SIP Template

Planning Year 2019-2020

Implementation September 2020-June 2023

Lea Hill

School Improvement Plan

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

<div align="center">

September 2019-June 2022
Auburn School District Strategic Plan

</div>

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

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

In the Auburn School District, it means:

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

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

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

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

School			
Date of SIP Team District Goal Review:			
SIP Team Members:			

SIP Template

School Improvement Team Signatures 2019-2020		
Date Submitted:		**Date of School Board Approval:**	
Name	**Title/Position**	**Signature**
Ed Herda	Principal	
Jodie Pomeroy	Parent	
	Student	
	Community Member	
Wendee Schoonover	Staff	
Liz Ray	Staff	
Becky Vroom	Staff	
Natalie Mocharnyy	Staff	
Amy Flores	Staff	
	Staff	
	Staff	
Each team must include staff, students, families, parents, and community members.		

SIP Template

Signatures for Approval

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Laurie Bishop	School Board	
Laura Theimer	School Board	
Arlista Holman	School Board	
Sheilia McLaughlin	School Board	
Ryan Van Quill	School Board	

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

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

School Mission

Lea Hill Elementary develops successful learners through engagement, equity, and compassion.

School Vision

A nurturing community where all children feel loved, respected, and encouraged to develop to their fullest potential through equity and opportunity.

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.
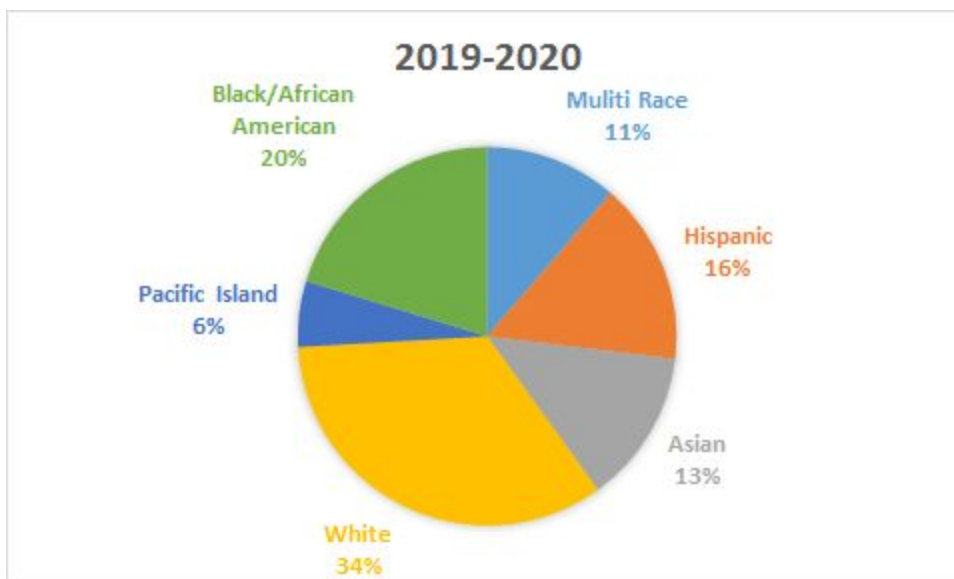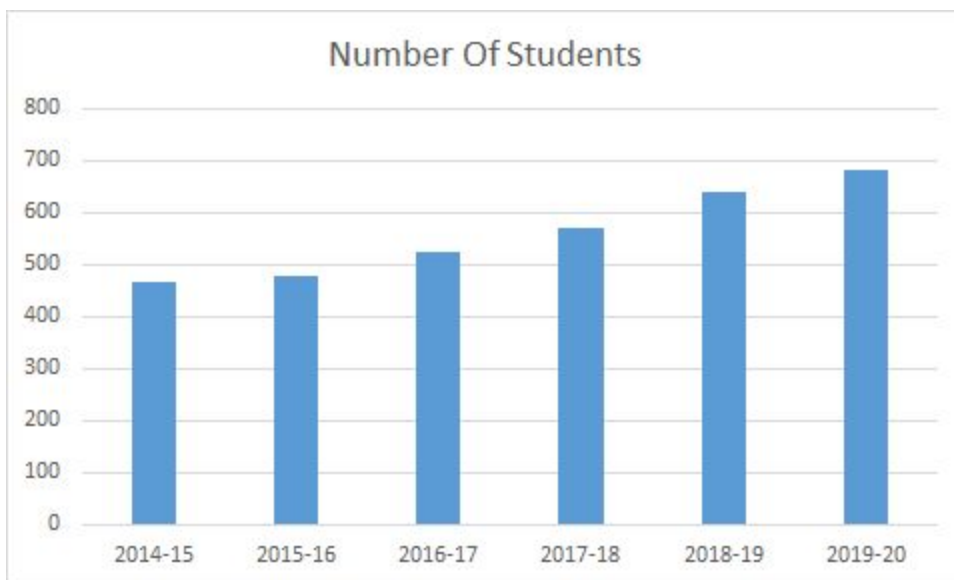
Stakeholder Input

This SIP team began meeting in November to begin planning the FRSIP process. Our team consists of our Principal, Assistant Principal, Instructional Specialist, Librarian and a first, third and fifth grade teacher. The team has met monthly to work on writing and revising our FRSIP document. We have also met with our entire staff to conduct a data carousel and write narrative statements, to prioritize challenges, and to gather feedback about the contents of the document. This document contains our past and current school data, our prioritized challenges, and the action steps we will implement to address these challenges. Input has been collected from all certificated staff who participated in staff meetings and brainstorming sessions throughout the year. They have also had the opportunity to view documents and provide feedback throughout the FRSIP process. Feedback from parent and student stakeholders have been incorporated in the form of data collected in the CEE survey and communication with the PTA, as well as informal day-to-day conversations.
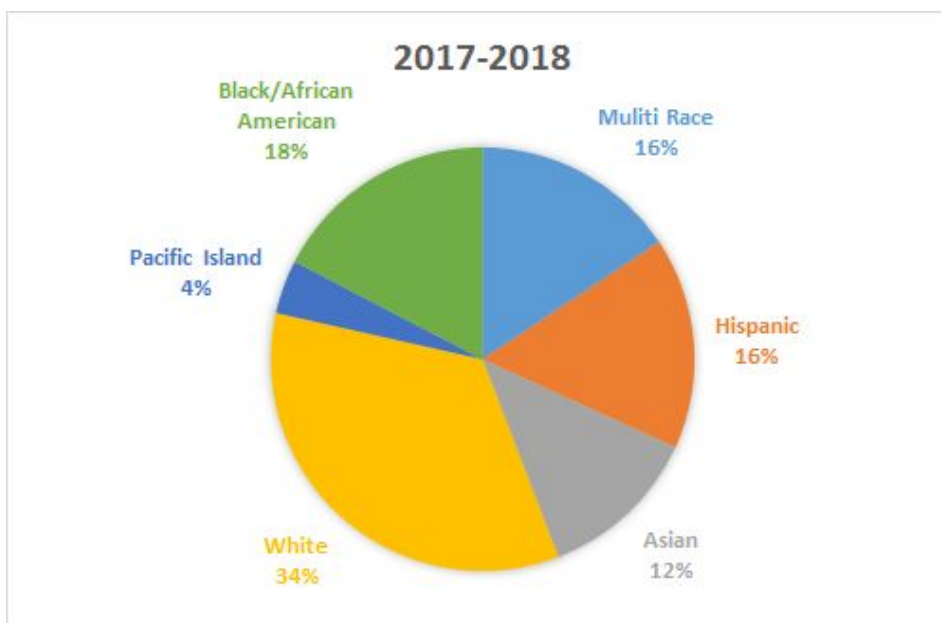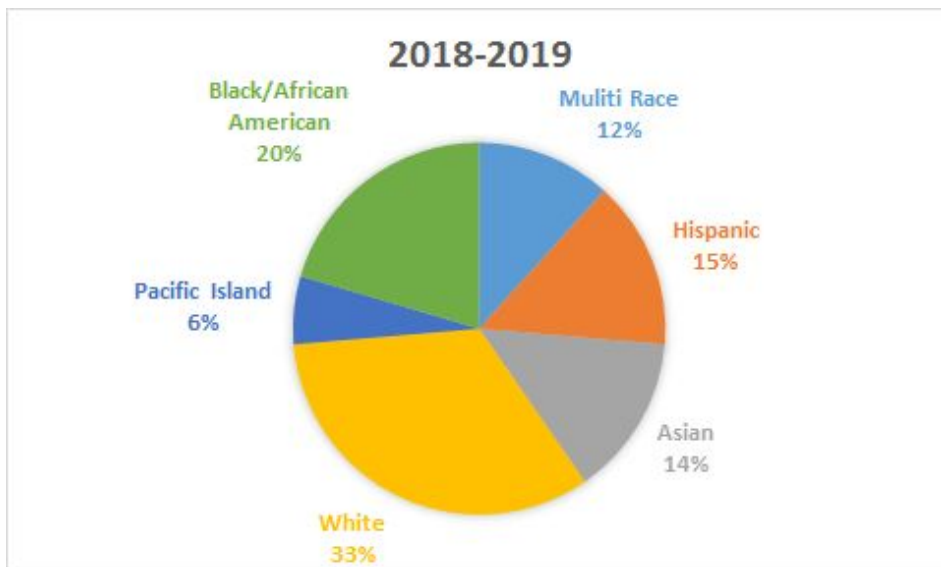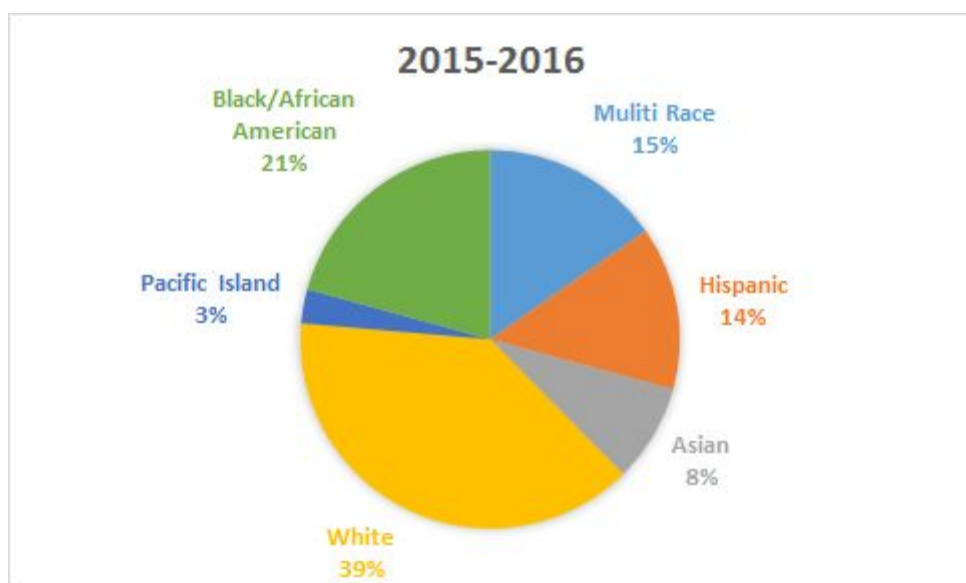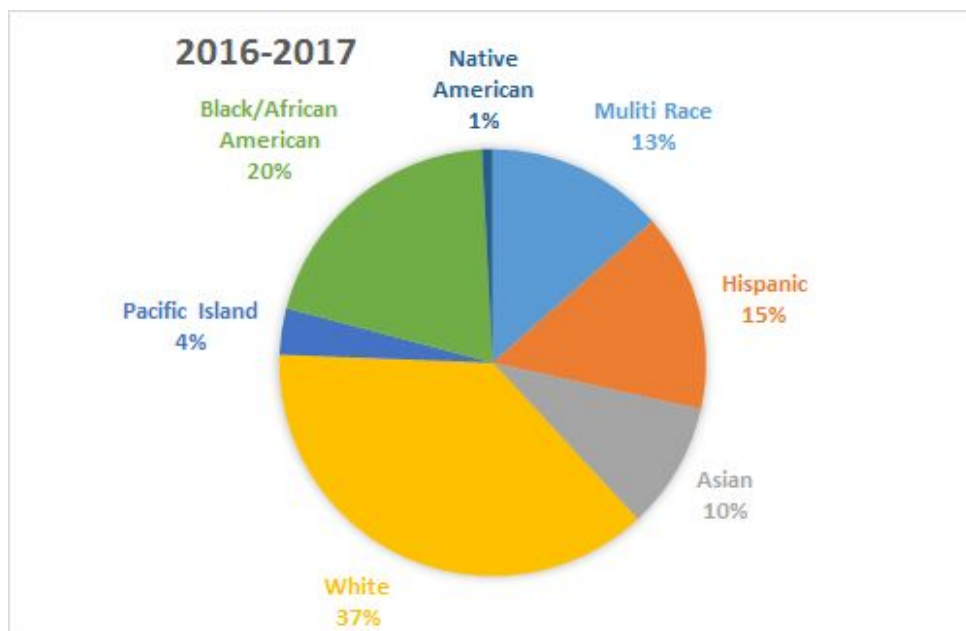
COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Demographic data

Staff reviewed six years of demographic data from 2015 - 2020. The overall enrollment experienced a dramatic increase from 478 students in 2015-2016 to 682 students in 2019-20, with the largest increase taking place in the 2017-18 school year. The EL population increased from 14% in 2015-16 to 37% in 2019-20. The white population at Lea Hill has decreased from 38% in 2015-16 to 35% in 2019-2020. The white EL population has increased from 21% in 2015-16 to 47% in 2019-20. The Black/African American population has increased slightly from 17% in 2015- 16 to 20% in 2019-20. The Black EL population has increased from 21% in 2015-16 to 37% in 2019-20. The percentage of low income students has increased from 65% in 2016 to 77% in 2020. The percentage of students with disabilities receiving special education services has decreased from 14% in 2016 to 11% in 2020.

SIP Template

2018-2019

- Black/African American 20%
- Muliti Race 12%
- Hispanic 15%
- Asian 14%
- White 33%
- Pacific Island 6%

2017-2018

- Black/African American 18%
- Muliti Race 16%
- Hispanic 16%
- Asian 12%
- White 34%
- Pacific Island 4%

SIP Template

2016-2017

Black/African American 20%
Native American 1%
Muliti Race 13%
Hispanic 15%
Asian 10%
White 37%
Pacific Island 4%

2015-2016

Black/African American 21%
Muliti Race 15%
Hispanic 14%
Asian 8%
White 39%
Pacific Island 3%

Discipline

Staff reviewed three years (2016-2019) of discipline data disaggregated by ethnicity and gender. The 2018-19 data would indicate that the disparity gap with the students of color is closing. In 2017-18 the Black/African American population was 14% of our enrollment and 30% of suspensions. In 2018-19 they were 20% of our enrollment and 25% of suspensions. In 2018-2019, the number of boys suspended (30) was about three times higher than girls suspended (9). In both 2016-2017 and 2018-2019, SWD accounted for about 50% of our total suspensions.

SIP Template

Suspensions by Race

Suspensions By Gender
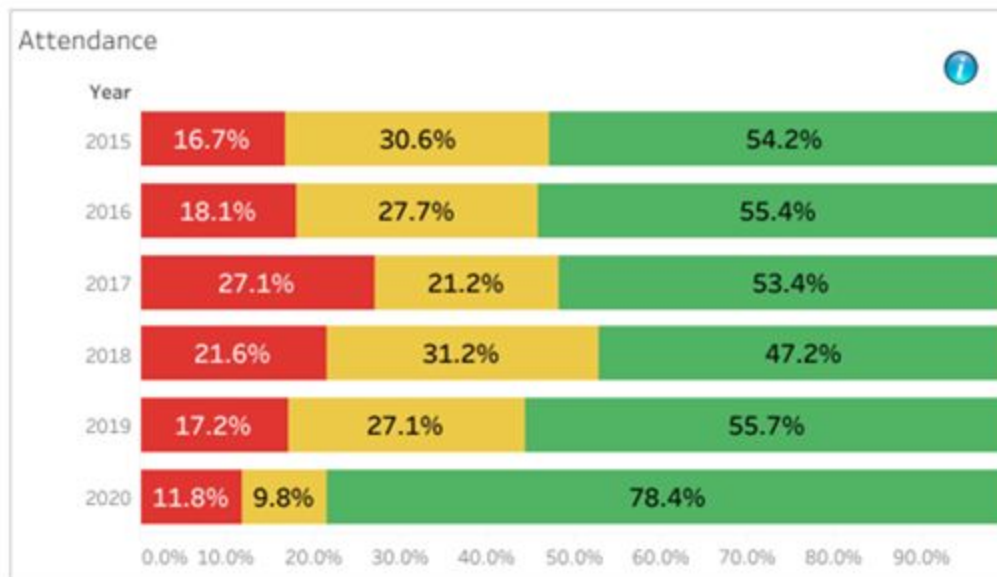

Suspensions By SWD Status
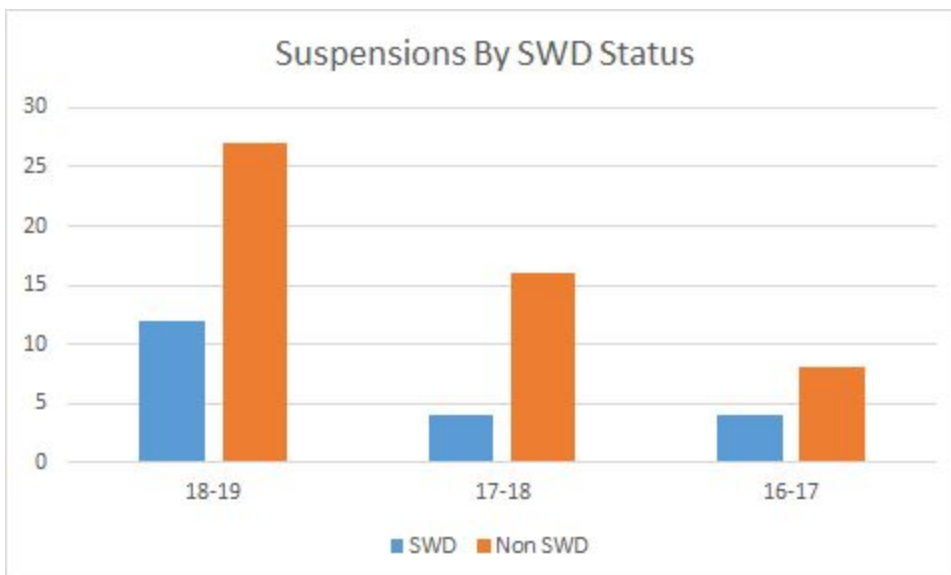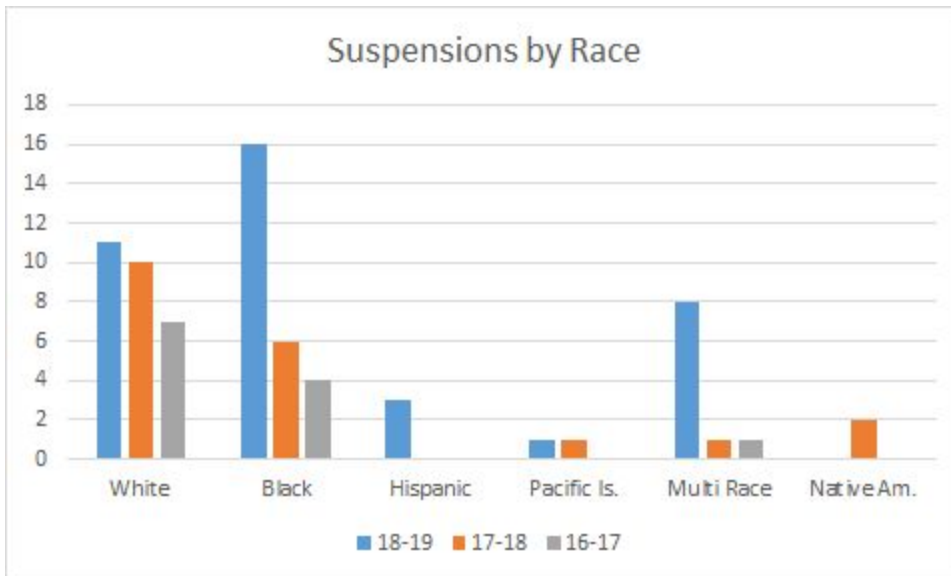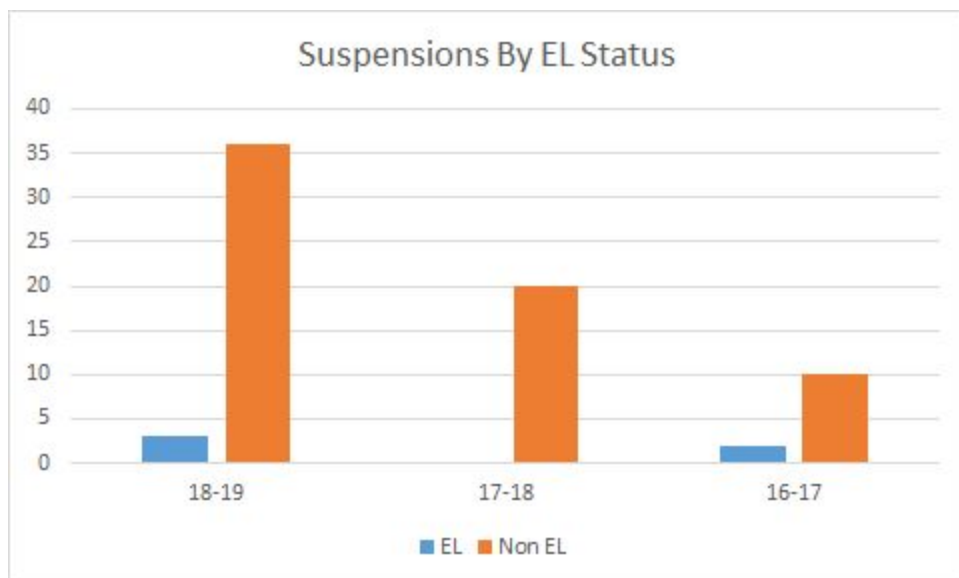
Attendance

Staff reviewed attendance data disaggregated by ethnicity, EL students and students with disabilities for the 2015-16 school year to the 2018-19 school year. Overall our attendance data shows little change from 2015-2019 even as our student population has increased by about 300 students, we remain around 55% of students considered On Target for attendance, as calculated by Tableau. The percent of EL students considered On Target for attendance has remained relatively consistent from 2015 to 2019, while the percent of Non-EL students considered on target for attendance decreased from 55% in 2015 to 32% in 2019. Black/African American students on target for attendance has decreased 9% from 2015 to 2019. No statistically significant trends were seen in the student with disabilities subgroup.
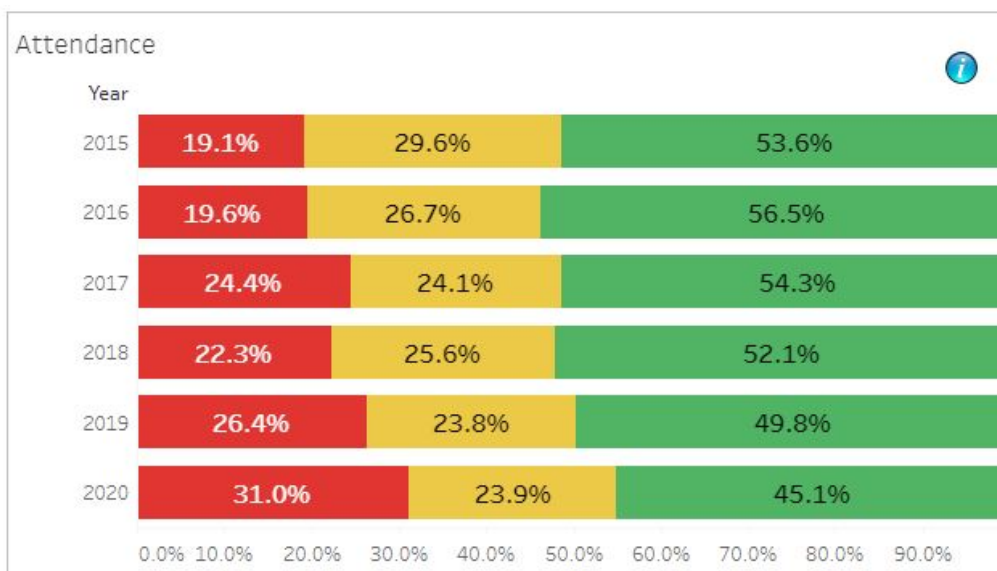
Lea Hill Attendance Data- All Students

SIP Template

Attendance for EL Students

Attendance			
Year			
2015	16.7%	30.6%	54.2%
2016	18.1%	27.7%	55.4%
2017	27.1%	21.2%	53.4%
2018	21.6%	31.2%	47.2%
2019	17.2%	27.1%	55.7%
2020	11.8%	9.8%	78.4%

Attendance for **Non** EL Students

Attendance			
Year			
2015	19.1%	29.6%	53.6%
2016	19.6%	26.7%	56.5%
2017	24.4%	24.1%	54.3%
2018	22.3%	25.6%	52.1%
2019	26.4%	23.8%	49.8%
2020	31.0%	23.9%	45.1%

SIP Template
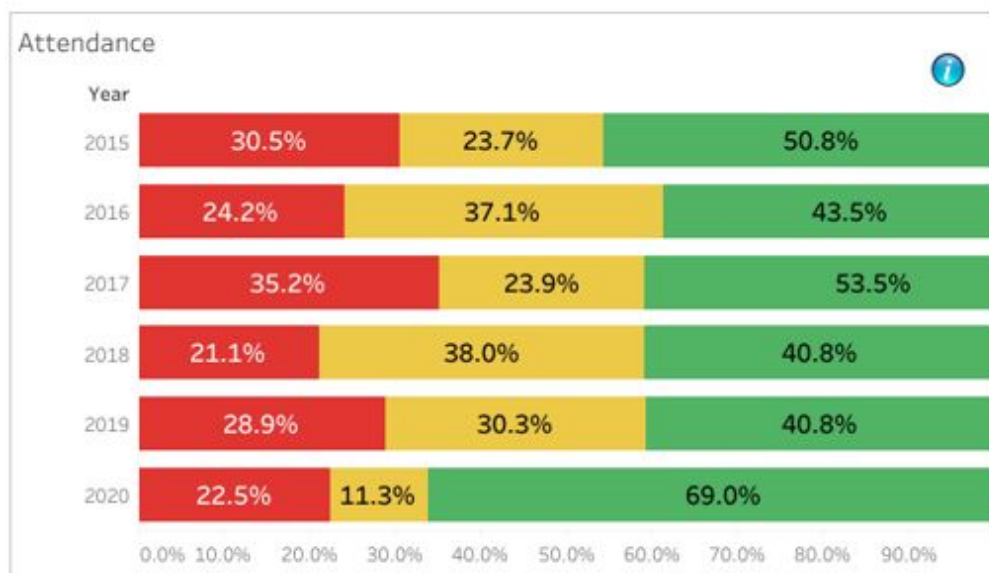
Attendance for **SWD**

Attendance for **Black/African American Students**
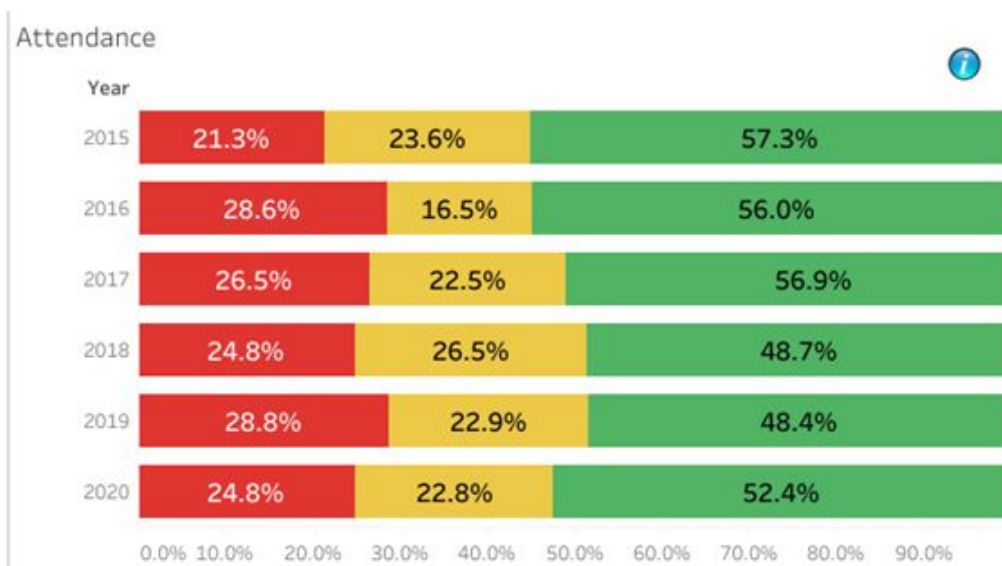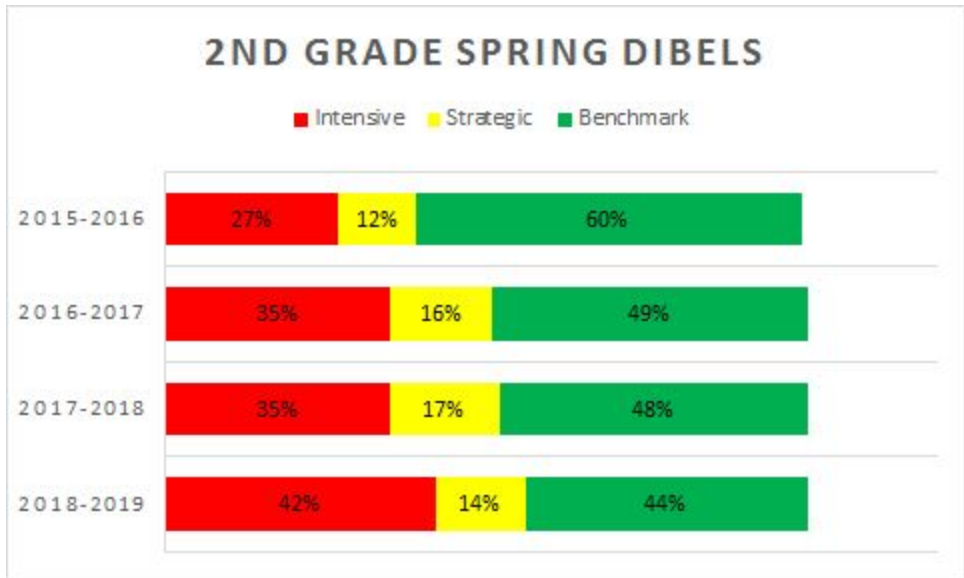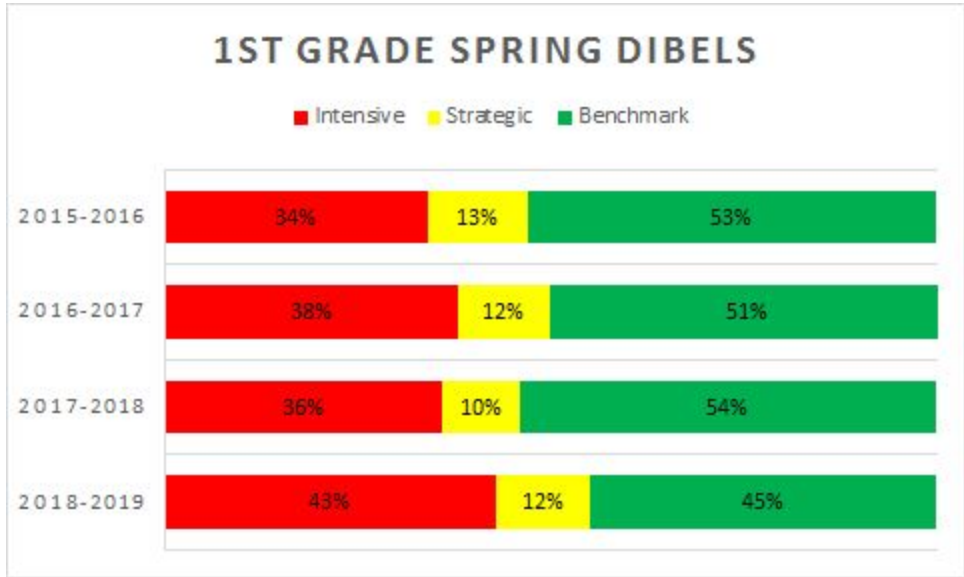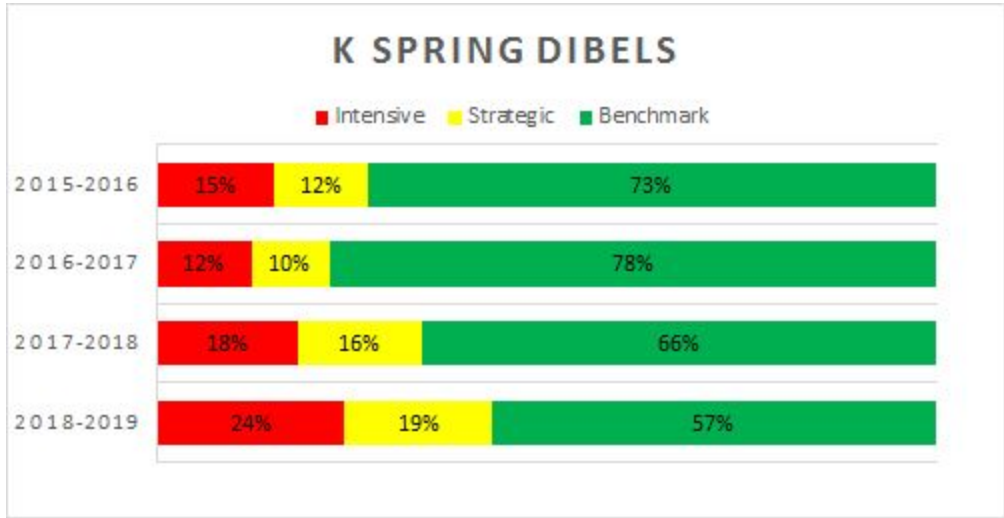

Data Analysis- DIBELS

Staff reviewed four years (2016-2019) of Spring DIBELS data disaggregated by grade bands and achievement levels. Each grade level has shown a decrease in students reading at Benchmark in the Spring: K 73% in 2016 to 57% in 2019, 1st 53% in 2016 to 45% in 2019, 2nd 60% in 2016 to 44% in 2019, 3rd 64% in 2016 to 41% in 2019, 4th 62% in 2016 to 41% in 2019 and 5th 60% in 2016 to 47% in 2019. The trend this data shows is that the percentage of students achieving benchmark is gradually decreasing each year. The performance gap in the Spring of 2019 between our EL and Non EL students K-5 is also of significance: K - 27%, 1st - 28%, 2nd - 47%, 3rd - 45%, 4th - 31% and 5th - 52%. EL students underperform when compared to their Non EL peers.

SIP Template

K SPRING DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Year	Intensive	Strategic	Benchmark
2015-2016	15%	12%	73%
2016-2017	12%	10%	78%
2017-2018	18%	16%	66%
2018-2019	24%	19%	57%

1ST GRADE SPRING DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Year	Intensive	Strategic	Benchmark
2015-2016	34%	13%	53%
2016-2017	38%	12%	51%
2017-2018	36%	10%	54%
2018-2019	43%	12%	45%

2ND GRADE SPRING DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Year	Intensive	Strategic	Benchmark
2015-2016	27%	12%	60%
2016-2017	35%	16%	49%
2017-2018	35%	17%	48%
2018-2019	42%	14%	44%

SIP Template

3RD GRADE SPRING DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Year	Intensive	Strategic	Benchmark
2015-2016	21%	16%	64%
2016-2017	24%	12%	63%
2017-2018	38%	14%	48%
2018-2019	53%	6%	41%

4TH GRADE SPRING DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Year	Intensive	Strategic	Benchmark
2015-2016	19%	19%	62%
2016-2017	24%	17%	59%
2017-2018	28%	17%	54%
2018-2019	38%	21%	41%

5TH GRADE SPRING DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Year	Intensive	Strategic	Benchmark
2015-2016	12%	28%	60%
2016-2017	22%	13%	64%
2017-2018	23%	10%	66%
2018-2019	34%	19%	47%

SPRING 2019 NON EL DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Grade	Intensive	Strategic	Benchmark
5TH	17%	20%	63%
4TH	26%	23%	51%
3RD	30%	11%	59%
2ND	26%	12%	62%
1ST	40%	8%	52%
K	5%	15%	80%

SPRING 2019 EL DIBELS

Legend: ■ Intensive ■ Strategic ■ Benchmark

Grade	Intensive	Strategic	Benchmark
5TH	71%	17%	11%
4TH	63%	17%	20%
3RD	86%	0%	14%
2ND	67%	19%	15%
1ST	71%	5%	24%
K	32%	15%	53%

Data Analysis- MAP/iReady (Reading and Math)

The 2019-2020 school year is our first year using iReady Math. This year we have shown an increase from 13% of students at grade level in the fall to 26% at grade level on the winter diagnostic. We will be implementing iReady Reading in the 2020-2021 school year.

SBA ELA

Staff reviewed four years of SBA ELA data (2016-2019) disaggregated by grade level. There has been a decrease in the percent of students meeting standard at each grade level: third grade 60% in 2016 to 39% in 2019, fourth grade 46% in 2016 to 22% in 2019 and fifth grade 47% in 2016 to 44% in 2019.

Staff also reviewed SBA ELA data disaggregated by students receiving EL services, SWD and ethnicity. The performance gap of students meeting standard, between EL and non EL students has grown for third and fifth but decreased in fourth grade from 2016 to 2019: third grade from 40% in 2017 to 52% in 2019, fourth grade from 46% in 2016 to 26%, and fifth grade 44% in 2018 to 47% in 2019. The narrowing of the gap at fourth
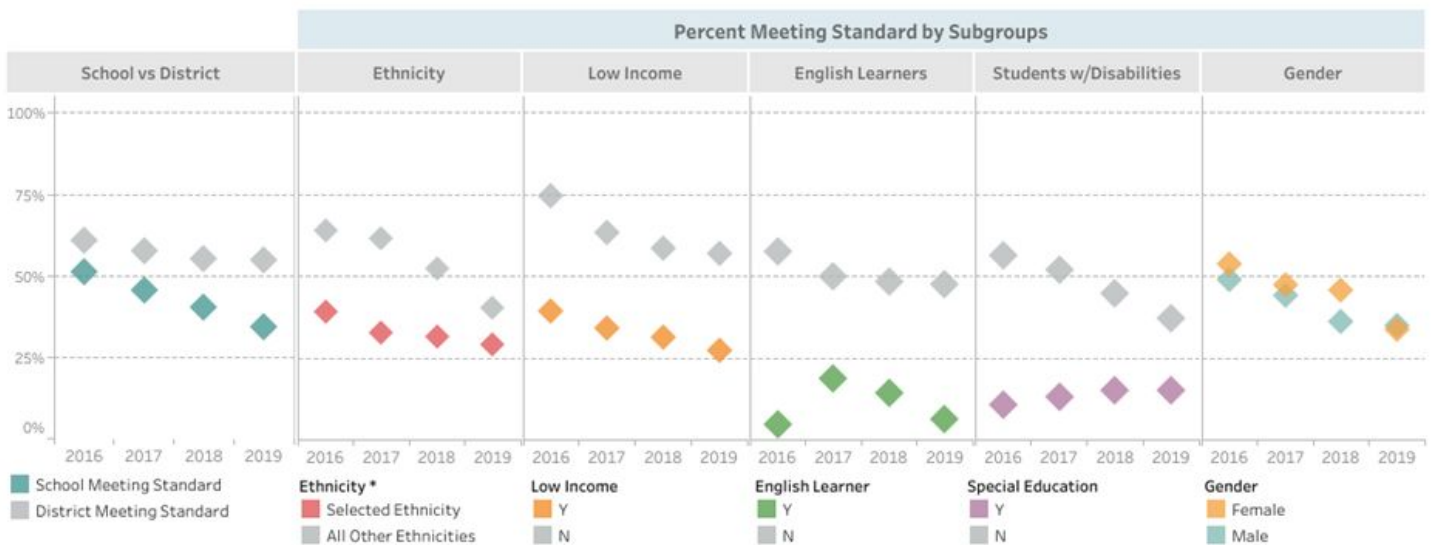
SIP Template

grade is attributed by the declining performance of our non EL students. The performance gap of students meeting standard between Students with Disabilities and Students without Disabilities has decreased for third and fourth and grown at fifth grade from 2016 to 2019: third grade from 39% in 2017 to 37% in 2019, fourth grade 33% in 2018 to 17% in 2019 and fifth grade 39% in 2018 to 44% in 2019. The narrowing of the gap at third and fourth grade is attributed to the declining performance of our Students without Disabilities. The performance gap of students meeting standard between our Students of Color and All other Ethnicities has decreased from 2016 to 2019: third grade 39% in 2016 to 14% in 2019, fourth grade 17% in 2016 to 8% in 2019 and fifth grade 20% in 2016 to 15% in 2019. This narrowing of the gap is due to the declining performance of students from all other ethnicities.
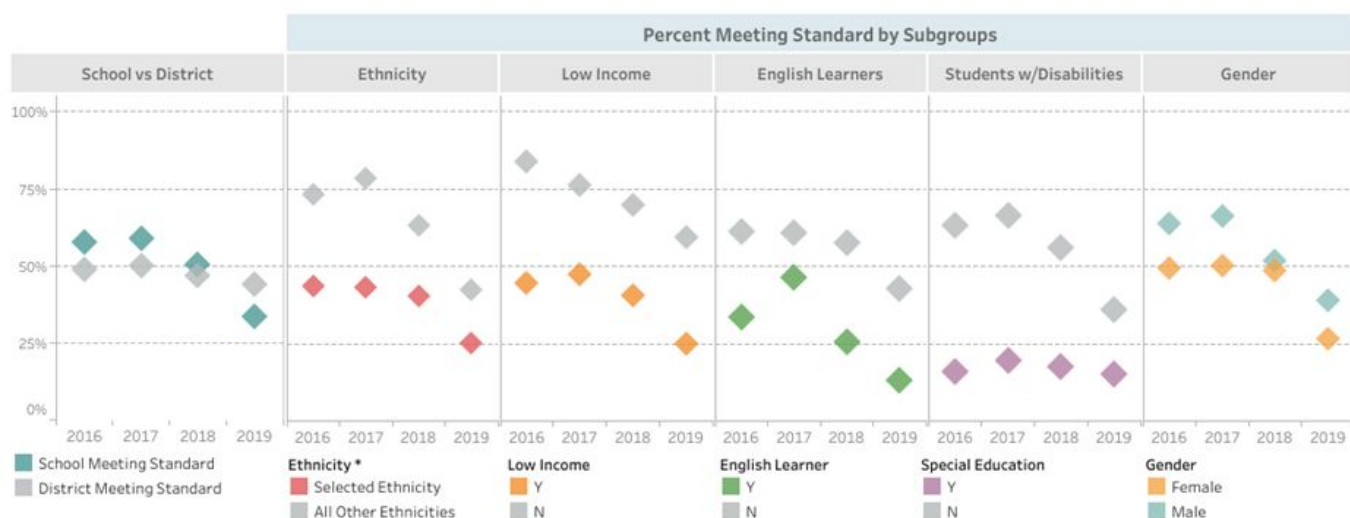

SBA Math

Staff reviewed four years of SBA Math data (2016-2019) disaggregated by grade level. There has been a decrease in the number of students meeting standard at each grade level: third grade 73% in 2016 to 44% in 2019, fourth grade 54% in 2016 to 25% in 2019 and fifth grade 44% in 2016 to 33% in 2019.

Staff also reviewed SBA Math data disaggregated by students receiving EL services, SWD and ethnicity. The performance gap of students meeting standard, between EL and non EL students has continued to grow for third and fourth grade and decreased at fifth grade from 2016 to 2019: third grade from 14% in 2017 to 24% in 2019, fourth grade from 4% in 2016 to 30% in 2019, and fifth grade 44% in 2018 to 35% in 2019. The narrowing of this gap in fifth grade is due to decline of performance of non EL students. The performance gap of students meeting standard between Students with Disabilities and Students without Disabilities has decreased from 2016 to 2019: third grade from 45% in 2017 to 19% in 2019, fourth grade 30% in 2018 to 20% in 2019 and fifth grade 50% in 2017 to 23% in 2019. The narrowing of the gap at each grade level is attributed to the declining performance of our Students without Disabilities. The performance gap of students meeting standard between our Students of Color and All other Ethnicities has decreased at third and fourth and grown at fifth grade from 2016 to 2019: third grade 37% in 2016 to 15%, fourth grade 31% to 21% and fifth grade 15% to 17%. The narrowing of the gap at third and fourth grade is attributed to the declining performance of our students from all other ethnicities.

Data Analysis- English Learner Data (include ELPA21)
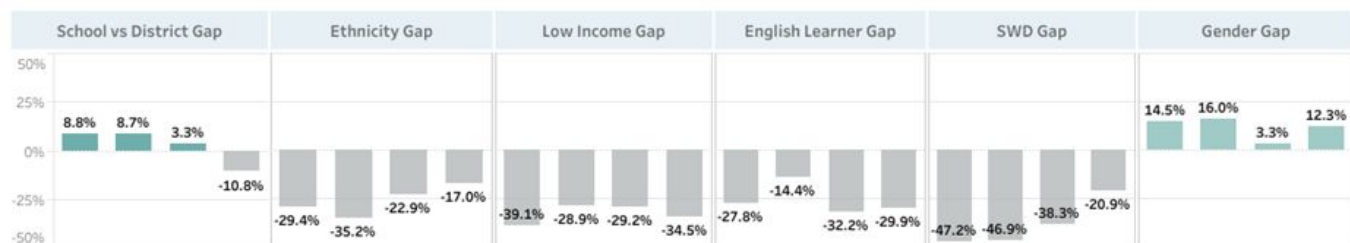
Staff reviewed four years of ELPA21 data (2016-2019). The gap between the ELA performance of EL students and non EL students has narrowed over the last four years. In 2015, the gap was 53% and decreased to 42% in

2019. The gap has remained fairly consistent in math in the years of 2016, 2018, and 2019 at 30%, with the exception of 2017 when it was 14%. Students meeting standard in science has declined from 33% in 2016 to 7% in 2019.

The percent of students exiting program has decreased from 12% in 2016 to 9% in 2019. Students progressing has shown a decrease of 21% over the previous three years.
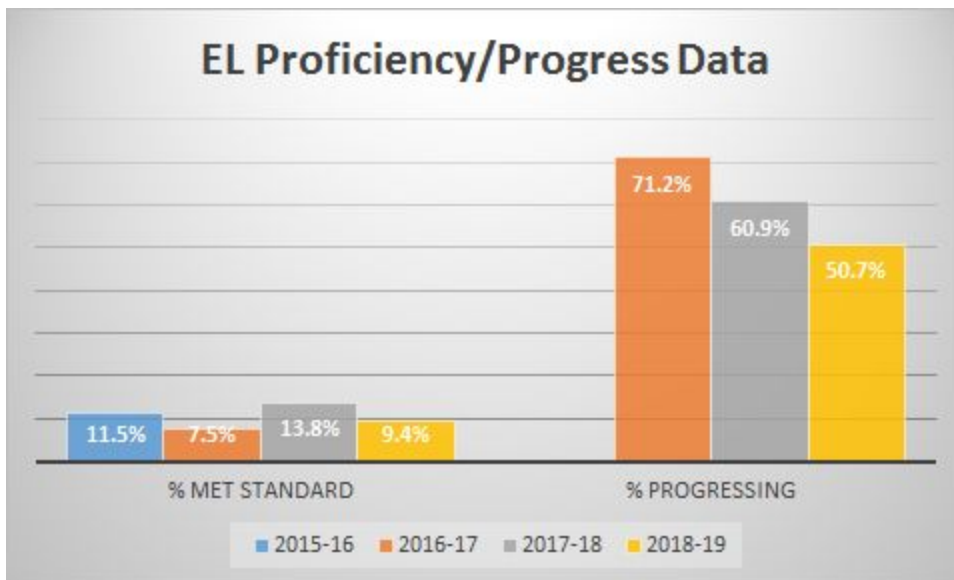
Data Analysis- Students with Disabilities

Staff reviewed five years (2014-2019) of SBA and WCAS data in the areas of math, ELA and science. Students with disabilities are consistently underperforming compared to their non-diabled grade level peers. Although, the data shows that they are steadily making progress. In 2016, 10.5% met standard in ELA. That number increased to 15% in 2019. Student math performance has remained consistent over the previous four years with 15% meeting standard in 2019. Science achievement has decreased from 14.3% in 2017 to 6.7% in 2019.
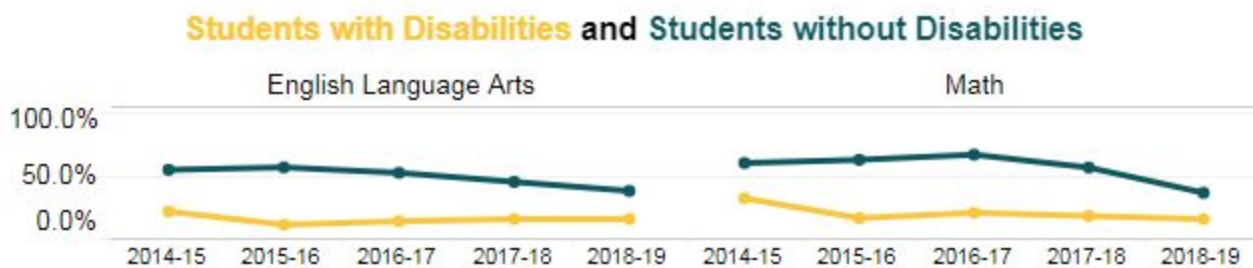
WCAS (Washington Comprehensive Assessment of Science)

Staff reviewed four years of SBA/WCAS science data (2015-2019) disaggregated by ethnicity, SWD and EL status. There is a persistent gap in the achievement of the Black/African American students, EL students, and students with disabilities when compared to other subgroups.   There has been a decrease in the performance

of these three subgroups as the populations of these groups has increased from 2016 to 2019. Overall science performance has decreased 40% over the last four years.

Data Analysis- CEE Perceptual Survey

Staff compared CEE data from 2016-2017 and 2018-2019 and looked for trends among all 3 groups surveyed. One area of challenge is parent and community involvement in 2018-2019. 27% of staff think that with important decisions we seek input from parents and the community, 48% of students say my parents/family participate in events or activities at this school, 50% of parents responded that they have input into plans for improving this school. The top increases from 2016-2017 to 2018-2019 were: staff - This school proactively addresses issues of diversity in a timely and effective manner, students - I see people like me in the books and materials used in my classroom, parents - Communication/materials I receive from the school are in a language I can understand. The greatest decreases from 2016-2017 to 2018-2019 were: staff - I regularly talk with my principal/supervisor about progress on instructional improvement goals, students - this school is orderly and well maintained, parents - most of the students at this school are well behaved.

SIP Template

c|e|e
The Center for Educational Effectiveness

By % Positive Responses   Lea Hill Elementary | Auburn School District

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Parent responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
CIA — Curriculum, Instruction & Assessment
MTL — Monitoring of Teaching & Learning
FPD — Focused Professional Development
CLTR — Cultural Responsiveness
D — District Support for Improvement

Characteristics Legend (Student-SEL)
AB — Academic Behaviors
FO — Future Orientation
SM — Self Management
GRIT — Perseverance/Grit
BELONG — Belonging and Identity
SE — Self-Efficacy and Mindsets
IS — Interpersonal Skills
CREATE — Creativity
CT — Critical Thinking

Staff Survey

Item	%
RTB — I am willing to work at changing my school for the better	100.0%
RTB — I welcome new ideas and change	97.6%
RTB — I am willing to be held accountable for student learning	94.1%
CIA — This school uses assessments aligned to standards and instruction	93.9%
HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	92.9%
C — When there is a problem in my school, we talk about how to solve it	39.0%
C — There is a willingness to address conflict in this school	36.6%
EL — I regularly talk with my principal/supervisor about progress on instructional improvement goals	36.4%
EL — Staff at all levels are treated fairly here	34.1%
PCI — With important decisions we seek input from parents and the community	26.7%

Student Survey

Item	%
HSE — My teacher(s) expect me to do my best	92.5%
CSF — My teacher(s) believe student learning is important	89.9%
SE — One of my goals in class is to learn as much as I can	88.1%
SE — It's important to me that I improve my skills this year	87.7%
C — My teacher(s) help us learn in more ways than just talking in front of class	87.1%
CSF — Students are involved in decisions about things that affect them in this school	53.6%
CSF — In my classes, students are busy doing schoolwork	51.3%
PCI — I see people like me in the books and materials used in my classroom	50.6%
SLE — Most students are respectful of others at this school	50.0%
PCI — My parents/family participate in events or activities at this school	48.3%

Parent Survey

Item	%
C — Communication/materials I receive from the school are in a language I can understand	92.6%
PCI — This school respects the different cultures represented in our community	92.0%
PCI — When I share concerns with my child's teacher, he/she listens	88.9%
SLE — School employees are respectful and courteous of one another	88.5%
HSE — Teachers in this school are dedicated to helping all students succeed	87.1%
C — This school communicates with me about my child's progress	54.8%
PCI — The improvement goals of this school are shared with all parents	51.6%
PCI — Parents/families have input into plans for improving this school	50.0%
CSF — I am informed about progress toward the improvement goals of this school	48.4%
SLE — Most of the students at this school are well behaved	42.3%

EES Toolkit - Top 5 and Bottom 5
EES © 2018 Center for Educational Effectiveness, Inc. All Rights Reserved.

Created on: 1/7/2019

c|e|e
The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses   Lea Hill Elementary | Auburn School District

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Do you see increases or decreases similar to what Staff or Student responses reflected?

Staff Survey

Item	%
SLE — This school proactively addresses issues of diversity (race, ethnicity, culture, gender, and sexual orientation) in a timely and effec...	11.9%
CIA — Lesson purpose is clearly communicated to students	10.9%
HSE — I believe that all students can meet state standards	8.3%
HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	5.1%
HSE — We hold one another accountable for behavior that is respectful of diversity	3.9%
EL — The school leadership team listens to my ideas and concerns	-29.5%
MTL — We reflect upon instructional practice to inform our conversations about improvement	-34.0%
EL — Staff at all levels are treated fairly here	-39.3%
PCI — With important decisions we seek input from parents and the community	-45.4%
EL — I regularly talk with my principal/supervisor about progress on instructional improvement goals	-52.0%

Student Survey

Item	%
PCI — I see people like me in the books and materials used in my classroom	16.8%
BELONG — I am comfortable asking my teacher(s) for help	16.1%
C — Adults in this school help me plan and set goals for my future	15.5%
EL — I am comfortable talking with my teacher(s)	14.5%
EL — I often see the principal or administrators around the school talking to students	14.5%
BELONG — I have a clear sense of my family's ethnic background	-8.6%
HSE — My teacher(s) expect all students to succeed, no matter who they are	-8.8%
CSF — In my classes, students are busy doing schoolwork	-11.2%
PCI — This school respects student differences	-11.6%
SLE — This school is orderly and well maintained	-16.1%

Parent Survey

Item	%
C — Communication/materials I receive from the school are in a language I can understand	2.1%
CUSTOM — I have the computer skills necessary to help my student with basic word-processing and internet access/searching	0.0%
CUSTOM — Staff at our school model an acceptance and appreciation for different ideas, opinions, learning and linguistic styles of stude...	-0.4%
CUSTOM — Our school explicitly teaches ways to talk about race/culture	-0.6%
HSE — My child is challenged with a rigorous, ambitious course of study at this school	-3.1%
SLE — In this school, time is spent doing work that students find useful and interesting	-32.8%
CUSTOM — The district communicates a clear purpose for technology integration	-34.0%
CSF — I am informed about progress toward the improvement goals of this school	-34.9%
PCI — Parents/families have input into plans for improving this school	-35.3%
SLE — Most of the students at this school are well behaved	-40.2%

EES Toolkit - Top 5 and Bottom 5 Change
EES © 2018 Center for Educational Effectiveness, Inc. All Rights Reserved.

Created on: 1/7/2019

SIP Template

Do respondents across all three surveys share common beliefs and perceptions?

c|e|e — The Center for Educational Effectiveness

Lea Hill Elementary | Auburn School District

Why use similar survey items across Staff, Parent and Student surveys?

By asking the same or very similar survey items of each stakeholder group, you can triangulate the data around potential school issues, illuminate themes or a specific challenge, and ultimately define a solution.

For example, if students feel safe at school but parents feel differently, why? Questions that have a large difference between groups warrant additional conversations.

Category	Item		'18-19
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	69%
	SLE — The rules about behavior are equally applied to all students in this school	Stu	74%
	CSF — This school has clear behavior rules that are consistently applied to all students	Par	73%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	78%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	80%
	SLE — Bullying/harassment is not tolerated in this school	Par	64%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	73%
	SLE — Student success is celebrated in this school	Stu	69%
	SLE — This school celebrates student success	Par	81%
Engaged Students	SLE — Students in this school are engaged in learning	Sta	61%
	SLE — I enjoy coming to this school	Stu	71%
	SLE — This school provides a caring/supportive environment for my child	Par	85%
High Expectations	HSE — Students understand the expectations and standards of this school	Sta	76%
	HSE — I understand the expectations and standards of this school	Stu	77%
	HSE — My child understands the expectations and standards of this school	Par	84%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	59%
	C — I get help from teachers or other adults in this school when I need it	Stu	82%
	MTL — Struggling students receive early intervention and additional help at this school	Par	85%
Orderly & Learning Focused	SLE — This school is orderly and supports learning	Sta	71%
	SLE — This school is orderly and well maintained	Stu	72%
	SLE — This school is orderly and supports learning	Par	81%
Safety	SLE — Students believe this school is a safe place	Sta	77%
	SLE — I feel safe at this school	Stu	78%
	SLE — My child feels safe at school	Par	78%

Change in % Positive Responses

	Staff Survey	Student Survey	Parent Survey
Behavior Standards	-14.0%	-1.3%	-24.5%
Bullying	-2.7%	-3.6%	-29.2%
Celebrating Success	-5.8%	-2.4%	-16.1%
Engaged Students	-17.7%	4.3%	-12.5%
High Expectations	-11.6%	-2.7%	-5.9%
Intervention for Struggling Students	-11.6%	10.2%	-12.1%
Orderly & Learning Focused	-10.6%	-16.1%	-9.2%
Safety	-8.2%	4.8%	-15.1%

What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

SIP Template

Parent Engagement – SWT 2/LAP

Parent engagement begins with creating an environment where all families are welcomed to the building and are encouraged to partner in their child's education. The addition of our Family Engagement Liaison has allowed us to further connect with families and to accommodate their needs. She hosts evening events so families can gather food and other household items from our food pantry. She also leads our Food to Go program to provide weekly food bags to students in need.

Events are offered throughout the school year to gather parents together for a variety of purposes, beginning with our Meet the Teacher Night prior to the start of school and Open House in October. Some of the events are intended for fun to focus on family connections. Other events have an academic focus to educate parents about how to help their child at home with reading or math. Our Title team also hosts events to educate parents about how to support their child in developing their reading skills. Our EL team hosts a Multicultural Night to learn about the different cultures represented at our school. Our PTA also hosts several family events such as Donuts with Dad, a Pancake breakfast, a book fair ice cream social, and Bingo Night.

Student Transitions – SWT 2 & 3/LAP

In order for ECE students to transition in Kindergarten, the ECE teachers meet with the Kindergarten and resource room teachers for ECE students to visit kindergarten classrooms. At the end of each year, grade levels meet to plan appropriate placements for the following year. Assessment data is made available to incoming teachers before the next school year. Pathways students are transitioned into general education classrooms for all or part of the school day when appropriate. In order to transition to 6th grade, the 5th grade teachers, counselor and special education teachers meet with middle school to discuss individual student needs. The middle school counselors and representatives come to the elementary school to help the 5th graders register for classes. Fifth graders visit the middle schools to see the campus and to become acquainted with the staff and procedures.

Assessment Decisions – SWT 3/LAP

In ELA, DIBELS is our primary method of assessing students for CORE reading groups and qualification for our Title program. Both correct words per minute and accuracy scores are analyzed. Teacher rating scales are also utilized to make these determinations. Additionally, in Kindergarten, first, and second grades, Read Well unit assessment results are considered. In grades 3-5, SBA scores are utilized for additional information. Wonders unit assessments are also utilized K-5. At all grade levels, school-wide data carousels and grade level data teams analyze assessment data to make instructional decisions for groups of students. Occasionally, additional diagnostic assessments are utilized to target specific deficits for individual students.

In math, district provided formative and summative assessments are utilized in grades K-5. In addition, we use monthly fact fluency and iReady diagnostic assessments. In grades 3-5, SBA scores are utilized for additional information. At all grade levels, school-wide data carousels and grade level data teams analyze assessment data to make instructional decisions for groups of students.

Effective, Timely Assistance – SWT 2 &3/LAP

Routine monitoring of grade level and building-wide data is utilized to make instructional decisions to respond to student needs. Weekly, monthly, and benchmark assessments are evaluated to determine services and to align services across programs. These assessments are also analyzed to make determinations about walk to read groups, small group interventions, extended day learning, and summer school. Instructional coaching cycles are also provided through the use of our building Instructional Specialist. Co-teaching opportunities are also made available with the help of our Instructional Specialist, a district technology Instructional Specialist, and a Student Special Services program specialist.

Prioritized 21Challenges

Goal 1 - ELA

1. In grades 3-5 the percent of white Non EL students meeting standard in reading as measured by the ELA SBA decreased from 76.1% in 2015 to 55.6% in 2019.

2. The percent of 5th grade students that measured benchmark on the DIBELS reading assessment in the fall of 2016 decreased from 66% to 47% in the spring of 2019.

3.The percent of 3rd grade students meeting standard in ELA as measured by the ELA SBA has decreased from 60.7% in 2015 to 39.6% in 2019.

4. ELPA 21 data shows that the percentage of EL students progressing toward standard decreased from 71% in 2016-17 to 51% in 2018-19.

5.The percent of 5th grade students meeting standard in science as measured by SBA/WCAS assessments has decreased from 74% in 2016 to 34% in 2019.

Goal 2 - MATH

1. In grades 3-5 the percent of black Non-EL students passing the math SBA decreased in 2015 from 36% to 5% in 2019.

2. In grades 3-5 the percent of black EL students meeting standard in math decreased from 25% in 2015 to 4% in 2019.

3. In grades 3-5 the percent of black Non-EL students meeting standard in math decreased from 35.7% in 2015 to 28.9% in 2019.

4. In grades 3-5 the percent of white EL students that met the standard in math as measured by SBA decreased from 33.3% in 2015 to 13% in 2019.

5. The percent of 3rd grade students meeting standard in math as measured by SBA has decreased from 61% in 2015 to 40% in 2019.

6. The percent of all 4th grade students meeting standard in math as measured by SBA has decreased from 53.5% in 2015 to 24% in 2019.

SIP Template

Goal 3

1. The percent of parents that believe that most of the students at this school are well-behaved decreased from 82% in 2016-17 to 40% in 2018-19.

2. The percent of staff that regularly talk with their principal about progress on instruction improvement goals decreased 52% from 2016-17 to 2018-19.

3. The number of students K-5 considered At Risk for attendance increased from 18.7% in 2015 to 23% in 2019.

4. There is an overall increase in suspensions from 12 in 2016-17 to 39 in 2018-19.

SMART Goal 1:

The percent of students meeting standard at each grade level will increase by at least 15% each year from spring 2020 to spring 2023 as measured by the ELA State assessment (SBA). (Third 38.5%, Fourth 21.9 % and Fifth 44.2%)

SMART Goal 2:

The percent of students meeting standard at each grade level will increase by at least 15% each year from spring 2020 to spring 2023 as measured by the Math State assessment (SBA). (Third 44.1 %, Fourth 24.8%, Fifth 32.7%)

SMART Goal 3:

The percent of students considered At Risk for Attendance will decrease from 23% in 2018-19 to 13% in 2023

SIP Template

SMART Goal 1

Subject Area: Literacy/ELA	
Target Population: *(based on demographic, discipline and attendance data analysis)*	There is a disparity in achievement for EL, SWD and Black/African American students at each grade level.
Our Reality: *(based on assessment data analysis)*	Student performance in all grade levels has decreased. The gap between our target sub groups (EL, SWD and Black/African American students) and students not within our targeted subgroups has decreased or narrowed due to a decrease in performance by students not within a targeted subgroup.
Our SMART Goal: *(based on target population and your reality)*	The percent of students meeting standard at each grade level will increase by at least 15% each year from spring 2019 (no data for 2020 due to early school closure) to spring 2023 as measured by the ELA State assessment (SBA). (Third 38.5%, Fourth 21.9 % and Fifth 44.2%)

Action Plan

Action Step SWT 2 & 3/LAP	Strengthen core reading instruction with targeted small group instruction. (Small Group Inst. - Hattie .47 ES)		
Evidence of Implementation	**Evidence of Impact**	**Leadership Responsibility**	**PD**
August **Teachers are provided time to take unit assessments to backwards plan* **Teachers are given time to create Exit Tickets that will be used to create future groups* *Core Tights:* *-No pull-outs during core* *-Minimum of one Exit Ticket per week* *~Unit Assessment scores will be added to LH data sheet using percentages within a week of assessment date* *~Learning Targets/Success Criteria are posted and referenced during lessons*	*Each grade level will create and administer CFAs created for each week to inform small group instruction		Wonders small group instruction training - BLD 28 Sep. 3rd Common Formative Assessments training - BLD 28 Sep. 3rd
September-Mid-November **Teachers will plan for and create small groups based upon previous year's data, online participation during the school closure, and Fall iReady diagnostic data.*	Analyze Fall iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 50% of their yearly stretch goal at the winter benchmark,	IS Admin Team PLC Leads Title 1 team	Grade level specific small group instruction training will happen during data team meetings -BLD 28 (1hour) (Sep)

SIP Template

Start small group instruction a minimum of once a week. Teachers have the flexibility to do more than one day a week. *Start using previously created Exit Tickets to inform grouping of students* *Teachers will use PLC time to discuss results of Exit Tickets and to create future Exit Tickets* *Core Tights:* *-No pull-outs during core* *-Minimum of one Exit Ticket per week* *~Unit Assessment scores will be added to LH data sheet using percentages within a week of assessment date* *~Learning Targets/Success Criteria are posted and referenced during lessons*	focusing on our EL, SWD and Black/African American Students Analyze Wonders Unit assessments looking for 20% more students at benchmark, (with focus on targeted subgroups) when compared to previous year's scores. All tests will be given online. Analyze Fall DIBELs Data to identify needs and set specific student goals for winter benchmark with focus on targeted subgroups. End of year goal is to have 100% of students at Benchmark. Analyze Progress Monitoring data to inform grouping of students and student needs, focusing on our targeted subgroups		Additional Standards based CFA training will occur during team common planning meetings with IS - After each iReady diagnostic
Mid-November- January *Continue Small group instruction with a minimum of twice per week. Teachers have the flexibility to do more than twice a week.* *Continue to use Exit Tickets to inform groupings* *Core Tights:* *-No pull-outs during core* *-Minimum of one Exit Ticket per week* *~Unit Assessment scores will be added to LH data sheet using percentages within a week of assessment date*	Analyze Fall iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 50% of their yearly stretch goal at the winter benchmark, focusing on our EL,	IS Admin Team PLC Leads Title 1 team	Additional Standards based CFA training will occur during team common planning meetings with IS - After each iReady diagnostic

SIP Template

~Learning Targets/Success Criteria are posted and referenced during lessons	SWD and Black/African American Students Analyze Wonders Unit assessment looking for 20% more students at benchmark, (with focus on targeted subgroups) when compared to previous year's scores. All tests will be given online Analyze Fall DIBELs Data to identify needs and set specific student goals for winter benchmark with focus on targeted subgroups. End of year goal is to have 100% of students at Benchmark. Analyze Progress Monitoring data to inform grouping of students and student needs with focus on our targeted subgroups		
February-April *Continue small group instruction with a minimum of three times per week. Teachers have the flexibility to do more than three times a week.* *Core Tights:* *-No pull-outs during core* *-Minimum of one Exit Ticket per week* *~Unit Assessment scores will be added to LH data sheet using percentages within a week of assessment date* *~Learning Targets/Success Criteria are posted and referenced during lessons*	Analyze Fall to Winter iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 100% of their yearly stretch goal at the Spring benchmark, focusing on our EL, SWD and Black/African American Students Analyze Wonders Unit assessment looking for 20% more students at benchmark, (with focus on targeted subgroups) when compared to previous year's scores.	Data entered into shared folder-IS Admin Team PLC Leads Title 1 team	Grade level specific small group instruction training will happen during data team meetings -BLD 28 (1hour) (Feb) Additional Standards based CFA training will occur during team common planning meetings with IS - After each iReady diagnostic

	All tests will be given online		
	Analyze Fall to Winter DIBELs Data to identify needs and set specific student goals for winter benchmark with focus on targeted subgroups. End of year goal is to have 100% of students at Benchmark		
	Analyze Progress Monitoring data to inform grouping of students and student needs, focusing on our targeted subgroups		
April-June *Continue small group instruction with a minimum of three times per week. Teachers have the flexibility to do more than three times a week.* *Core Tights:* *-No pull-outs during core* *-Minimum of one Exit Ticket per week* *~Unit Assessment scores will be added to LH data sheet using percentages within a week of assessment date* *~Learning Targets/Success Criteria are posted and referenced during lessons* *Review implementation of small group instruction, reflect on effectiveness and plan for year two of SIP* *Utilize spring benchmark data to identify students for summer school*	Analyze Winter to Spring iReady results to identify gaps in learning, to adjust instructional calendars for next year and review effectiveness of intervention strategies, focusing on EL, SWD and Black/African American students Analyze Wonders Unit assessments from the year to adjust assessment and instructional calendar. Review overall growth and intervention success, focusing on our targeted subgroups Analyze Spring DIBELs Data to identify strengths and weaknesses and set specific goals for the following year, focusing on our targeted subgroups	IS Admin Team PLC Leads Title 1 team	Grade level specific small group instruction training will happen during data team meetings -BLD 28 (1hour) (May/June) Additional Standards based CFA training will occur during team common planning meetings with IS - After each iReady diagnostic

	Analyze Progress Monitoring data to inform grouping of students and student needs, focusing on our targeted subgroups		
Action Step SWT 2 & 3/LAP	**Strengthen reading intervention with implementation of RTI (Hattie 1.09 ES)**		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August *Review of Intervention structure* *Intentionally plan Tier 1, 2, & 3 instructional materials. Teachers will receive additional training on resources as needed.* * Teachers will be given a menu of options that are grade level appropriate*		IS Admin Team PLC Leads Title 1 team	Explicit instruction around tiered supports and how to implement school-wide with push in support - BLD 28 Sep 3rd
September-Mid-November *Review groupings and instructional changes at PLCs as needed* *Grade levels will use district vetted materials to match the needs of students (Reference ASD approved materials list)* *Data Meeting #1 will focus on Tiering students and connecting materials with each group* *Reading Intervention Tights:* *K - Five days a week for 30 min* *1-3 - Five days a week for 45 min.* *4-5 - Four Days a week for 30 min.* *K-5 - Push in Model with intentional groupings and Tiered supports. Progress Monitoring will be entered into agreed upon data sheet the same week given*	Analyze Fall iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 50% of their yearly stretch growth goal at the winter benchmark, focusing on our EL, SWD and Black/African American Students Analyze Wonders Unit assessment looking for 20% more students at benchmark, focusing on targeted subgroups, when compared to previous year's scores. All tests will be given online Analyze Fall DIBELs Data to identify needs and set specific student goals for winter benchmark, focusing on targeted subgroups. End	IS Admin Team PLC Leads Title 1 team	Wonder Works and GLAD strategies training (Staff meeting) Data Meeting Sep. Bld 28 (1 Hr) Attend optional district offered ELA trainings (after school hours) ECRI Roadshow training (district offered during school day) iReady Reading Training (Common Planning Time)

	of year goal is to have 100% of students at Benchmark Analyze Progress Monitoring data to inform grouping of students and student needs, focusing on targeted subgroups		
Mid-November- January *Review groupings and instructional changes at PLCs as needed* *Grade levels will use district vetted materials to match the needs of students (Reference district approved materials list)* *Data Meeting #2 (Jan -Feb) will focus on Growth on benchmark assessments and common formative assessments. Look for gaps in learning and plan how to review learning to close gaps.* *Reading Intervention Tights:* *K - Five days a week for 30 min* *1-3 - Five days a week for 45 min..* *4-5 - Four Days a week for 30 min.* *K-5 - Push in Model with intentional groupings and Tiered supports* *Progress Monitoring will be entered into agreed upon data sheet the same week given*	Analyze Fall iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 50% of their yearly stretch growth goal at the winter benchmark, focusing on our EL, SWD and Black/African American Students Analyze Wonders Unit assessment looking for 20% more students at benchmark, focusing on targeted subgroups when compared to previous year's scores. All tests will be given online. Analyze Fall DIBELs Data to identify needs and set specific student goals for winter benchmark, focusing on targeted subgroups. End of year goal - 100% of students at Benchmark Analyze Progress Monitoring data to inform small groupings and student needs, focusing on our targeted subgroups		Attend optional district offered ELA trainings (after school hours) Data Meeting #2 Jan/Feb Bld 28 (1 Hr)

February-April *Review groupings and instructional changes at PLCs as needed* *Grade levels will use district vetted materials to match the needs of students (See approved materials list)* *Data Meeting #2 (Jan -Feb) will focus on Growth on benchmark assessments and common formative assessments. Look for gaps in learning and plan how to review learning to close gaps.* *Reading Intervention Tights:* *K - Five days a week for 30 min* *1-3 - Five days a week for 45 min.* *4-5 - Four Days a week for 30 min.* *K-5 - Push in Model with intentional groupings and Tiered supports Progress Monitoring will be entered into agreed upon data sheet the same week given*	Analyze Fall to Winter iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 100% of their yearly stretch growth goal at the Spring benchmark, focusing on our EL, SWD and Black/African American Students Analyze Wonders Unit assessment looking for 20% more students at benchmark, focusing on targeted subgroups when compared to previous year's scores. All tests will be given online Analyze Fall to Winter DIBELs Data to identify needs and set specific student goals for winter benchmark, focusing on targeted subgroups. End of year goal - 100% of students at Benchmark Analyze Progress Monitoring data to inform small groupings and student needs, focusing on our targeted subgroups	IS Admin Team PLC Leads Title 1 team	Attend optional district offered ELA trainings (after school hours) Data Meeting #2 Jan/Feb Bld 28 (1 Hr)
April-June *Review groupings and instructional changes at PLCs as needed* *Grade levels will use district vetted materials to match the needs of students (See approved materials list)* *Data Meeting #3 will focus on Growth on benchmark assessments and common formative assessments*	Analyze Winter to Spring iReady results to identify gaps in learning, to adjust instructional calendars for next year and review effectiveness of intervention strategies, focusing on EL, SWD and Black/African American students	IS Admin Team PLC Leads Title 1 team	Attend optional district offered ELA trainings (after school hours) Data Meeting #3 May/June Bld 28 (1 Hr)

SIP Template

Reading Intervention Tights: *K - Five days a week for 30 min* *1-3 - Five days a week for 45 min.* *4-5 - Four Days a week for 30 min.* *K-5 - Push in Model with intentional groupings and Tiered supports* *Progress Monitoring will be entered into agreed upon data sheet the same week given*	Analyze Wonders Unit assessments from the year to adjust assessment and instructional calendar. Review overall growth and intervention success, focusing on our targeted subgroups Analyze Spring DIBELs Data to identify strengths and weaknesses to set specific goals for the following year, focusing on our targeted subgroups Analyze Progress Monitoring data to inform grouping of students and student needs, focusing on our targeted subgroups		

Alignment to District Improvement: **Educate** - Hold ourselves accountable for each student's learning. • Ensure all students experience relevant and rigorous instruction. • Ensure equitable access to learning opportunities.
Empower - Ensure each student has a personally relevant PK-12 educational program. • Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character, and civics in addition to core academic skills. • Elevate professional practice by investing in staff and leaders

SMART Goal 2

Subject Area: Math	
Target Population: *(based on demographic, discipline and attendance data analysis)*	There is a disparity in achievement for EL, SWD and Black/African American students at each grade level.
Our Reality: *(based on assessment data analysis)*	Student performance in all grade levels has decreased. The gap between our target sub groups (EL, SWD and Black/African American students) and students not within our targeted subgroups has decreased or narrowed due to a decrease in performance by students not within a targeted subgroup.
Our SMART Goal: *(based on target population and your reality)*	The percent of students meeting standard at each grade level will increase by at least 15% each year from spring 2019 (no data for 2020 due to early school closure) to spring 2023 as measured by the Math State assessment (SBA). (Third 44.1 %, Fourth 24.8%, Fifth 32.7%)

Action Plan

Action Step SWT 2 & 3/LAP	Use the DDI model (Backwards Planning) to increase Teacher Clarity (Hattie .75 ES)		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August **Teachers will use DDI (Backwards Planning) to take/review Domain Assessments -Teacher Clarity (.75 ES)*		IS Admin PLC Leads Teacher Clarity (TC) team	Attend LID day PD Math adoption (Big Ideas) Aug. 31st Attend DDD for additional Big I deas training - Sep. 2nd Team planning, schedule review and review domain assessments - 3 Principal Hrs.
September-Mid-November **Teachers will use DDI (Backwards planning) to take Domain Assessments and plan for instruction -Teacher Clarity (.75 ES)*	Analyze Fall iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 50% of their yearly stretch goal at the winter	IS Admin PLC Leads TC team	Utilize data meetings to support teachers with Tier 1, 2 & 3 instructional strategies/materials Bld 28 - 1 Hr. (Sep)

SIP Template

	benchmark, focusing on our EL, SWD and Black/African American Students		"Teacher Clarity Playbook" Book Study. Using Building 28 (2 hrs) to read & PLC time to discuss Modules (Title 1 funds to purchase books)
Data Meeting #1 will focus on Tiering kids and connecting materials with each group *Math Core Tights* *~No Pullout during Core Math* *~K-5 Using iReady Math Weekly* *~3-5 Administer IABs (minimum of once per Domain)* *~Learning Targets/Success Criteria are posted and referenced during lessons* *~Fact Fluency explicitly taught 5 days a week* *~Agreed upon assessment scores will be entered into the LH data sheet (using percentages) within one week of assessment date.*	Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups Analyze Domain assessments looking for patterns compared to iReady and IAB results, focusing on targeted subgroups. Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the end of the year, focusing on targeted subgroups.		PLC 9/28/20 Module One, Teacher Clarity Playbook (15 Min of PLC time) PLC 10/12/20 Mod 2 TCP PLC 10/19/20 Mod 3 TCP PLC 10/26/20 Mod 4 TCP PLC11/2/20 Mod 5 TCP
Mid-November- January **Teachers will use DDI (Backwards planning) to take Domain Assessments* *-Teacher Clarity (.75 ES)* **Data Meeting #2 (Jan -Feb) will focus on Growth on benchmark assessments and common formative assessments. Look for gaps in learning and plan how to review learning to close gaps.* *Math Core Tights* *~No Pullout during Core Math* *~K-5 Using iReady Math Weekly~3-5 Administer IABs (minimum of once per Domain)* *~Learning Targets/Success Criteria are posted and referenced during lessons* *~Fact Fluency explicitly taught 5 days a week*	Analyze Fall iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 50% of their yearly stretch goal at the winter benchmark, focusing on our EL, SWD and Black/African American Students Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups Analyze Domain assessments looking for patterns compared to iReady and IAB results,	IS Admin PLC Leads TC team	"Teacher Clarity Playbook" Book Study. Using Building 28 & PLC time PLC11/2/20 Mod 5 TCP 11/30/20 Mod 6 TCP 12/7/20 Mod 7 TCP 12/14/20 Mod 8 TCP 1/4/21 Mod 9 TCP 1/11/21 Culminating Activity for TCP

	focusing on targeted subgroups.		
~Agreed upon assessment scores will be entered into the LH data sheet (using percentages) within one week of assessment date.	Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the end of the year, focusing on targeted subgroups.		
February-April **Teachers will use DDI (Backwards planning) to take Domain Assessments -Teacher Clarity (.75 ES)* **Data Meeting #2 (Jan -Feb) will focus on Growth on benchmark assessments and common formative assessments. Look for gaps in learning and plan how to review learning to close gaps.* *Math Core Tights* *~No Pullout during Core Math* *~K-5 Using iReady Math Weekly* *~3-5 Administer IABs (minimum of once per Domain)* *~Learning Targets/Success Criteria are posted and referenced during lessons* *~Fact Fluency explicitly taught 5 days a week* *~Agreed upon assessment scores will be entered into the LH data sheet (using percentages) within one week of assessment date.*	Analyze Fall to Winter iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 100% of their yearly stretch goal at the Spring benchmark, focusing on our EL, SWD and Black/African American Students Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups Analyze Domain assessments looking for patterns compared to iReady and IAB results, focusing on targeted subgroups. Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the end of the year, focusing on targeted subgroups.	IS Admin PLC Leads TC team	Utilize data meetings to support teachers with Tier 1, 2 & 3 instructional strategies/materials Bld 28 (1 hr) Feb.
April-June **Teachers will use DDI (Backwards planning) to take Domain Assessments -Teacher Clarity (.75 ES)*	Analyze Winter to Spring iReady results to identify gaps in learning, to adjust instructional calendars for next year and review effectiveness of	IS Admin PLC Leads TC team	Utilize data meetings to support teachers with Tier 1, 2 & 3 instructional strategies/materials Bld 28 (1 hr) May/June

Use this year's success to refine assessment calendar for the following year *Data Meeting #3 will focus on Growth on benchmark assessments and common formative assessments* *Math Core Tights* *~No Pullout during Core Math* *~K-5 Using iReady Math Weekly* *~3-5 Administer IABs (minimum of once per Domain)* *~Learning Targets/Success Criteria posted and referenced to during lessons* *~Fact Fluency explicitly taught 5 days a week* *~Agreed upon assessment scores will be entered into the LH data sheet (using percentages) within one week of assessment date.*	intervention strategies, focusing on EL, SWD and Black/African American students Analyze weekly iReady data for time on task, lessons passed and domain assessments, focusing on targeted subgroups Analyze Domain assessments looking for patterns compared to iReady and IAB results, focusing on targeted subgroups. Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the end of the year, focusing on targeted subgroups.		

Action Step SWT 2 & 3/LAP	Strengthen math review instruction with targeted small group instruction. (Small Group Inst. Hattie .47 ES)		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August *Create Exit Tickets to be used during math Core Instruction. Administer at least 1 grade level common Exit Ticket per week, must be paper pencil.*		IS Admin PLC Leads	Attend LID day PD Math adoption (Big Ideas) Aug. 31st Attend DDD for additional Big I deas training - Sep. 2nd Team planning, schedule review and review domain assessments - 3 Principal Hrs.
September-Mid-November *Start with small group instruction during Math Review a minimum of twice per week.* *Administer at least 1 grade level common Exit Ticket per week, must be paper pencil*	Peer Observations Admin Walk Throughs Analyze Fall iReady results to identify needs and set specific goals with students. The school wide	IS Admin PLC Leads	Small group instruction using Big Ideas training Common Formative Assessments (Exit Tickets) training

SIP Template

	goal is for all students to reach 50% of their yearly growth goal at the winter benchmark, focusing on our EL, SWD and Black/African American Students		Attend optional district offered math trainings (after school hours)
Math Review Can Include *-Fact Fluency Intervention* *-Problem Solving* *-Review Key Concepts* *~District provided Review Materials*			
	Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups		
	Analyze Domain assessments looking for patterns compared to iReady and IAB results with a focusing on targeted subgroups.		
	Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the end of the year, focusing on targeted subgroups.		
Mid-November- January *Start with small group instruction during Math Review a minimum of three times per week.* *Math Review Can Include* *-Fact Fluency Intervention* *-Problem Solving* *-Review Key Concepts*	Peer Observations Admin Walk Throughs Analyze Fall iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 50% of their yearly growth goal at the winter benchmark, focusing on our EL, SWD and Black/African American Students Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups	IS Admin PLC Leads	Small group instruction using Big Ideas training Common Formative Assessments (Exit Tickets) training 12/14/20 Mod 8 TCP Module 8 is CFA specific Attend optional district offered math trainings (after school hours)

| | Analyze Domain assessments looking for patterns compared to iReady and IAB results with a focusing on targeted subgroups.

Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the end of the year, focusing on targeted subgroups. | | |
|---|---|---|---|
| *February-April*
Start with small group instruction during Math Review a minimum of three times per week.
Math Review Can Include
-Fact Fluency Intervention
-Problem Solving
-Review Key Concepts | Peer Observations
Admin Walk Throughs

Analyze Fall to Winter iReady results to identify needs and set specific goals with students. The school wide goal is for all students to reach 100% of their yearly growth goal at the Spring benchmark, focusing on EL, SWD and Black/African American Students

Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups

Analyze Domain assessments looking for patterns compared to iReady and IAB results with a focusing on targeted subgroups.

Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the | IS
Admin
PLC Leads | Small group instruction using Big Ideas trainings

Common Formative Assessments (Exit Tickets) training

Attend optional district offered math trainings (after school hours) |

	end of the year, focusing on targeted subgroups.		
April-June *Start with small group instruction during Math Review a minimum of three times per week.* *Math Review Can Include* *-Fact Fluency Intervention* *-Problem Solving* *-Review Key Concepts*	Peer Observations Admin Walk Throughs Analyze Winter to Spring iReady results to identify gaps in learning, to adjust instructional calendars for next year and review effectiveness of intervention strategies, focusing on EL, SWD and Black/African American students Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups Analyze Domain assessments looking for patterns compared to iReady and IAB results with a focusing on targeted subgroups. Analyze monthly fact fluency scores for trends. Schoolwide goal is to have 100% of students at grade level benchmark by the end of the year, focusing on our subgroups.	IS Admin PLC Leads	Small group instruction using Big Ideas training Common Formative Assessments (Exit Tickets) training Attend optional district offered math trainings (after school hours)

Alignment to District Improvement: **Educate** - Hold ourselves accountable for each student's learning. • Ensure all students experience relevant and rigorous instruction. • Ensure equitable access to learning opportunities.
Empower - Ensure each student has a personally relevant PK-12 educational program. • Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character, and civics in addition to core academic skills. • Elevate professional practice by investing in staff and leaders

SMART Goal 3

Subject Area: School Climate/Attendance	
Target Population: *(based on demographic, discipline and attendance data analysis)*	There is a disparity in achievement for EL, SWD and Black/African American students at each grade level.
Our Reality: (*based on assessment data analysis*)	Our overall On Target attendance has decreased from 2015 to 2019. While our EL students' attendance has improved slightly, our Non El students' attendance has decreased by 4%, SWD has decreased by 10% and Black/African American students has decreased by 9%.
Our SMART Goal: *(based on target population and your reality)*	The percent of students At Risk for Attendance will decrease from 23% in 2018-2019 to 13% in 2023).

Action Plan

Action Step **SWT 2 & 3/LAP**	Increase implementation of Howard's Culturally Responsive Teaching (CRT) Principle 6. "Classroom is managed with firm, consistent, and caring control" - Howard/Deep Equity

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August *Implement school-wide expectation:* *- Be Safe, Be Respectful, Be Responsible* *- Expectations will be posted and taught consistently in all classrooms* *Review SWIS data from 19-20 school year* *Review school-wide behavior expectations (Flow Chart, Reflection, Recharge)* *Review school-wide attendance incentives including: Brag Tags, All Here Days, No Tardy Trophy, Self Managers (4th/5th)*		Admin BIS Counselor PLC Leads Deep Equity Team	School wide Behavior flow chart review ½ hr. Bld 28 (Sep 1) Review School-wide expectations ½ hr. Bld 28 (Sep 1) Zones of Regulations training. Connection between Zones and Second Step 2 hrs. Bld 28 (Sep 1) (Title 1 funds to purchase books)
September-Mid-November *Practice school-wide procedures/expectations utilizing rotation to practice each area - recess, lunch, breakfast, bathroom, hallway, dumping trays, etc.*	Analyze Attendance data, looking for trends and patterns, focusing on our EL, SWD and Black/African American students and plan interventions with students as necessary. Establish baseline data.	Admin BIS Counselor PLC Leads Deep Equity Team	Howard's Principle # 6 - Element 3, Strategy 4 (Why/how to conduct a reflection debrief) Bld. 28 (.5 Hr)

Class meetings during September will focus on classroom and school procedures/expectations, and Zones of Regulation. *Implement Self Managers in 2nd and 3rd grade*	Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Establish baseline data.		
Mid-November- January *Consistent implementation by all staff and students of school-wide procedures/expectations in each area - recess, lunch, breakfast, bathroom, hallway, dumping trays, etc.* *All classrooms will conduct a refresh of procedures following winter break* *Utilize class meetings to review Zones of Regulation and teach Second Step lessons*	Analyze Attendance data, looking for trends and patterns, focusing on our EL, SWD and Black/African American students. Compare to baseline data. Goal is to decrease at risk attendance by 2% from baseline data. Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Compare to baseline data. Goal is to decrease office referrals, suspensions, and recess detention referrals from the previous month.	Admin BIS Counselor PLC Leads Deep Equity Team	Howard's Principle # 6 - Element 6, Strategy 7 (Relationship of expectations to school culture, Home vs. School expectations) Bld. 28 (.5 Hr)
February-April *Consistent implementation by all staff and students of school-wide procedures/expectations in each area - recess, lunch, breakfast, bathroom, hallway, dumping trays, etc.* *All classrooms will conduct a refresh of procedures following spring break* *Utilize class meetings to review Zones of Regulation and teach Second Step lessons* *Implement Self Managers in Kindergarten and 1st grades (optional)*	Analyze Attendance data, looking for trends and patterns, focusing on our EL, SWD and Black/African American students. Compare to previous month's data. Goal is to decrease at risk attendance by 5% from baseline data. Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Compare to baseline data. Goal is to decrease office referrals,	Admin BIS Counselor PLC Leads Deep Equity Team	Howard's Principles # 6 Element 7, Strategy 8 (Discipline is educative rather than punitive, conflict resolution) Bld. 28 (.5 Hr)

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
	suspensions, and recess detention referrals from the previous month.		
April-June *Consistent implementation by all staff and students of school-wide procedures/expectations in each area - recess, lunch, breakfast, bathroom, hallway, dumping trays, etc. Students self-monitor and correct.* *Utilize class meetings to review Zones of Regulation and Second Step lessons* *Review, reflect on implementation and impact. Plan for work in Year 2.*	Analyze Attendance data, looking for trends and patterns, focusing on our EL, SWD and Black/African American students. Compare to baseline data. Goal is to decrease at risk attendance by 7% from previous baseline data. Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Compare to previous month's data. Goal is to decrease office referrals, suspensions, and recess detention referrals from the previous month.	Admin BIS Counselor PLC Leads Deep Equity Team	

Action Step SWT 2 & 3/LAP	Increase collaboration among all staff and students by increasing student voice. "Teachers are personally inviting" "Learning environments are physically and culturally inviting" - Howard/Deep Equity

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August *Explain the monthly questions, how responses will be gathered and analyzed (anonymous, electronic form)* *Class meeting tights:* *Daily 8:45-9:00*		Admin BIS Counselor PLC Leads Deep Equity Team	Second Step training (BLD 28 Sep 1st - 1 hour) Class meeting tights established (BLD 28 Sep 1st - ½ hour)

SIP Template

Administration will develop a schedule to conduct drop-in visits to monitor implementation and consistency *Monday: Second Step* *Tuesday: Grit/perseverance/empathy* *Wednesday: Second Step follow-up* *Thursday: College Conversations* *Friday: Student voice/student led/Classroom & school culture*			
September-Mid-November **One class meeting per month is focused on the school-wide question. Students will respond using a rating scale and picture or words.* *~Sep. How do you feel about school?* *~Oct. How do you feel about recess?* *~Nov. How do you know when you are successful?* **Establish a schedule for peer observations of class meetings* **Administration will conduct drop-in visits of class meetings to provide specific feedback in relation to class meeting tights.* **Meet with grade level teams to discuss behaviors and concerns using student voice data, SWIS data, and behavior rating scale.* *-Meetings will be held a minimum of once per trimester* *-Specialists and Paras will be included in grade level as needed* *-Meeting Format:* *Teams will be given a menu of discussion topics to consider. The agenda will be created by the grade level team in advance of the meeting*	Analyze attendance data, looking for trends and patterns, focusing on EL, SWD and Black/African American students. Establish baseline data. Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Establish baseline data. Analyze monthly student voice questions looking for trends and patterns in connection with attendance. Establish baseline data.	Admin BIS Counselor PLC Leads Deep Equity Team	Howard's Principles of CRT #3 Element 5, Strategy 5 (Do I belong here? Am I safe here?) Bld 28 (.5 hr) Class meeting sample video/discussion and debrief (Staff meeting) Peer observations of class meetings with debrief (Staff meeting)

SIP Template

Mid-November- January **One class meeting per month is focused on the school-wide question. Students will respond using a rating scale and picture or words.* *~Nov. How do you know when you are successful?* *~Dec. How do I feel about school?* *~Jan. How do I feel about recess?* **Meet with grade level teams to discuss behaviors and concerns using Student Voice data, SWIS data, and behavior rating scale.* *-Meetings will be held a minimum of once per trimester* *-Specialists and Paras will be included in grade level as needed* *-Meeting Format:* *Teams will be given a menu of discussion topics to consider. The agenda will be created by the grade level team in advance of the meeting* *-Teams will review data to develop a plan to address specific student needs based on trends identified in data.*	Analyze Attendance data, looking for trends and patterns, focusing on EL, SWD and Black/African American students. Goal is to decrease at risk attendance data by 2% from baseline data. Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Goal is to decrease office referrals, suspensions, and recess detention referrals when compared to baseline data. Analyze monthly student voice questions looking for trends and patterns in connection with attendance. Goal is to decrease at risk attendance by 5% from baseline data.	Admin BIS Counselor PLC Leads Deep Equity Team	Howard's Principles of CRT #3 Element 2, Strategy 2 (Reflect Culture through Music) Bld 28 (.5 hr) Specific class meeting training to address needs based on administrative drop-in observation data (Staff meeting)
February-April **One class meeting per month is focused on the school-wide question. Students will respond using a rating scale and picture or words.* *~Feb. How do you know when you are successful?* *~March How do I feel about school?* *~April How do I feel about recess?* **Establish a schedule for peer observations of class meetings* **Meet with grade level teams to discuss behaviors and concerns using Student Voice data, SWIS data, and Behavior rating scale.* *-Meetings will be held a minimum of once per trimester* *-Specialists and Paras will be included in grade level as needed*	Analyze Attendance data, looking for trends and patterns, focusing on EL, SWD and Black/African American students. Goal is to decrease at risk attendance data by 5% from baseline data. Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Goal is to decrease office referrals, suspensions, and recess detention referrals when compared to baseline data.	Admin BIS Counselor PLC Leads Deep Equity Team	Second Step check-in and refresh (Staff Meeting) Howard's Principles of CRT #3 Element 2, Strategy 2 (Reflect Culture through Music) Bld 28 (.5 hr) Peer observations of class meetings with debrief (Staff meeting)

SIP Template

-Meeting Format: *Teams will be given a menu of discussion topics to consider. The agenda will be created by the grade level team in advance of the meeting* *-Teams will review data to develop a plan to address specific student needs based on trends identified in data.*	Analyze monthly student voice questions looking for trends and patterns in connection with attendance. Goal is to decrease at risk attendance by 7% from baseline data.		
April-June **One class meeting per month is focused on the school-wide question. Students will respond using a rating scale and picture or words.* *~April How do I feel about recess?* *~May How do you know when you are successful?* *~June How do I feel about school?* **Administration will conduct drop-in visits of class meetings to provide specific feedback in relation to class meeting tights.* *4th grade participates in Youth Equity Stewardship (YES) program* **Meet with grade level teams to discuss behaviors and concerns using Student Voice data, SWIS data, and Behavior rating scale.* *-Meetings will be held a minimum of once per trimester* *-Specialists and Paras will be included in grade level as needed* *-Meeting Format:* *Teams will be given a menu of discussion topics to consider. The agenda will be created by the grade level team in advance of the meeting* **Review, reflect on implementation and impact. Plan for work in Year 2.*	Analyze Attendance data, looking for trends and patterns, focusing on EL, SWD and Black/African American students. Goal is to decrease at risk attendance data by 7% from baseline data. Analyze data from SWIS, Behavior Rating Scale, office referrals, suspensions and recess detention, focusing on targeted subgroups. Goal is to decrease office referrals, suspensions, and recess detention referrals when compared to baseline data. Analyze monthly student voice questions looking for trends and patterns in connection with attendance. Compare to baseline data and determine areas of improvement/challenge trending throughout the year. Utilize findings to develop a plan for next school year.	Admin BIS Counselor PLC Leads Deep Equity Team	Howard's Principles of CRT #2 Element 8, Strategy 10 (Reflect on student voice growth throughout the year) Bld 28 (.5 hr) Specific class meeting training to address needs based on administrative drop-in observation data (Staff meeting)

Alignment to District Improvement: **Engage** - Build student, family, and community relationships and partnerships. • Create safe and supportive learning environments that result in high levels of daily attendance and engagement. • Involve students in establishing ownership for their own learning. • Enrich and support the whole child through a range of curricular and extracurricular opportunities.

SIP Template

Implementation and PD Calendar for 2020 - 2021

Month	Building 28+6 principal's hours	Staff Meetings	PLC Lead Meetings	District/Waiver Days	Title/LAP Resources
June					Purchase copies of Zones of Regulation and Teacher Clarity Playbook
August	9/1 - Goal 3/Systems (7 Bld hrs) 9/2 Goal 2/Math (3 Prin. hrs) 9/3 - Goal 1/ELA (7 Bld hrs)		28 (2)	8/31- LID day (Big Ideas) 9/2 - Math Adoption DDD (3hrs)	
September	*Read "Teacher Clarity Playbook" (2 Bld hrs) *CRT # 6 - Element 3, Strategy 4 (Why/how to conduct a reflection debrief) (.5 Bld hr) *Data Meeting - (1 Bld hr)	Class mtg sample video w/discussion & debrief	16 (1) 30 (.5)		
October	*CRT #3 Element 5, Strategy 5 (Do I belong here? Am I safe here?) (.5 Bld hr) *Behavior Meeting (1 Bld Hr)	Class mtg peer obs debrief	14 (1) 28 (.5)	10/9- Waiver Day (Optional training TBD)	
November	*CRT # 6 - Element 6, Strategy 7 (Relationship of expectations to school culture, Home vs. School expectations) (.5 Bld hr)	Class meeting trng based on admin drop-in data	11 (1) 25 (.5)		
December	*Instructional Calendaring (1.5 Bld Hrs)		9 (1)		
January			6 (1) 20 (.5)		
February	*CRT # 6 Element 7, Strategy 8 (Discipline is educative rather than punitive, conflict resolution) (.5 Bld hr) *Data Meeting (1 Bld hr)	Zones of Regulation check-in	10 (1) 24 (.5)		
March	*Behavior Meeting (1Bld hr)	Class meeting trng based on admin drop-in data	10 (1) 24 (.5)	3/8 - Waiver Day (Optional trng TBD)	
April	*CRT #3 Element 2, Strategy 2 (Reflect Culture through Music) (.5 Bld hr)	SBA training Class mtg peer obs debrief	14 (1) 28 (.5)		
May	*Behavior Meeting (1Bld Hr)		12 (1) 26 (.5)	5/10 - Waiver Day (Optional trng TBD)	
June	*Data Meeting (1 Bld Hr) *CRT #2 Element 8, Strategy 10 (Reflect on student voice growth throughout the year) Bld 28 (.5 hr)		9 (1) 23 (.5)		

Budget – SWT- 4/LAP

Insert Budget Page here.