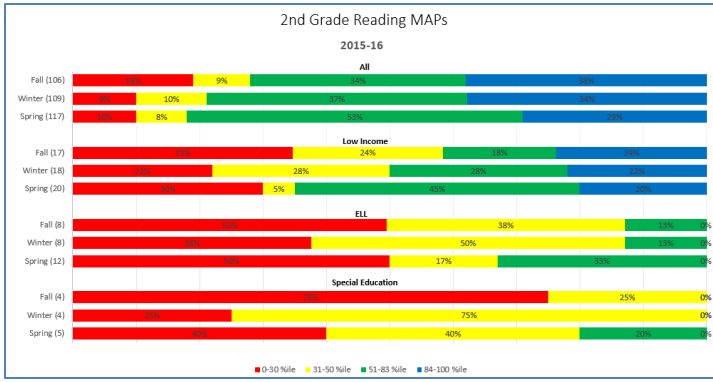|			
Fall	40%	10%	50%
Spring	45%	27%	27%

Data Analysis- MAP (Reading)

The staff reviewed MAP (Reading) data for the years 2012-2016, disaggregated by low income and ELL. The trends most notable in the data are:

- Low income 4th grade increased from 16% in the Fall to 32% in the Spring.
- In 2015, the percentage of ELL 2nd grade students meeting benchmark increased by 20%

2nd Grade Reading MAPs 2015-16

3rd Grade Reading MAPs 2015-16

4th Grade Reading MAPs 2015-16

5th Grade Reading MAPs 2015-16

Data Analysis- ELPA21 (ELL Data)

The staff reviewed AMAO data for the years 2012-13, 2013-14, and 2014-15. The trend/pattern most notable in the data was:

- LLH students exceeded state and district averages for meeting AMAO-1 and AMAO-2 targets for the past 3 years.

Annual Measurable Achievement Objectives (AMAO)
Performance Objectives for ELL Programs

	AMAO-1: Percentage of children making adequate progress in learning English (measured by WELPA)			AMAO-2: Percentage of children attaining English proficiency Level 4 (measured by WELPA)			AMAO-3: Entity made AYP/AMO in the LEP cell (measured by MSP/SBA)		
2012–13			Target: 67.5%	Met target?			Target: 7.4%	Met Target?	Met Reading Proficiency/ Participation	Met Math Proficiency/ Participation	Met Target?

2012–13			**Target: 67.5%**	Met target?			**Target: 7.4%**	Met Target?	Met Reading Proficiency/ Participation	Met Math Proficiency/ Participation	Met Target?
State Total	71.257	50.806	71.3%	Yes	12.062	98,420	12.3%	Yes	No	No	No
Auburn SD	1,391	1,842	75.5%	Yes	262	1,988	13.2%	Yes	No	No	No
Lakeland Hills	62	77	80.7%	Yes	19	88	21.6%	Yes	No	Yes	No

2013–14			**Target: 67.8%**	Met target?			**Target: 7.7%**	Met Target?	Met Reading Proficiency/ Participation	Met Math Proficiency/ Participation	Met Target?
State Total	78,266	108,552	72.1%	Yes	12,909	105,422	12.2%	Yes	No	No	No
Auburn SD	1,641	2,182	75.2%	Yes	255	2,174	11.7%	Yes	No	No	No
Lakeland Hills	70	89	78.5%	Yes	12	92	13.0%	Yes	No	No	No

| **2014–15**			**Target: 68.1%**	Met target?			**Target: 8.0%**	Met Target?	Met Reading Proficiency/ Participation	Met Math Proficiency/ Participation	Met Target?
State Total	84,421	108,370	77.9%	Yes	19,020	113,584	16.7%	Yes	No	No	No
Auburn SD	1,737	2,294	75.7%	Yes	372	2,400	15.5%	Yes	No	No	No
Lakeland Hills	55	67	81.8%	Yes	19	85	22.3%	Yes	No	Yes	No

Data – (iReady, EZCBM, other standardized/norm referenced data sets)

SBA ELA (MSP/HSPE)

The staff reviewed MSP Reading and SBA ELA data for the years 2012-2016, disaggregated by ELL, SPED, low income, grade level, race and ethnicity. The trends most notable in the data are:

- No 4th grade ELL student passed the MSP Reading/SBA ELA in 2012-2013 (MSP) and 2014-2015 (SBA) school years.
- In 2015-2016, the 3rd grade SBA ELA overall percentage was 81% proficient, compared to 58% low income, 27% ELL, 22% SPED.
- In 2015-2016, the 4th grade SBA ELA overall percentage was 76% proficient, compared to 46% low income, 10% ELL, 30% SPED.
- In 2015-2016, the 5th grade SBA ELA overall percentage was 78% proficient, compared to 64% low income, 18% ELL, 50% SPED.
- In 2012-2016, our Hispanic students were less proficient on the MSP Reading/SBA ELA in grades 3-5 compared to African American, White, Two or more races, and Asian students.
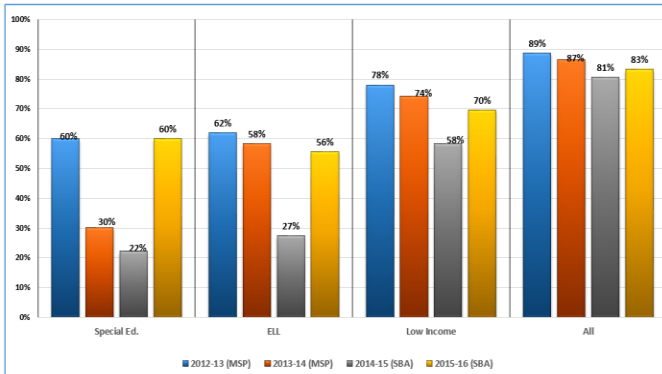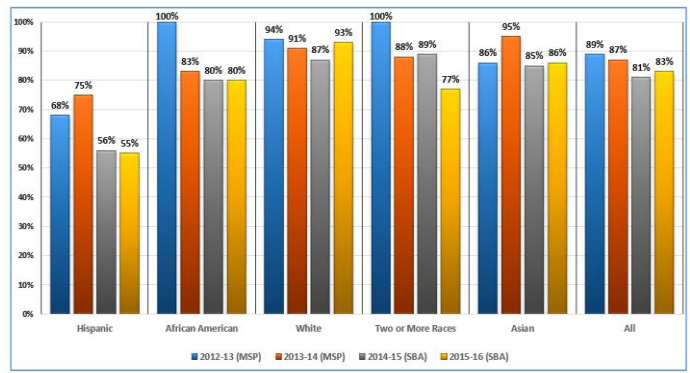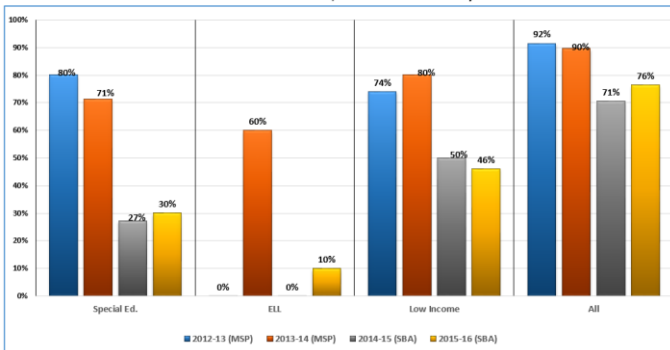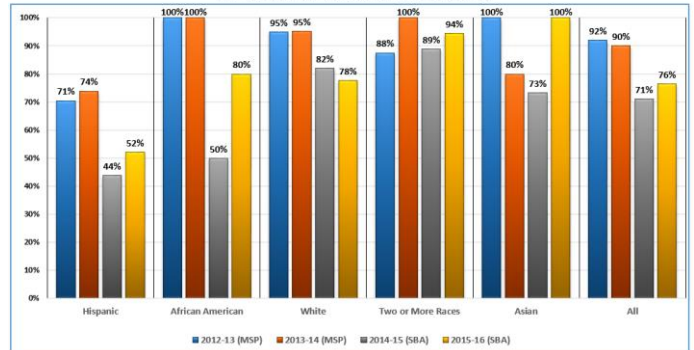
5th Grade ELA MSP/SBA % at Proficiency
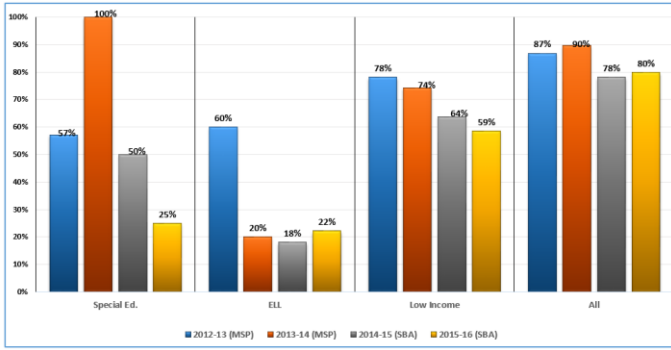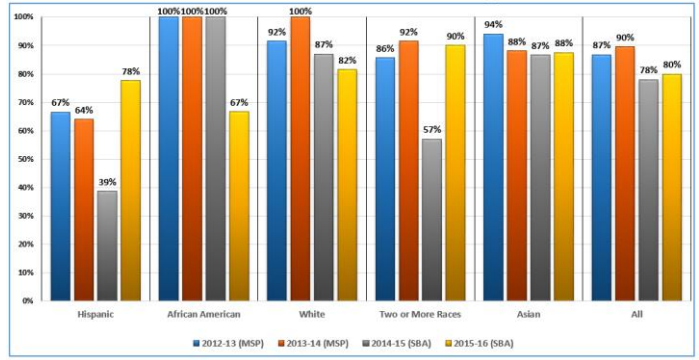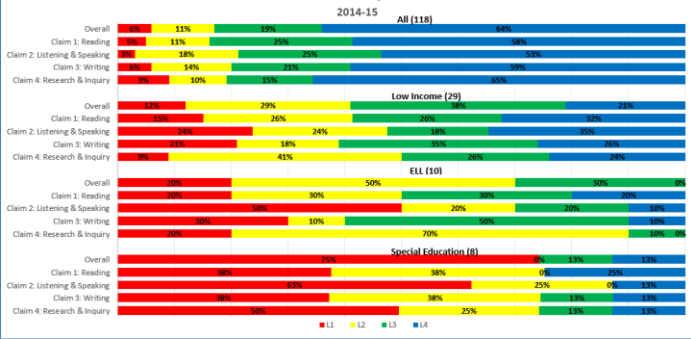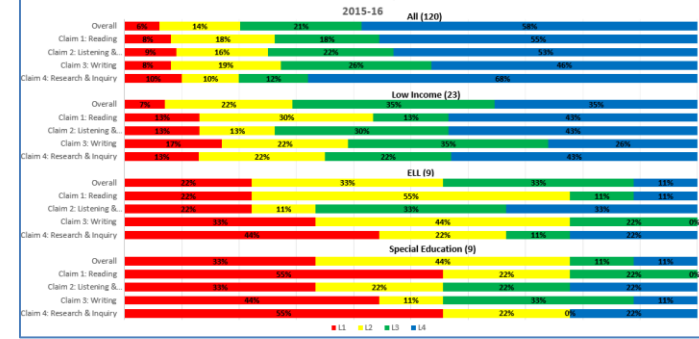

5th Grade ELA MSP/SBA % at Proficiency

3rd Grade ELA SBA by the Claims — 2014-15
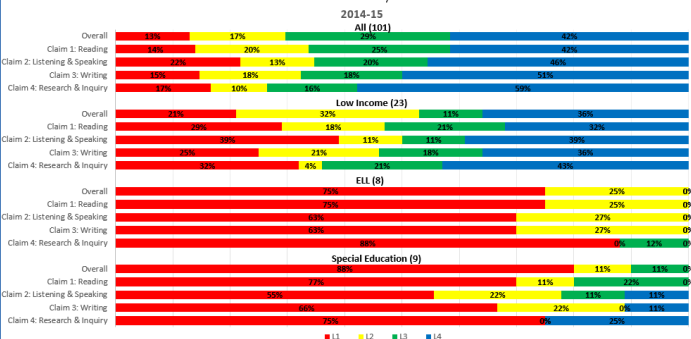
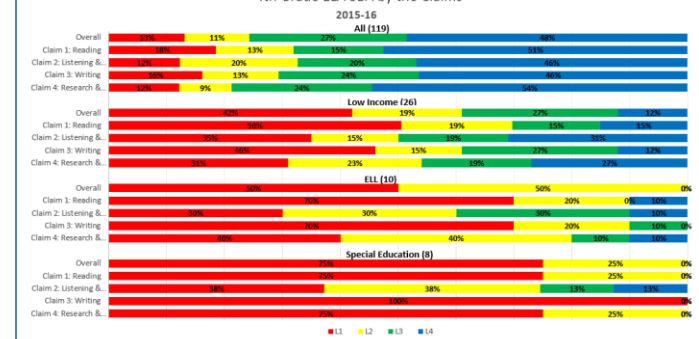3rd Grade ELA SBA by the Claims — 2015-16

4th Grade ELA SBA by the Claims — 2014-15

4th Grade ELA SBA by the Claims — 2015-16

5th Grade ELA SBA by the Claims — 2014-15
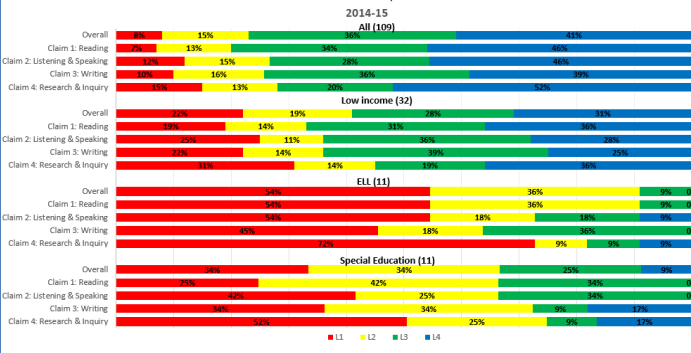
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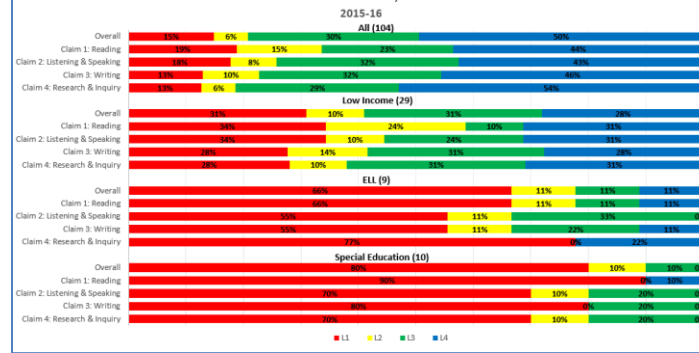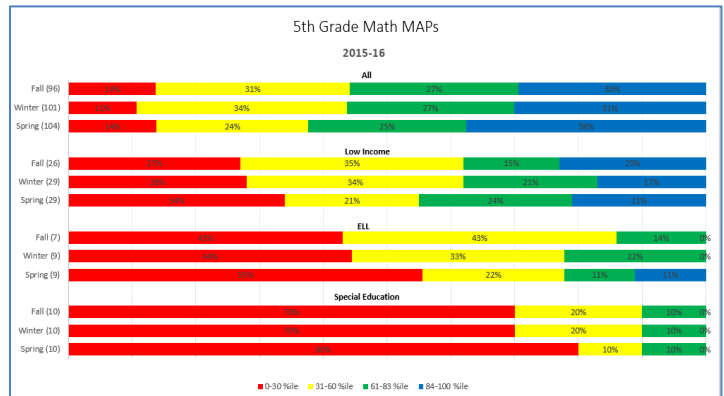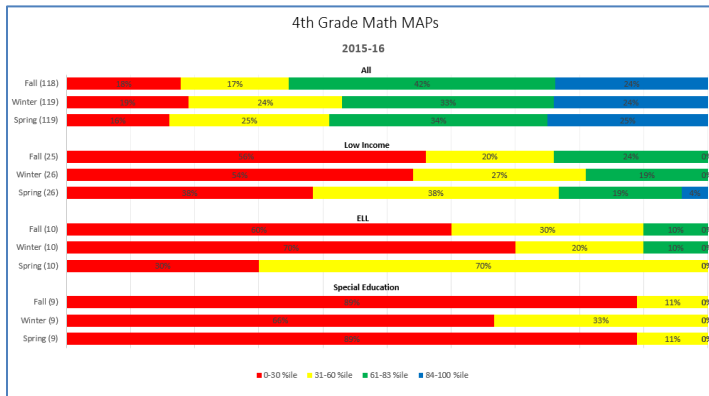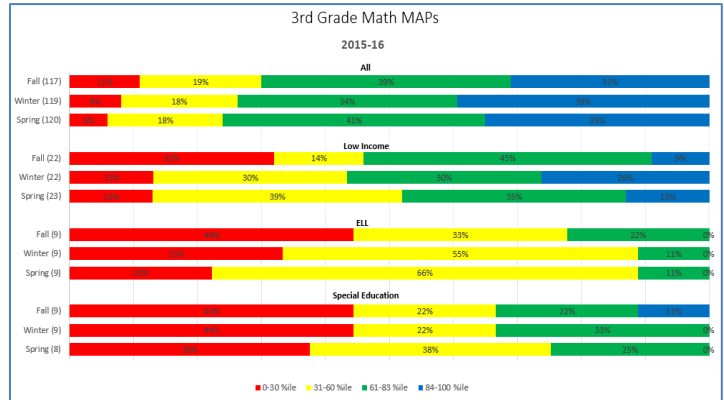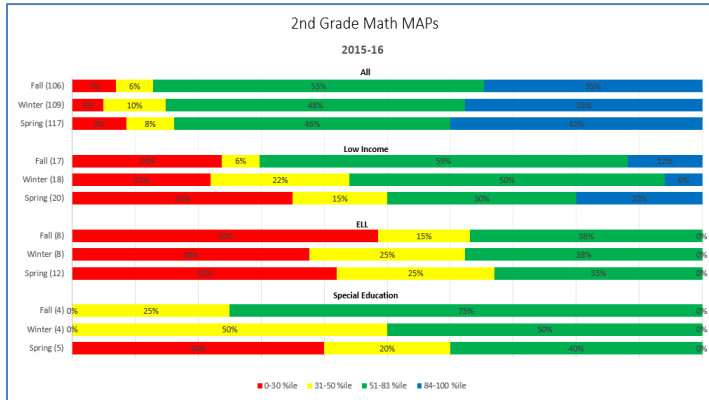
Data Analysis- MAP (Math)

The staff reviewed MAP (Math) data for the years 2012-2016, disaggregated by low income, SPED and ELL. The trends most notable in the data are:

- In 2015-16, 63% of the entire 5th grade population met standard compared to 45% of low income, 22% ELL, 10% SPED

- In 2015-16, 76% of the entire 3rd grade population met standard compared to 48% low income, 11% ELL, 25% SPED
- In 2015-16, 59% of the entire 4th grade population met standard compared to 23% low income, 0% ELL, 0% SPED

2nd Grade Math MAPs
2015-16

All

	0-30 %ile	31-50 %ile	51-83 %ile	84-100 %ile
Fall (106)		6%	53%	35%
Winter (109)		10%	48%	38%
Spring (117)		8%	46%	42%

Low Income

Fall (17)	24%	6%	59%	12%
Winter (18)		22%	50%	4%
Spring (20)		15%	30%	20%

ELL

Fall (8)	50%	15%	38%	0%
Winter (8)		25%	38%	0%
Spring (12)		25%	33%	0%

Special Education

Fall (4)	0%	25%	75%	0%
Winter (4)	0%	50%	50%	0%
Spring (5)		20%	40%	0%

■ 0-30 %ile ■ 31-50 %ile ■ 51-83 %ile ■ 84-100 %ile

3rd Grade Math MAPs
2015-16

All

	0-30 %ile	31-60 %ile	61-83 %ile	84-100 %ile
Fall (117)	11%	19%	39%	31%
Winter (119)		18%	34%	39%
Spring (120)		18%	41%	41%

Low Income

Fall (22)		14%	45%	9%
Winter (22)		30%	30%	20%
Spring (23)		39%	35%	13%

ELL

Fall (9)		33%	22%	0%
Winter (9)		55%	11%	0%
Spring (9)		66%	11%	0%

Special Education

Fall (9)		22%	22%	11%
Winter (9)		22%	33%	0%
Spring (8)		38%	25%	0%

■ 0-30 %ile ■ 31-60 %ile ■ 61-83 %ile ■ 84-100 %ile

4th Grade Math MAPs
2015-16

All

	0-30 %ile	31-60 %ile	61-83 %ile	84-100 %ile
Fall (118)		17%	42%	21%
Winter (119)		24%	33%	24%
Spring (119)		25%	34%	25%

Low Income

Fall (25)		20%	24%	0%
Winter (26)		27%	19%	0%
Spring (26)		38%	19%	4%

ELL

Fall (10)		30%	10%	0%
Winter (10)		20%	10%	0%
Spring (10)		70%		0%

Special Education

Fall (9)			11%	0%
Winter (9)		33%		
Spring (9)			11%	0%

■ 0-30 %ile ■ 31-60 %ile ■ 61-83 %ile ■ 84-100 %ile

5th Grade Math MAPs
2015-16

All

	0-30 %ile	31-60 %ile	61-83 %ile	84-100 %ile
Fall (96)		31%	27%	20%
Winter (101)		34%	27%	21%
Spring (104)		24%	25%	18%

Low Income

Fall (26)		35%	15%	10%
Winter (29)		34%	21%	17%
Spring (29)		21%	24%	21%

ELL

Fall (7)		43%	14%	0%
Winter (9)		33%	22%	0%
Spring (9)		22%	11%	11%

Special Education

Fall (10)		20%	10%	0%
Winter (10)		20%	10%	0%
Spring (10)		10%	10%	0%

■ 0-30 %ile ■ 31-60 %ile ■ 61-83 %ile ■ 84-100 %ile

SBA Math (MSP/EOC)

The staff reviewed SBA math data for the years 2014-2016, disaggregated by low income, SPED, ELL and race. The trends most notable in the data are:

- 4th Grade proficiency rate for ELL, SPED, low income decreased from 2014-2015 to 2015-2016. (ELL from 50% to 30 %; low income from 71 % to 42%; and SPED from 36% to 30%)
- From 2014-2015 to 2015-2016 4th grade math proficiency rate for Hispanic subgroup dropped by 29% while the White subgroup stayed the same at 86%.
- From 2014-2015 to 2015-2016 4th grade math proficiency rate for ELL subgroup dropped 20%, while the rate dropped 3% overall.
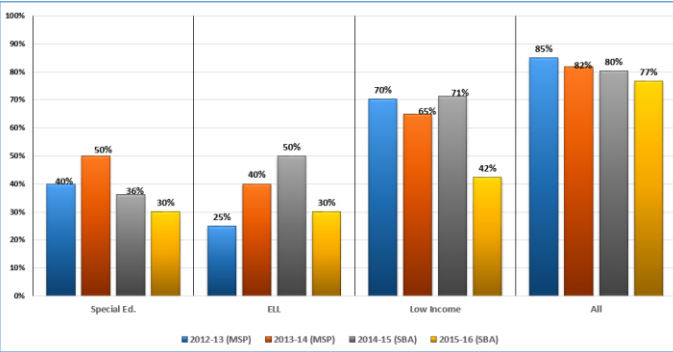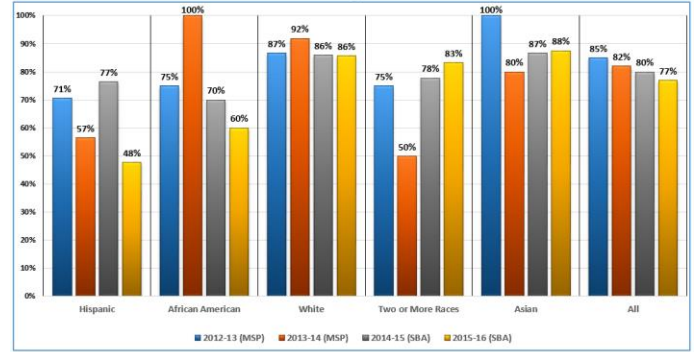
3rd Grade Math MSP/SBA % at Proficiency

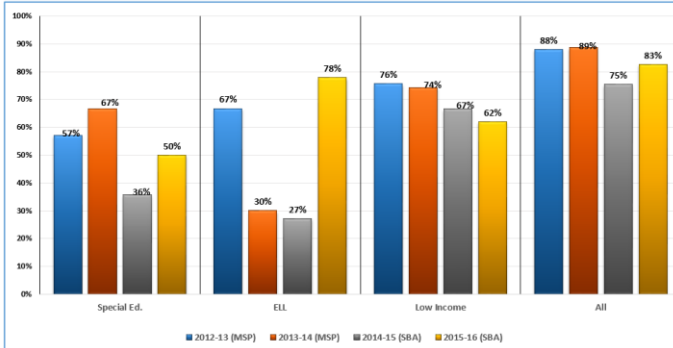3rd Grade Math MSP/SBA % at Proficiency
Race/Ethnicity
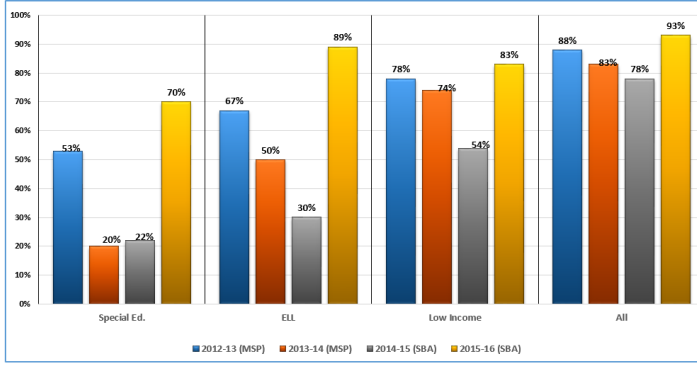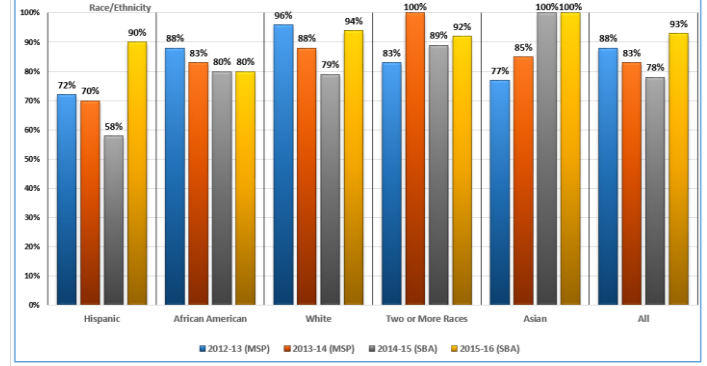
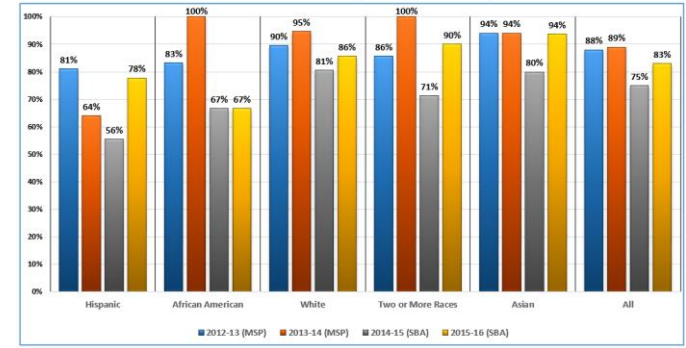4th Grade Math MSP/SBA % at Proficiency

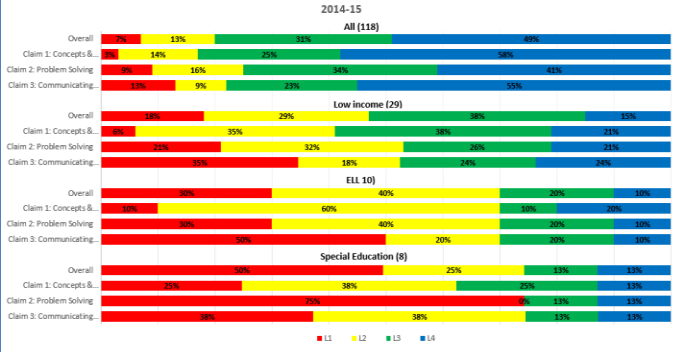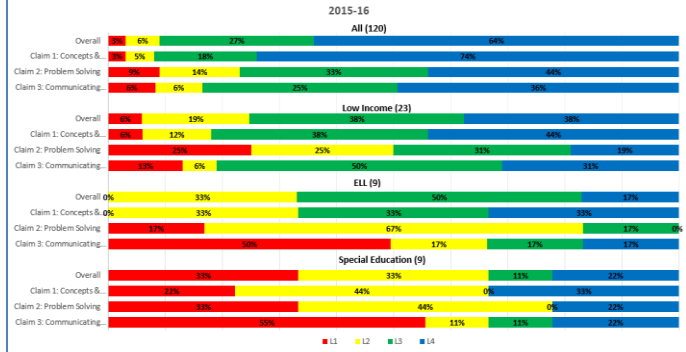4th Grade Math MSP/SBA % at Proficiency

5th Grade Math MSP/SBA % at Proficiency

5th Grade Math MSP/SBA % at Proficiency

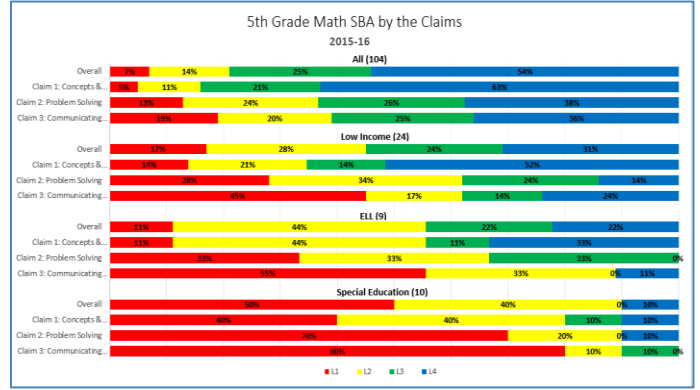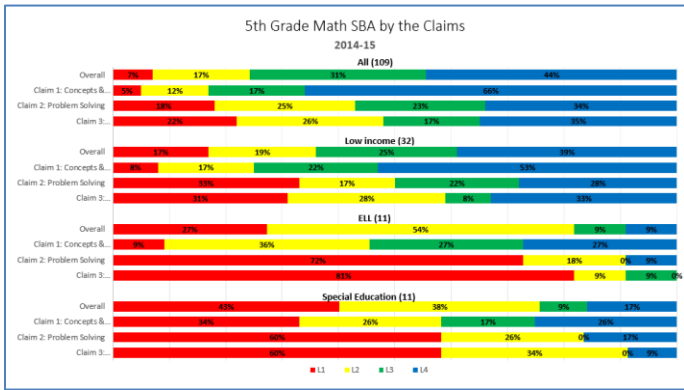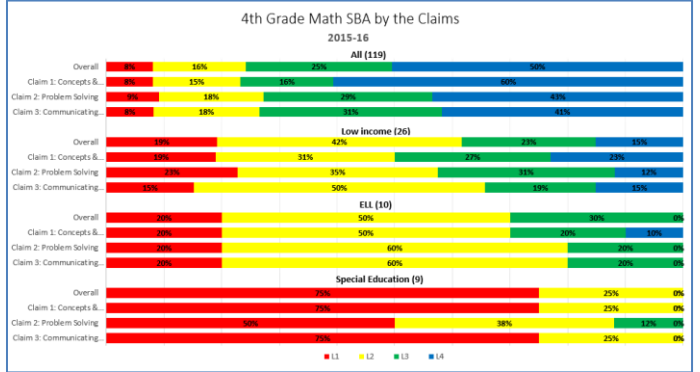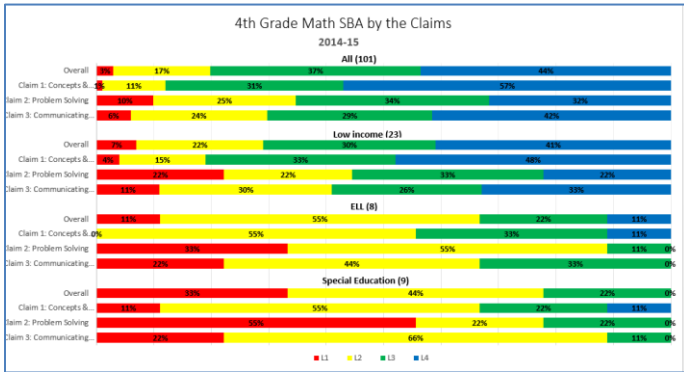3rd Grade Math SBA by the Claims
2014-15

3rd Grade Math SBA by the Claims
2015-16

MSP Science/EOC Biology

The staff reviewed MSP science data for the years 2013-2016, disaggregated by low income, race and SPED. The trend most notable in the data was:

- The White and Asian subgroup pass percentage exceeds the average pass percentage each year, while the Hispanic and low income pass percentage is much lower than the overall pass percentage.

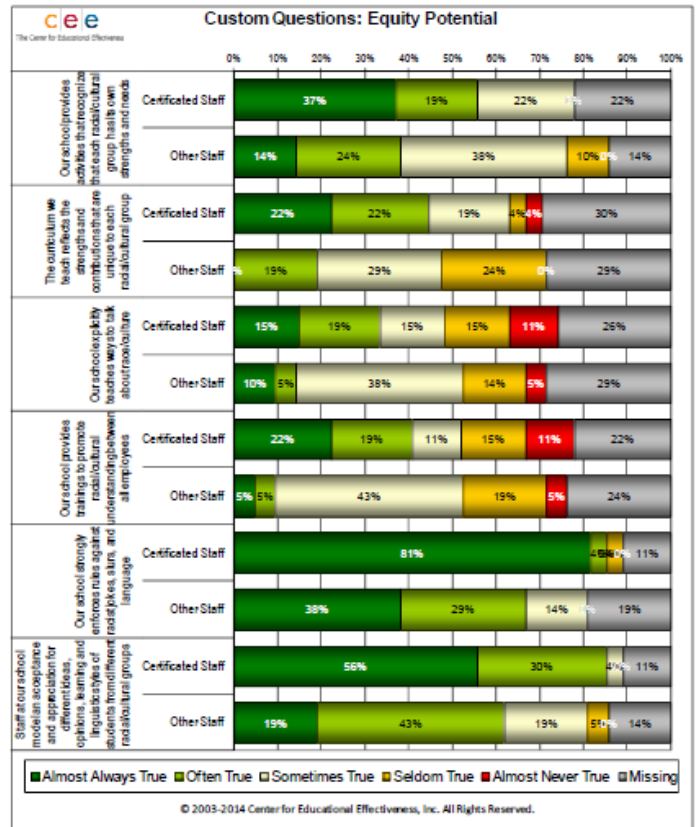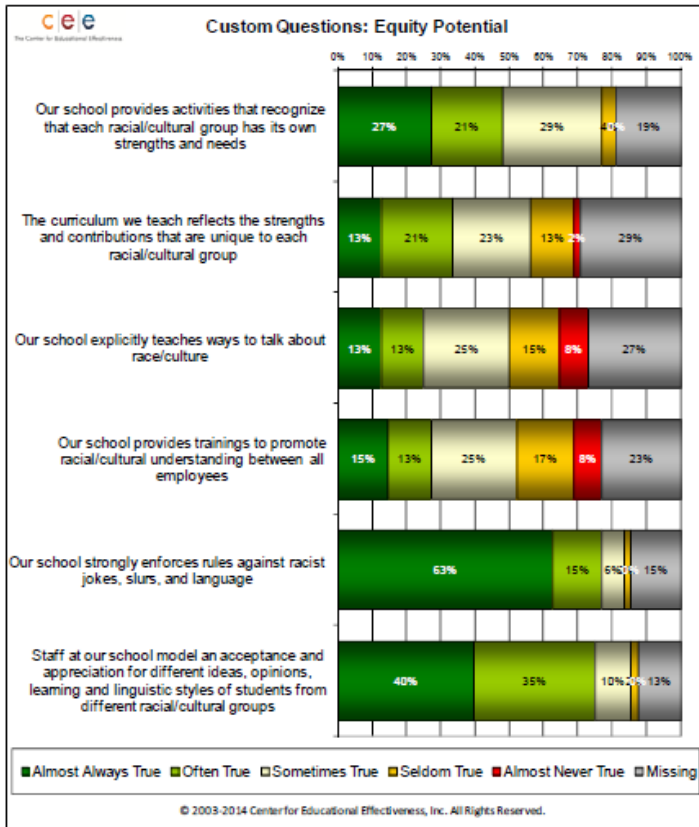| Year	Pass%	White	Low Income	Hispanic	Asian	SPED
2015/ 2016	85.5 (104)	95 (49)	68.9 (20)	66.6 (18)	87.5 (16)	50 (12)
2014/ 2015	78.1 (110)	88.7 (62)	61.1 (36)	50 (18)	73.3 (15)	50 (14)
2013/ 2014	86.2 (116)	94.7 (57)	62.9 (35)	52 (25)	94.1 (17)	66.7 (3)

F Data, Honors/AP Enrollment, Credit Attainment

*Write a summary of the analysis of your school's F Data, Honors/AP data, and Credit Attainment as appropriate for your grade span group. Disaggregate your data by special populations (race, SpEd, ELL, low income) to identify **performance gaps**. Include multiple consecutive years to look for trends over time.*
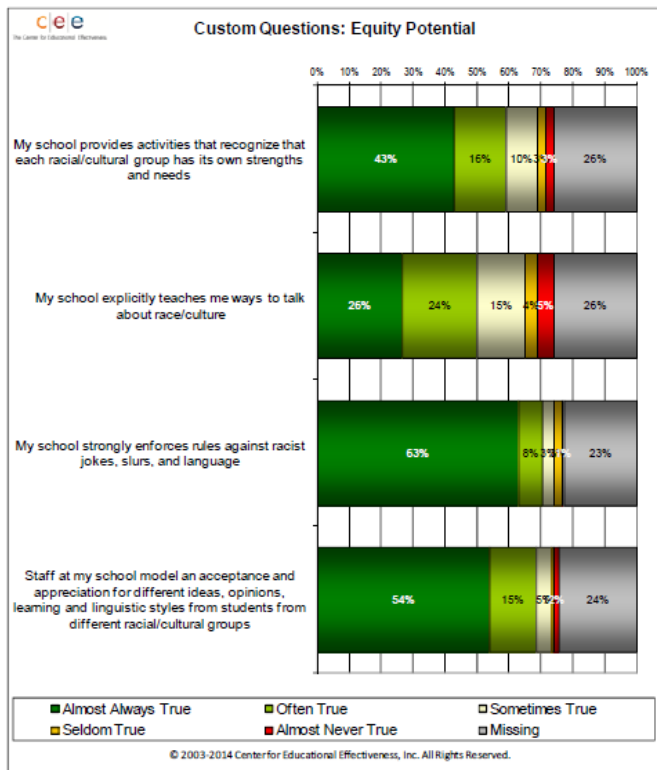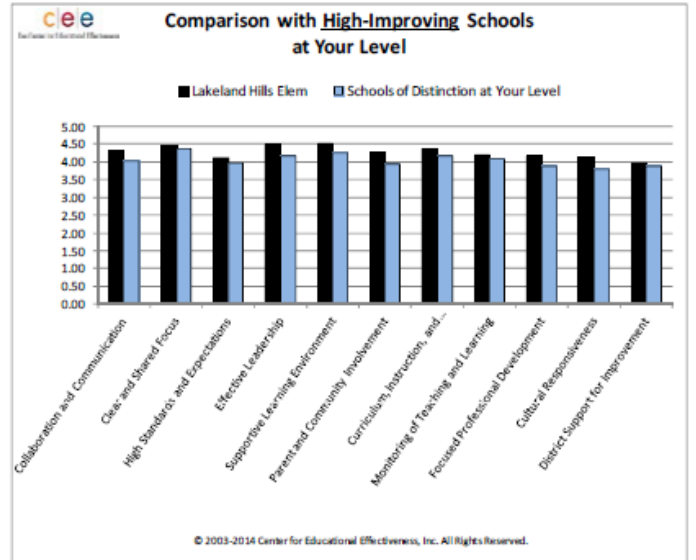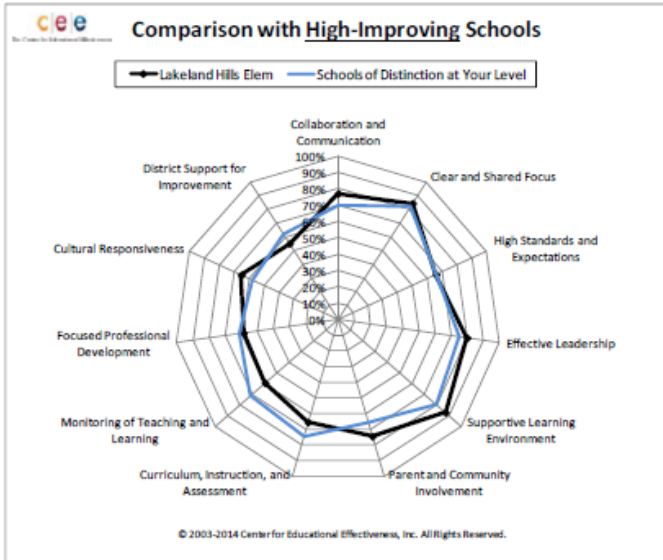
Data Analysis- CEE/EES Perceptual Survey

The staff reviewed CEE Perceptual Survey data for the years 2012-2016. The trends most notable in the data are:

- CEE mean scores are declining steadily from 2012-2016.
- Parent and community involvement has remained the most consistent over the four year period. Cultural responsiveness is nearly as consistent.
- District support for improvement shows drastic dissatisfaction in comparison to other topics.
- High expectations and standards shows a significant decline.
- Larger gaps in decline are observed in monitoring teaching and learning and focused professional development
- Effective leadership, supportive learning environment, collaboration and communication, and parent involvement gaps are less notable.

SIP Template

Comparison with High-Improving Schools

Comparison with High-Improving Schools at Your Level

Custom Questions: Equity Potential

SIP Template

Comparison with High-Improving Schools
(5% highest improving schools at your grade level)

Lakeland Hills Elem — Top 5% of Schools by Improvement

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Mean Score Comparison
with High-Improving Schools
(5% highest improving schools at your grade level)

Lakeland Hills Elem — High-Improving Schools

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Custom Questions: Equity Potential

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Parent Engagement – SWT 6/LAP

Lakeland Hills Staff will participate in the following to ensure successful parent engagement:

- Teachers will intentionally track family contacts, and work toward establishing two-way contact with every family by the end of October. Resources and assistance will be given to teachers as needed to establish contact with non-English speaking families, or those who for other reasons have not been contacted.
- Create home language versions of important communicative documents.
- Fall Parent Conferences
- Spring Parent Conferences
- Fall Open House
- Fall Curriculum Information Night
- Kickball in the Park/BBQ
- Watch Dog Program
- Targeted Parent Volunteer Opportunities
- School Communication Mobile App
- Peach Jar
- 5th Grade Camp Auburn Parent Meeting
- Science Fair
- Skyward Family Access
- Junior Achievement Parent Volunteering
- Kindergarten Orientation
- Guidance Teams
- School BBQ
- CEE Perceptual Parent Survey
- Scholastic Book Fair
- Attendance Conferences
- Dr. Seuss/LAP Night
- Mother's Day Activities
- Father's Day Activities
- PTA Family Nights
- PTA Carnival

- Father/Daughter Dance
- Auburn Food Bank Food Drive
- Bi-lingual School Calendar
- Weekly Family Newsletters
- Parent Phone Calls
- Home Visits
- MAPs Assessment Letters
- DIBELs Assessment Letters

Student Transitions – SWT 7/LAP

Lakeland Hills Staff will participate in the following to ensure successful student transitions:

- ECE and Head Start transition meetings
- Kindergarten Parent Orientation
- Kindergarten Jump Start Testing
- Staff Class Placement Collaboration
- Roll Up Day
- Student Transition Meetings
- Middle School Night
- 5th Grade Camp
- 5th Grade Special Education Middle School Visitation
- Transition meetings between LLH counselor and Middle School Counselor
- Transition meeting between 5th grade teachers and Middle School Counselor

Assessment Decisions – SWT 8/LAP

The LLH staff will use DIBELs, MAP, i-Ready, STAR, and SBA student assessment data when considering the following:

- Walk to Read Placement
- Walk to Math Placement
- LAP Placement
- ELL Form of Service
- Differentiated Instruction within the Classroom
- Class Placement
- Special Education Referral Process
- Planning Staff Professional Development
- Creating SIP Goals/Action Plans
- Extended Day Learning Invitations
- Summer School Invitations

Effective, Timely Assistance – SWT 9/LAP

The LLH staff will use the following processes to make effective, time efficient decisions and make necessary adjustments in assuring appropriate student instruction:

- Teachers review formative assessment data in weekly PLCs to adjust pacing and identify students that need specific support.

- Teachers regularly review SBA, MAP, Dibels, and Progress Monitoring data to identify and rank order students to receive LAP support, as well as to adjust Walk to Read and Walk to Math groups.
- Staff data carousels to determine building needs and guide professional development.

Prioritized Challenges

ELA

1. No ELL students passed in 4th grade in the spring 2014 or spring 2015.
2. In 15/16 at 3rd grade 81% ALL proficient compared to 58% low income, 27% ELL and 22% Sped.
3. In 15/16 4th grade 76% ALL proficient compared to 46% low income, 10% ELL, 30% Sped.
4. In 15/16 5th grade 78% ALL proficient compared to 64% low income, 18% ELL, 50% Sped.
5. The number of 5th grade ELL students in the 2014-15 school year decreased from 60% meeting benchmark in the fall to 30% meeting benchmark in the spring.
6. In 3rd, 4th, and 5th grades low income students meeting benchmark decreased from fall to spring in ORF (in 5 out of 6 data points).

Math

1. 4th Gr. Math proficiency rate for ELL, Sped, Low Income decreased from 2014-15 to 2015-16. (ELL from 50% to 30%; Low Income from 71% to 42%; and Sped from 36% to 30%.)
2. From 14/15 to 15/16 4th Gr. math proficiency rate for Hispanic subgroup dropped by 29% while White stayed the same at 86%.
3. From 14/15 to 15/16 4th Gr. Math proficiency rate for ELL subgroup dropped 20%, while the rate dropped 3% overall.
4. In 2015-16, 63% of the entire 5th grade population met standard compared to 45% of low income, 22% ELL, 10% SPED.
5. In 2015-16, 76% of the entire 3rd grade population met standard compared to 48% low income, 11% ELL, 25% SPED.
6. In 2015-16, 59% of the entire 4th grade population met standard compared to 23% low income, 0% ELL, 0% SPED.

Attendance/Discipline

1. In 2012-13, 2013-14, and 2015-16, the Hispanic discipline offense percentage was disproportionately higher than Hispanic enrollment percentage.
2. In 2013-14 white enrollment was 52.5% and white offenses were 35%, while Hispanic enrollment was 19.5% and Hispanic offenses 29%.
3. Percent of absences for Hispanic students is consistently disproportionately higher than the percent of Hispanic enrollment from 2012 to 2016.
4. Average daily attendance rate was consistently lower among the Hispanic ethnic group than all other racial and ethnic groups from 2012-2013 to 2015-2016.

SMART Goal 1:

The percentage of all GR 3-5 students meeting standard on the SBA Math assessment will increase from 84.3% to 89% in 2020.

SMART Goal 2:

The percentage of all GR 3-5 students meeting standard on the SBA ELA assessment will increase from 79.9% to 84% in 2020.

SMART Goal 3:

The percentage of all GR 4-5 students and staff who identify almost always/often true that the school provides activities that recognize that each racial/cultural group has its own strengths and needs will increase from 59% (students), 48% (staff) to 80% (students and staff) by 2020.

Data Connections

Summarize Student ELA Achievement using multiple data sources

Our disaggregated achievement data for reading, particularly our SBA ELA, DIBELS and MAP results, indicated achievement gaps for our Hispanic, low-income, ELL and special education students.

We then analyzed attendance and discipline data for these students to determine if either of these may have contributed to the achievement gaps. Discipline and attendance did not prove to be a contributing factor for our ELL, and special education students. At this time are unable to determine a connection between attendance and discipline and the achievement gap of our low-income students.

Our attendance data for our Hispanic students indicates a disparity between enrollment and attendance for that subgroup. Over the past four years, the disparity is about 3-4%.

Summarize Student Math Achievement using multiple data sources

Our disaggregated achievement data for math, particularly our SBA Math and MAP results, indicated achievement gaps for our Hispanic, low-income, ELL and special education students.

We then analyzed attendance and discipline data for these students to determine if either of these may have contributed to the achievement gaps. Discipline and attendance did not prove to be a contributing factor for our

ELL, and special education students. At this time are unable to determine a connection between attendance and discipline and the achievement gap of our low-income students.

Our attendance data for our Hispanic students indicates a disparity between enrollment and attendance for that subgroup. Over the past four years, the disparity is about 3-4%.

SMART Goal 1

Subject Area: Math	
Our Reality: (*based on assessment data analysis*)	We had 84.3% of GR 3-5 students meet proficiency standards on the SBA Math assessment in 2016.
Our SMART Goal: (*based on target population and your reality*)	The percentage of all GR 3-5 students meeting standard on the SBA Math assessment will increase from 84.3% to 89% in 2020.

Action Plan

Action Step **SWT 2/LAP**	Teachers will increase levels of student engagement.			
Evidence of Implementation	**Evidence of Impact**	**Leadership Responsibility**	**PD**	
August Teachers will participate in training that addresses the following: • Introduce student-to-student talk and choral response procedures focus. • Communicate rationale for this focus. • Define student-to-student talk and choral response. • Differences and rationale for using these strategies. • Video clips of effective use. Teachers will intentionally plan choral response into each lesson. Teachers will effectively implement choral response.			August 31st Staff Meeting (2 Building Hours): http://explicitinstruction.org/video-elementary/elementary-video-1/ • Staff self-assessment on use of choral response and student-to-student talk. (Make Google form.) • Why we use choral response: for short answers that are all the same, for fact recall, quick review, oral practice of vocabulary • Ways to use choral response: signal/transition words, management, constantly review. • Clear and consistent procedure: 1. Ask question, 2. Teacher puts up hands to indicate silence (wait/think time)., 3. Lower hands and give a consistent cue word, such as "Everyone."	
September-Mid-November Choral Response Teachers will intentionally plan choral response into each lesson. Teachers will effectively implement choral response.	Administrators look for student choral response in classrooms during classroom observations. (Set a baseline for numbers of	Administrators will go into classrooms to collect data. Lyn and Pierre train in AR/STAR.	2 Building Hours (September 20th; 3:40-5:40): • Teams work together to plan choral response into each lesson. (Use list of ELA and Math words as a starting point. Stephanie has list.) • Lyn gives training with how to get more detailed data from STAR and AR. (30 minutes)	

	classrooms using choral response.) Analysis of iReady Math data.		• Analyze baseline data. Look at gaps in ELL and SPED. Teams fill out a template of "look fors."
Mid-November- January Student-to-Student Talk: Teachers will intentionally plan student-to-student talk into each lesson. Teachers will effectively implement student-to-student talk.	Administrators look for student <u>choral response and student-to-student talk</u> in classrooms during classroom observations. (Set a baseline for numbers of classrooms using student-to-student talk.) Analysis of iReady Math data.	Administrators will go into classrooms to collect data. Provide look fors in the data.	2 Building Hours (January 24th; 3:40-5:40): • Analyze MAP Reading, DIBELS benchmark and iReady Math data. Look at gaps and ELL and SPED. Teams fill out a template of "look fors." • Introduce student-to-student talk: • https://www.scoe.org/files/archer_grade2.pdf • Assign partners ahead of time. • Number partners (only #1 and #2). • Clear expectations for students: Look, lean, whisper • Have a cue word or signal to bring class back together quickly.
February-April Student-to-Student Talk (Using sentence starters): Teachers will intentionally plan sentence starters to use for student-to-student talk into each lesson. Teachers will effectively implement the use of sentence starters when using student-to-student talk.	Administrators look for student <u>choral response, student-to-student talk and use of sentence starters</u> in classrooms during classroom observations. Analysis of iReady Math data.	Staff meeting agenda. Monitor student responses in walk throughs.	Staff Meeting (February 6th; 8:00-8:20) • Anita Archer data about the importance of restating and answering in complete sentences. • Discuss teaching students how to restate questions as answers and the importance of doing this consistently. • Ways to use sentence starters: written on board/Avervision or teacher gives orally. • Hold students accountable for using sentence starters when responding.

April-June	Analysis of iReady Math data and SBA Math data.	Administrators hand back template of analyzed data.	Staff Meeting (April 3rd; 8:00-8:20):
Student -to-Student Talk (Students share out): Teachers will intentionally listen in to students during their student-to-student talk and then ask specific students to share out.			- How to increase accountability for student-to-student talk. - Teachers actively listen to student partners and write down what the partners shared. Let specific students know they will share with the class. - Procedures for students sharing and the class listening to response. Grade-Level PLC meeting in gym. Teams fill out same template of data "look fors."

Action Step **SWT 2/LAP**	Teachers will intentionally engage students in using assessment data to take ownership of their learning.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Teachers will participate in training that addresses the following: - Introduce how student self-assessment and goal-setting go together. - Communicate rationale for this focus. - Define student self-assessment and examples. - Define student goal-setting and qualities of a well-written goal. Teachers will set up data binders/folders to track student data.			1 Building Hour (August 31st): - Video clip of student self-assessment and goal-setting (rationale and examples). - Examples of how to organize and track data binders/folders. The goal is to make data easy to find and USE. - Teachers set up data binders/folders to track student data.
September-Mid-November Teachers will work in teams to develop a menu of goals that students will self-assess. Teachers will work in teams to develop the ways students will regularly track their data on the goals.	Students can easily share their reading and math goals when asked. Analysis of iReady Math data.	SIP team members come up with example menu of goals that students will self-assess.	Grade-level PLC time (October 2nd): - Teachers work in teams to develop a menu of goal that students will self-assess. - Teachers will work in teams to develop the ways students will regularly track their data on the goals.

November: Teachers will conduct a goal-setting conference with students (possibly parents as well, at conference time) to write a minimum of one reading goal and one math goal (other areas can include writing, social skills, science, etc.) Teachers will make goals visible to students and teacher.			
Mid-November- January Teachers will help students track data on their goals. Teachers will meet with students on a monthly basis to evaluate their progress towards their goals.	Students can easily share their reading and math goals when asked. Analysis of iReady Math data.	Add a monthly goal-setting motivational video clip to announcements. (Melissa)	Staff meeting (Date? Time?): • Ideas for how to check-in with their students to help them evaluate their progress toward their goals.
February-April Teachers will help students track data on their goals. Teachers will meet with students on a regular basis to evaluate their progress towards their goals.	Students can easily share their reading and math goals when asked. Students share progress towards goals. Analysis of iReady Math data.		
April-June Teachers will help students track data on their goals. Teachers will meet with students on a regular basis to evaluate their progress towards their goals.	Students can easily share their math goals when asked. Students share progress towards goals.		

	Analysis of iReady Math data and SBA Math data.		

Alignment to District Improvement:

SMART Goal 2

Subject Area: ELA

Our Reality: (*based on assessment data analysis*)	We had 79.9% of GR 3-5 students meet proficiency standards on the SBA ELA assessment in 2016.
Our SMART Goal: *(based on target population and your reality)*	The percentage of all GR 3-5 students meeting standard on the SBA ELA assessment will increase from 79.9% to 84% in 2020.

Action Plan

Action Step **SWT 2/LAP**	Teachers will increase levels of student engagement.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Teachers will participate in training that addresses the following: • Introduce student-to-student talk and choral response procedures focus. • Communicate rationale for this focus. • Define student-to-student talk and choral response. • Differences and rationale for using these strategies. • Video clips of effective			August 31st Staff Meeting (2 Building Hours): http://explicitinstruction.org/video-elementary/elementary-video-1/ • Staff self-assessment on use of choral response and student-to-student talk. (Make Google form.) • Why we use choral response: for short answers that are all the same, for fact recall, quick review, oral practice of vocabulary • Ways to use choral response: signal/transition words, management, constantly review. • Clear and consistent

			procedure: 1. Ask question, 2. Teacher puts up hands to indicate silence (wait/think time)., 3. Lower hands and give a consistent cue word, such as "Everyone."
use. Teachers will intentionally plan choral response into each lesson. Teachers will effectively implement choral response.			
September-Mid-November Choral Response Teachers will intentionally plan choral response into each lesson. Teachers will effectively implement choral response.	Administrators look for student choral response in classrooms during classroom observations. (Set a baseline for numbers of classrooms using choral response.) Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).	Administrators will go into classrooms to collect data. Lyn and Pierre train in AR/STAR.	2 Building Hours (September 20th; 3:40-5:40): • Teams work together to plan choral response into each lesson. (Use list of ELA and Math words as a starting point. Stephanie has list.) • Lyn gives training with how to get more detailed data from STAR and AR. (30 minutes) • Analyze baseline data. Look at gaps in ELL and SPED. Teams fill out a template of "look fors."
Mid-November- January Student-to-Student Talk: Teachers will intentionally plan student-to-student talk into each lesson. Teachers will effectively implement student-to-student talk.	Administrators look for student choral response and student-to-student talk in classrooms during classroom observations. (Set a baseline for numbers of classrooms using student-to-student talk.) Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).	Administrators will go into classrooms to collect data. Provide look fors in the data.	2 Building Hours (January 24th; 3:40-5:40): • Analyze MAP Reading, DIBELS benchmark and iReady Math data. Look at gaps and ELL and SPED. Teams fill out a template of "look fors." • Introduce student-to-student talk: • https://www.scoe.org/files/archer_grade2.pdf • Assign partners ahead of time. • Number partners (only #1 and #2). • Clear expectations for students: Look, lean, whisper • Have a cue word or signal to bring class back together quickly.

February-April Student-to-Student Talk (Using sentence starters): Teachers will intentionally plan sentence starters to use for student-to-student talk into each lesson. Teachers will effectively implement the use of sentence starters when using student-to-student talk.	Administrators look for student choral response, student-to-student talk and use of sentence starters in classrooms during classroom observations. Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).	Staff meeting agenda. Monitor student responses in walk throughs.	Staff Meeting (February 6th; 8:00-8:20) • Anita Archer data about the importance of restating and answering in complete sentences. • Discuss teaching students how to restate questions as answers and the importance of doing this consistently. • Ways to use sentence starters: written on board/Avervision or teacher gives orally. • Hold students accountable for using sentence starters when responding.
April-June Student -to-Student Talk (Students share out): Teachers will intentionally listen in to students during their student-to-student talk and then ask specific students to share out.	Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).	Administrators hand back template of analyzed data.	Staff Meeting (April 3rd; 8:00-8:20): • How to increase accountability for student-to-student talk. • Teachers actively listen to student partners and write down what the partners shared. Let specific students know they will share with the class. • Procedures for students sharing and the class listening to response. Grade-Level PLC meeting in gym. Teams fill out same template of data "look fors."

Action Step **SWT 2/LAP**	Teachers will intentionally engage students in using assessment data to take ownership of their learning.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD

SIP Template

August			1 Building Hour (August 31st):
Teachers will participate in training that addresses the following: • Introduce how student self-assessment and goal-setting go together. • Communicate rationale for this focus. • Define student self-assessment and examples. • Define student goal-setting and qualities of a well-written goal. Teachers will set up data binders/folders to track student data.			• Video clip of student self-assessment and goal-setting (rationale and examples). • Examples of how to organize and track data binders/folders. The goal is to make data easy to find and USE. • Teachers set up data binders/folders to track student data.
September-Mid-November Teachers will work in teams to develop a menu of goals that students will self-assess. Teachers will work in teams to develop the ways students will regularly track their data on the goals. November: Teachers will conduct a goal-setting conference with students (possibly parents as well, at conference time) to write a minimum of one reading goal and one math goal (other areas can include writing, social skills, science, etc.) Teachers will make goals visible to students and teacher.	Students can easily share their reading and math goals when asked. Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).	SIP team members come up with example menu of goals that students will self-assess.	Grade-level PLC time (October 2nd): • Teachers work in teams to develop a menu of goal that students will self-assess. • Teachers will work in teams to develop the ways students will regularly track their data on the goals.

SIP Template

Mid-November- January Teachers will help students track data on their goals. Teachers will meet with students on a monthly basis to evaluate their progress towards their goals.	Students can easily share their reading and math goals when asked. Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).	Add a monthly goal-setting motivational video clip to announcements. (Melissa)	Staff meeting (Date? Time?): • Ideas for how to check-in with their students to help them evaluate their progress toward their goals.
February-April Teachers will help students track data on their goals. Teachers will meet with students on a regular basis to evaluate their progress towards their goals.	Students can easily share their reading and math goals when asked. Students share progress towards goals. Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).		
April-June Teachers will help students track data on their goals. Teachers will meet with students on a regular basis to evaluate their progress towards their goals.	Students can easily share their reading goals when asked. Students share progress towards goals. Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data).		
Alignment to District Improvement:			

SMART Goal 3

This goal supports the development of a learning environment where race, class, ethnicity, or other personal characteristics will cease to be a determining factor in the success of any student, closes gaps, and raises achievement for all students.

Subject Area: Cultural Competence and Awareness

Our Reality: (*based on assessment data analysis*)	On the 2016 CEE Survey, the percentage of all GR 4-5 students and staff who identify almost always/often true that the school provides activities that recognize that each racial/cultural group has its own strengths and needs was 59% (students), 48% (staff).
Our SMART Goal: *(based on target population and your reality)*	On the CEE Survey, the percentage of all GR 4-5 students and staff who identify almost always/often true that the school provides activities that recognize that each racial/cultural group has its own strengths and needs will increase from 59% (students), 48% (staff) to 80% (students and staff) by 2020.

Action Plan

Action Step **SWT 2/LAP**	Deep Equity Training		

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Teachers will participate in phase two work.		Deep Equity Cohort 1	2 building hours (8/31, 1:00-3:00 - Culture toss - Paw print/I Am Poems (teacher complete their own) - Cohort 1 shares personal journey
September-Mid-November Teachers will lead students in creating Wildcat Pawprints.	Reading - Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data). Math - Analysis of iReady Math data.		

Mid-November- January Teachers will lead students in creating Wildcat Pawprints.	Reading - Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data). Math - Analysis of iReady Math data.		
February-April Teachers will lead students in creating Wildcat Pawprints.			
April-June	Reading - Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data). Math - Analysis of iReady Math data.		

Action Step **SWT 2/LAP**	Implement classroom activities that educate and celebrate a variety of cultures, races, and languages.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Introduce staff to community circles - Intended to encourage students to share about their own language, culture, and experiences, and for all students to hear and learn about other languages, cultures, and experiences.			1 Building Hour (August 31st): • Video - the importance of relationships http://abcnews.go.com/GMA/video/teacher -personalized-handshakes-single-students-45196089 • Introduce Seven Principles for Culturally Responsive Teaching (pg. 174 in Deep Equity book). • https://www.ted.com/talks/rita_pie rson_every_kid_needs_a_champio n • Use Morning Meetings book as a resource to guide introduction of

			Community Circles. • Video of Community Circle?
September-Mid-November All classrooms implement weekly community circles into classroom routine. Establish tone and trust. Create working agreements. Teacher will need to model this initially. September - Staff make Wildcat Paws to display (Culture - family, traditions, languages, places) October - Fifth graders make Wildcat Pawprints to display	Reading - Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data). Math - Analysis of iReady Math data.		
Mid-November- January Teachers continue weekly community circles. Teachers increasingly place more emphasis on sharing about culture, ethnicity, race, and language. November/December - Fourth graders make Wildcat Pawprints to display January - Third graders make Wildcat Pawprints to display	Reading - Analysis of Reading MAP data and DIBELS data (progress monitoring and benchmark data). Math - Analysis of iReady Math data.		

SIP Template

February-April Teachers continue weekly community circles. February - Second graders make Wildcat Pawprints to display March - First graders make Wildcat Pawprints to display April - Kindergarteners make Wildcat Pawprints to display			
April-June Teachers continue weekly community circles. If have not done already - Teachers incorporate at least one classroom activity that focuses on culture, ethnicity, race, and language. Activities could be based on holidays, traditions, "All about me", Ancestry, etc.	CEE data on "*My school provides activities that recognize that each racial/cultural group has it's own strengths and needs*" question. Give on Google form to staff and fourth and fifth graders. Reading - Analysis of Reading MAP data, DIBELS data (progress monitoring and benchmark data) and SBA data. Math - Analysis of iReady Math data and SBA data.		

Alignment to District Improvement:

Planning and Implementation Calendar – SWT 4/LAP

Month	Topic	Hours	Staff Meeting	Waiver Day
August	28th-Data and SIP Plan 31st- Engagement Strategies and Community Circles; 7 Principles of Culturally Responsive Teaching; Self-Assessment and Goal Setting	3 hours (Principal hours) 6 hours (28 hours)		
September	20th-Choral Responses and data analysis	2 hours (28) Notes: Hand out Sally's template for data analysis		
October			Attendance lists: Confirm communications with families (face to face, phone calls, etc.) Establish communication plan.	
November	Goal Setting conference with students prep	2 hours (28)		
December				
January	24th-Student-to-Student Talk training and data analysis	2 hours (28) Notes: Hand out Sally's template for data analysis		

February			6th-Anita Archer-Importance of restating and answering in complete sentences.	
March	2nd-Spring Conferences for At-risk students	2 hours (28)		
April			3rd- How to share out Notes: Hand out Sally's template for data analysis Meet in the gym during PLC	
May				
June				

Budget – SWT- 10/LAP
Insert Budget Page here.

SIP Template