

Planning Year 2018-2019  
Implementation September 2019-June 2022



*Dick Scobee Elementary*  
School Improvement Plan



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

September 2019-June 2022  
Auburn School District Strategic Plan

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

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

In the Auburn School District, it means:

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

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

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

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

<b>Dick Scobee Elementary</b>			
<b>Date of SIP Team District Goal Review:</b>			
<b>SIP Team Members:</b>			
Adam Couch	Dara Lindberg	Jennifer Johnson	Brianna Plata
Lacey Orr			

SIP Template

School Improvement Team Signatures 2013-2014			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Adam Couch	Principal		
Guadalupe Banuelos	Parent		
Davion Jones	Student		
Shak Sanders	Community Member		
Jennifer Johnson	Instructional Specialist		
Dara Lindberg	Kindergarten		
Lacey Orr	Special Education		
Brianna Plata	Fifth Grade		
Beth Raines	Student Support Specialist		
Evelyn Limehouse	Assistant Principal		
Flor Rivera	Office Manager		
<b>Each team must include staff, students, families, parents, and community members.</b>			

*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		
Anne Baunach	School Board	
Robyn Mulenga	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

## **Auburn School District Mission**

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

## **Auburn School District Vision**

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

## **School Mission**

At Dick Scobee we believe that each and every student is capable of meeting and/or exceeding academic/behavioral standards in reading, writing, math, and SEL. We also know we (educators) own the power to make that opportunity a reality so ALL students will be college READY when they graduate high school. Without Exception and with No Excuses!

## **School Vision**

Every student, without exception and without excuse, will be proficient or advanced in reading, writing, math, and social/emotional skills.

## **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**

Prior to our fully revised SIP year, staff members at Dick Scobee Elementary were asked to complete a survey which allowed them voice in who represented them as a SIP team. Staff were then selected and put onto a committee that attended the monthly district meetings and were responsible for communicating progress with staff. As the SIP team began working, there were opportunities for whole staff input and consensus each step of the way. First, historical schoolwide data was reviewed by all members during a staff data carousel/review meeting. Staff members then researched, developed action steps or SMART Goals and an Action Plan was developed. The plan was shared with stakeholders for agreement and approval.

## Highly Qualified Staff - SWT 2 & 3/LAP

All of our staff at Dick Scobee are considered highly qualified. In collaboration with the Auburn School District, our school continues to monitor the qualifications of our staff to ensure we are in compliance with all highly qualified requirements.

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

Strong teachers are essential in the classroom. At Dick Scobee we are committed to supporting teacher growth, retaining our best teachers, and providing ongoing support every year. We achieve this goal in a variety of ways. For newly hired teachers or teachers new to our building, we provide them with support through monthly new teacher meetings. These meetings allow for new teachers to learn building routines and procedures and time to ask questions in a more personal setting. We support all of our teachers by offering peer observations and coaching at anytime. All teachers are encouraged to attend professional development trainings throughout the year.

## COMPREHENSIVE NEEDS ASSESSMENT - SWT 1/LAP

### Executive Summary

Please see all data and graphs below.

### Demographic data

Students served by Dick Scobee Elementary school represent some of the greatest challenges in the Auburn School District. Over seventy-two percent of all students qualify for free and reduced lunch; family mobility rate is twenty-three percent; and over twenty-five percent of our students qualify for ELL (English Language Learners) services. As of October first 2017, Dick Scobee Students were 6.5% Asian/Pacific Islander, 9.7% black, 28.6% Hispanic, 34.1% White, and 13.9% Two or More Races. A large portion of our parents are residents of a King County Housing Authority apartment complex. Many of these families speak little to no English at home creating a greater challenge than our student percentages would indicate.

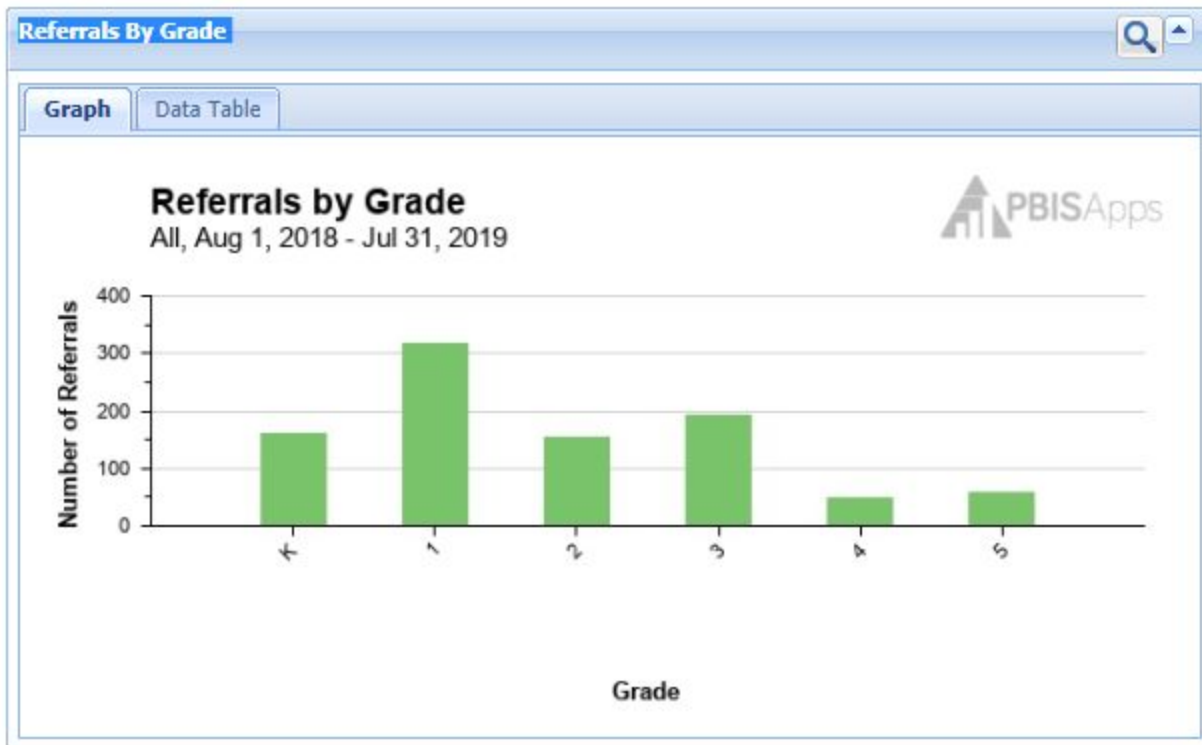
Trends for demographics for the last 5 years are described in the table below:

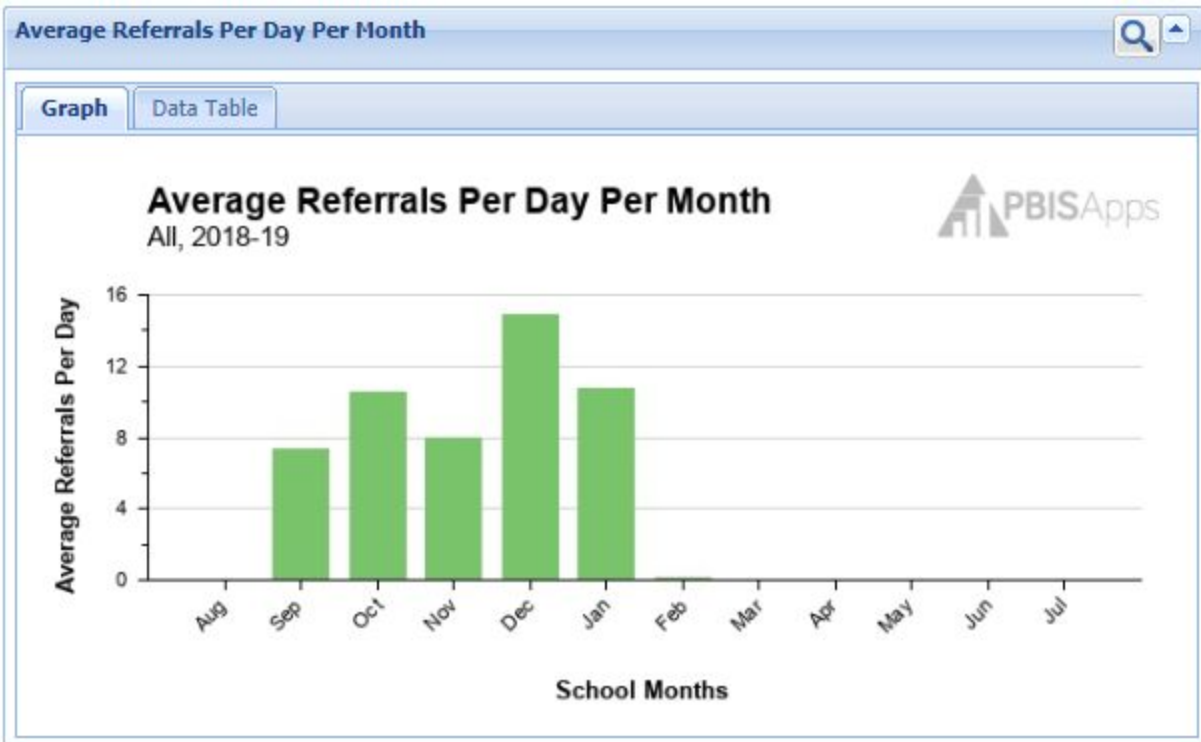
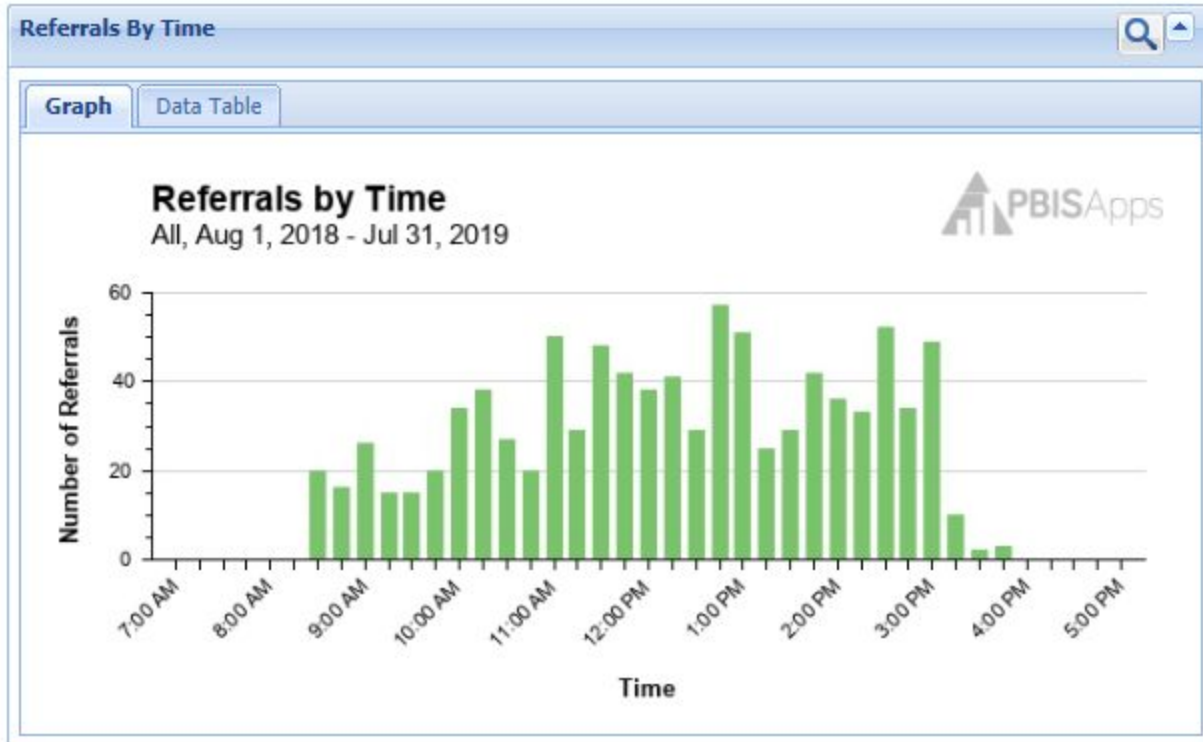
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Free/Reduced Lunch</b>	77.9%	80.0%	75.3%	71.9%	72.4%
<b>ELL</b>	24.7%	25.5%	27.1%	26.4%	25.6%
<b>White</b>	41.3%	40.4%	36.8%	36.6%	34.1%

## Discipline

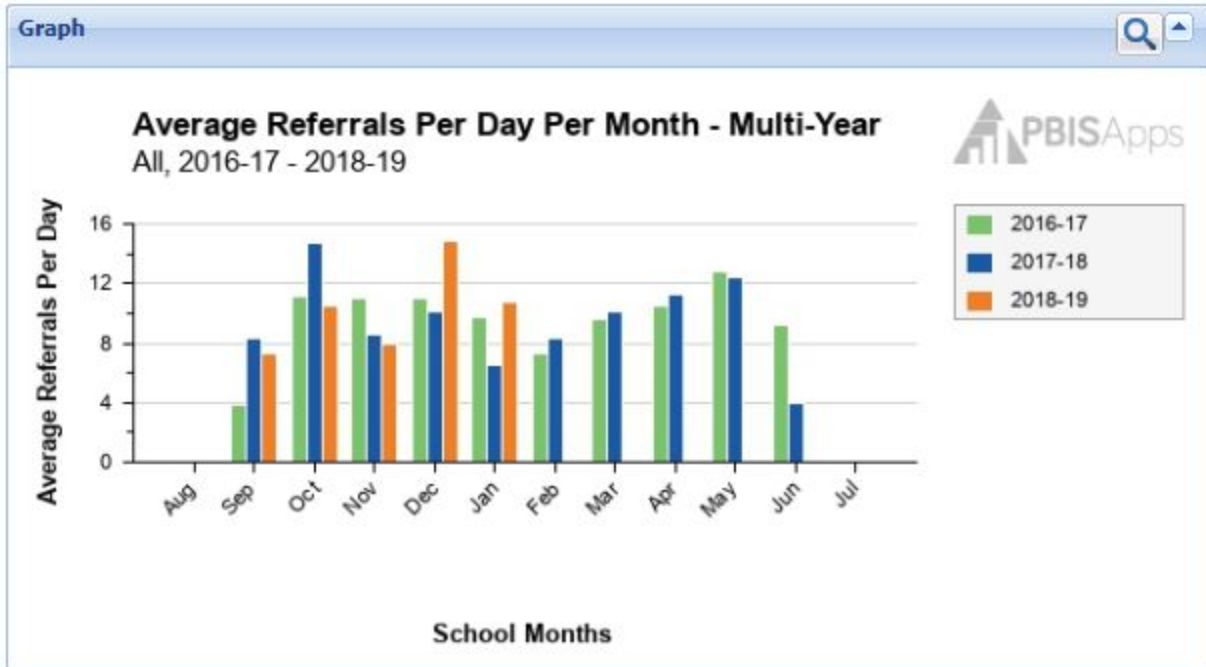
Our discipline data over the last few years provides several indicators:

- The majority of the referrals are primary each year (specifically 1st and 2nd) and then they trend downwards each subsequent year.
- We very consistently have a spike in Office Discipline Referrals (ODR's) right after the lunch/recess block.
- We continue to have a disproportionality with our black students. They receive a much higher percentage of referrals compared to their non black peers.
- Our ODR's have spiked in April and May for the last two years.



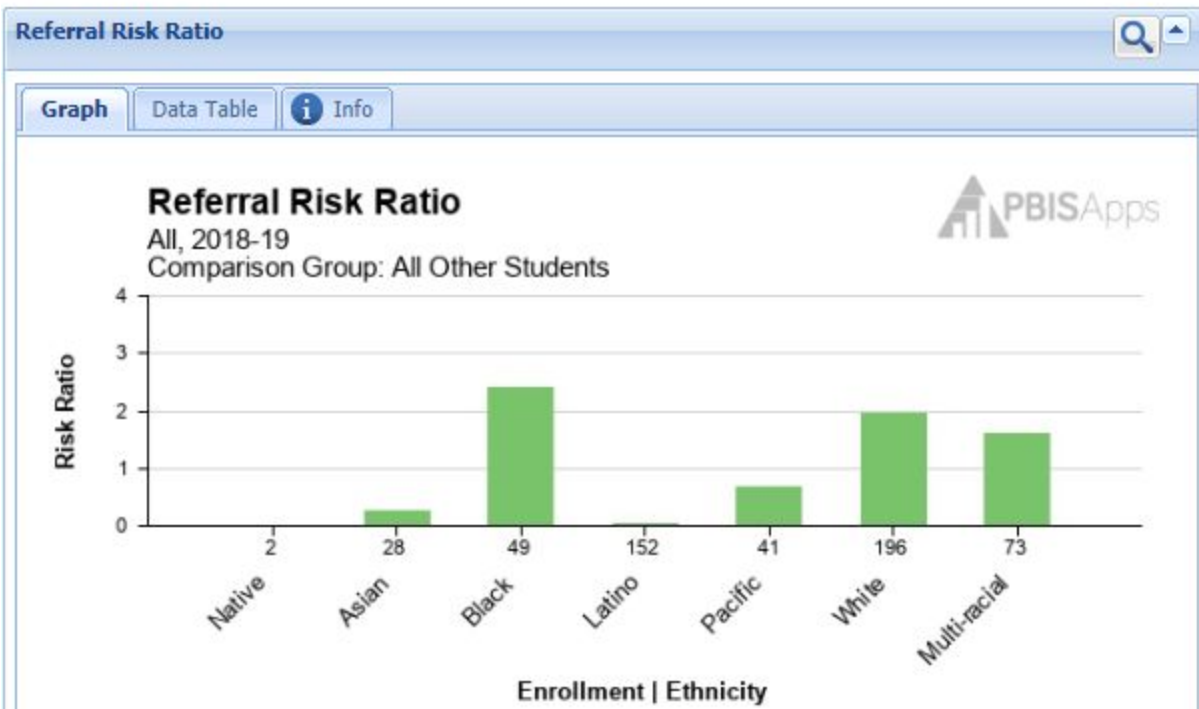
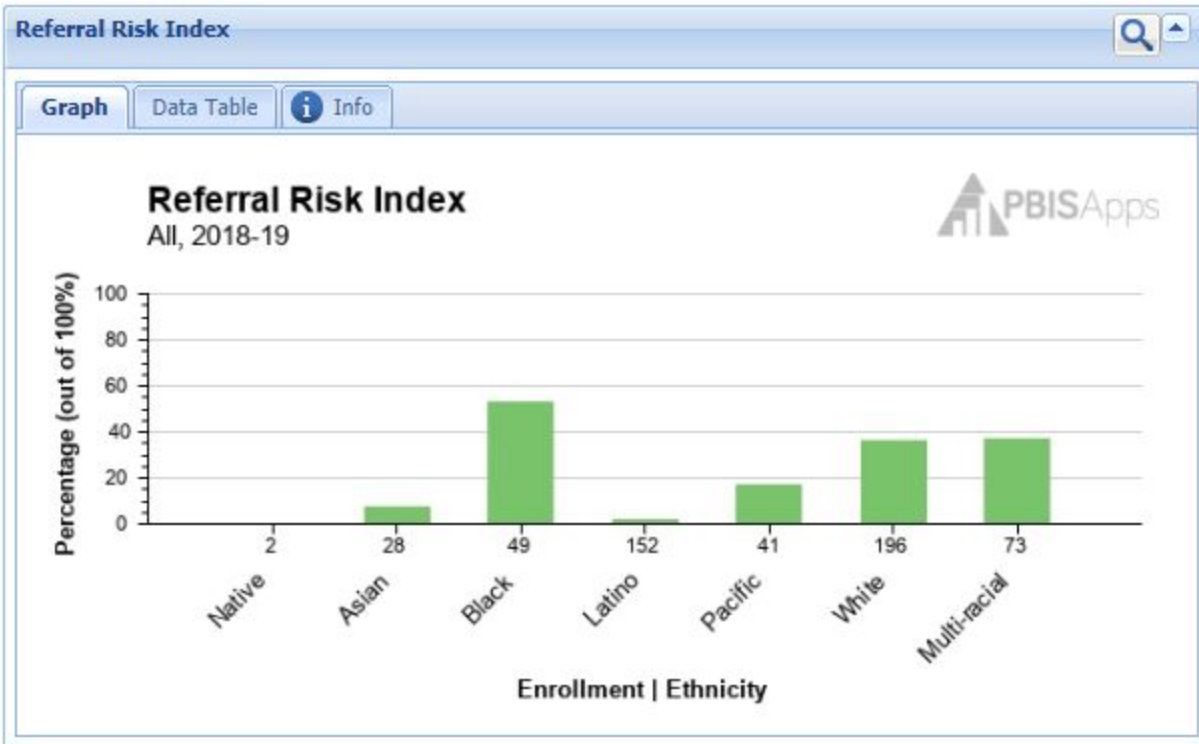


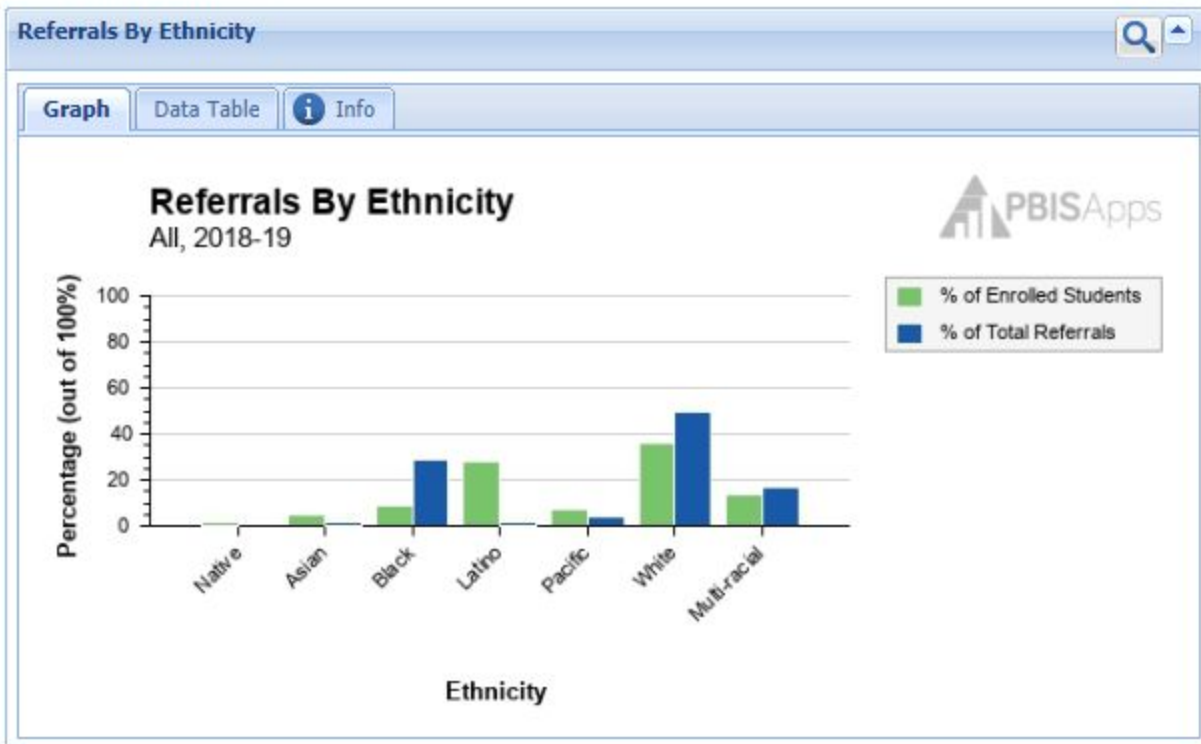
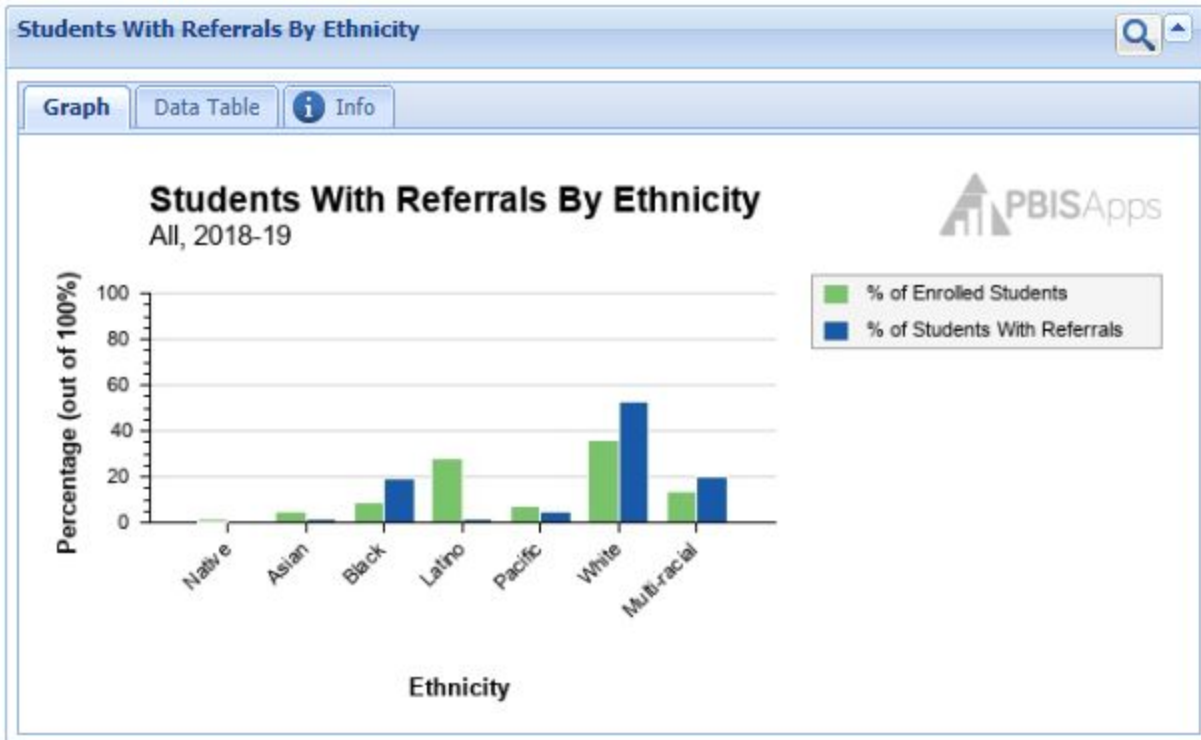




**Data Table**

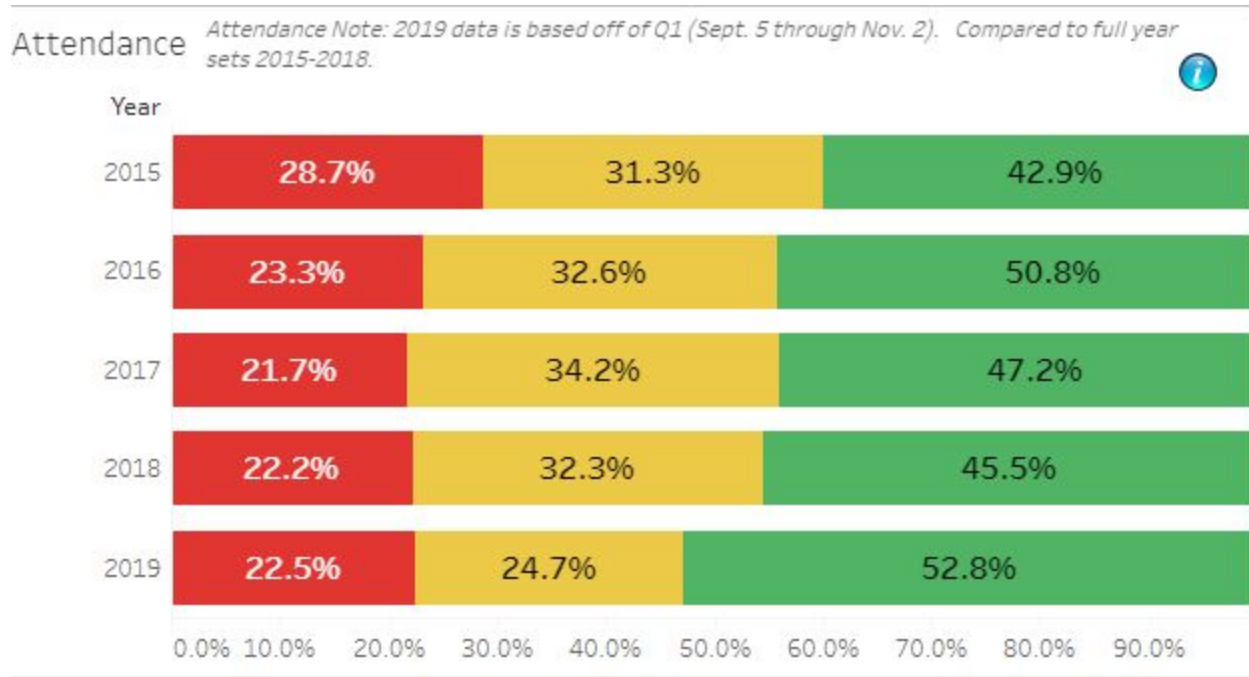
Month	2016-17	2017-18	2018-19
January	186	112	193
February	110	125	1
March	211	211	0
April	157	181	0
May	244	237	0
June	147	60	0
July	0	0	0
August	0	0	0
September	70	149	132
October	222	309	231
November	210	164	151
Totals:	1,711	1,709	931



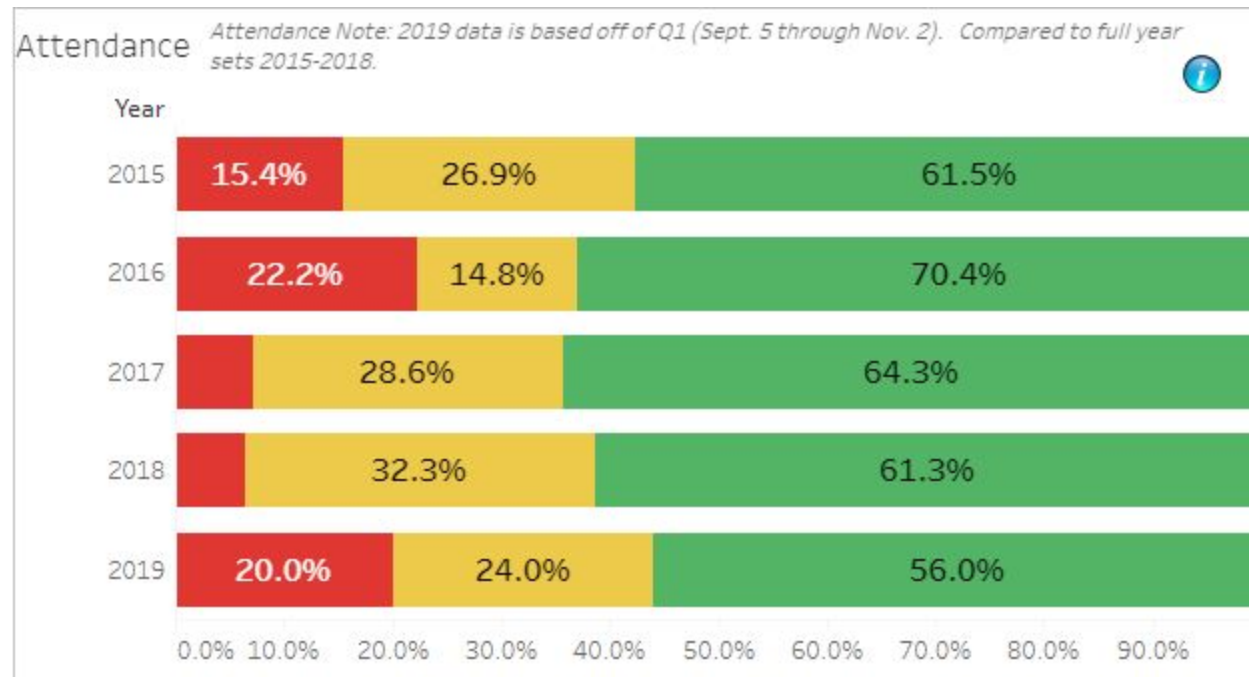


## Attendance

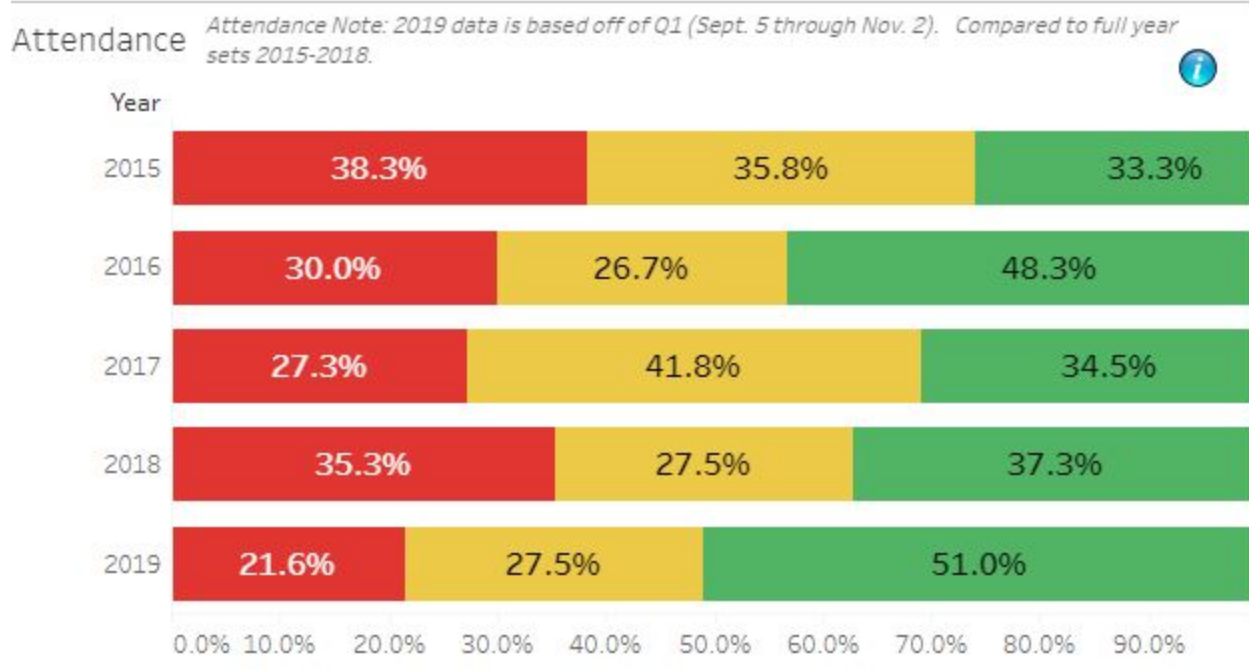
- Percentage of students in the green has increased consistently over time.
- Percentage of students in the yellow have decreased consistently over time.
- Percentage of students in the red has flatlined for the last few years.
- Students identified as Pacific Islander have the most concerning attendance.



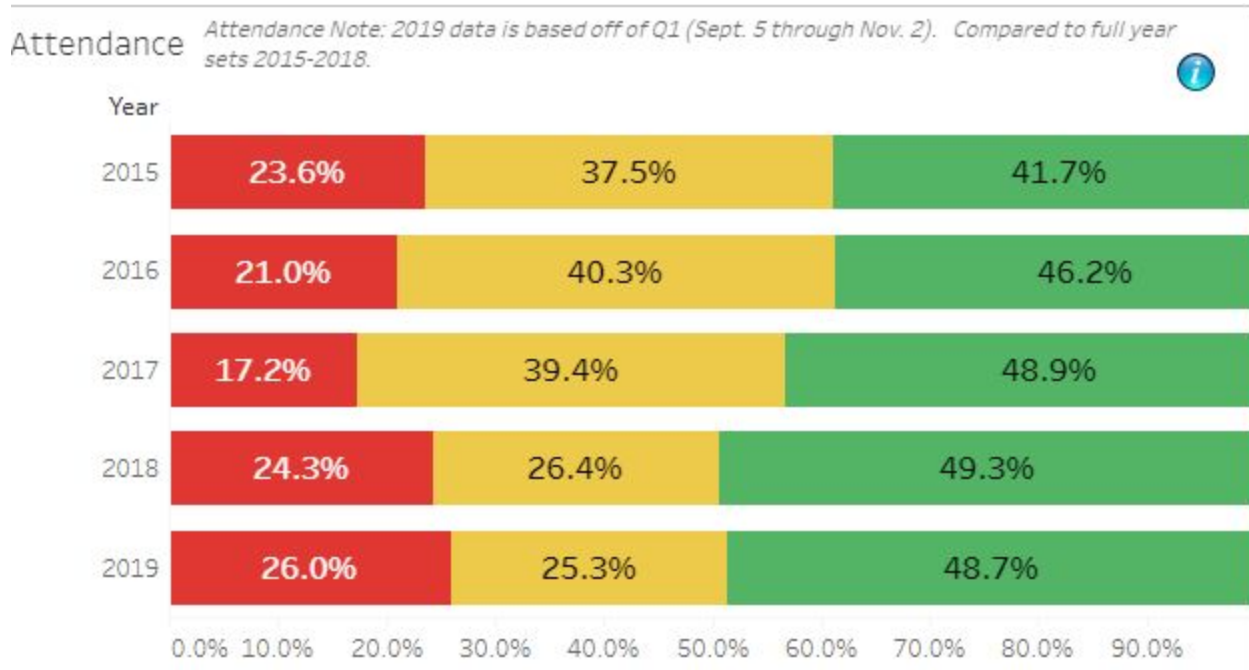
## ASIAN



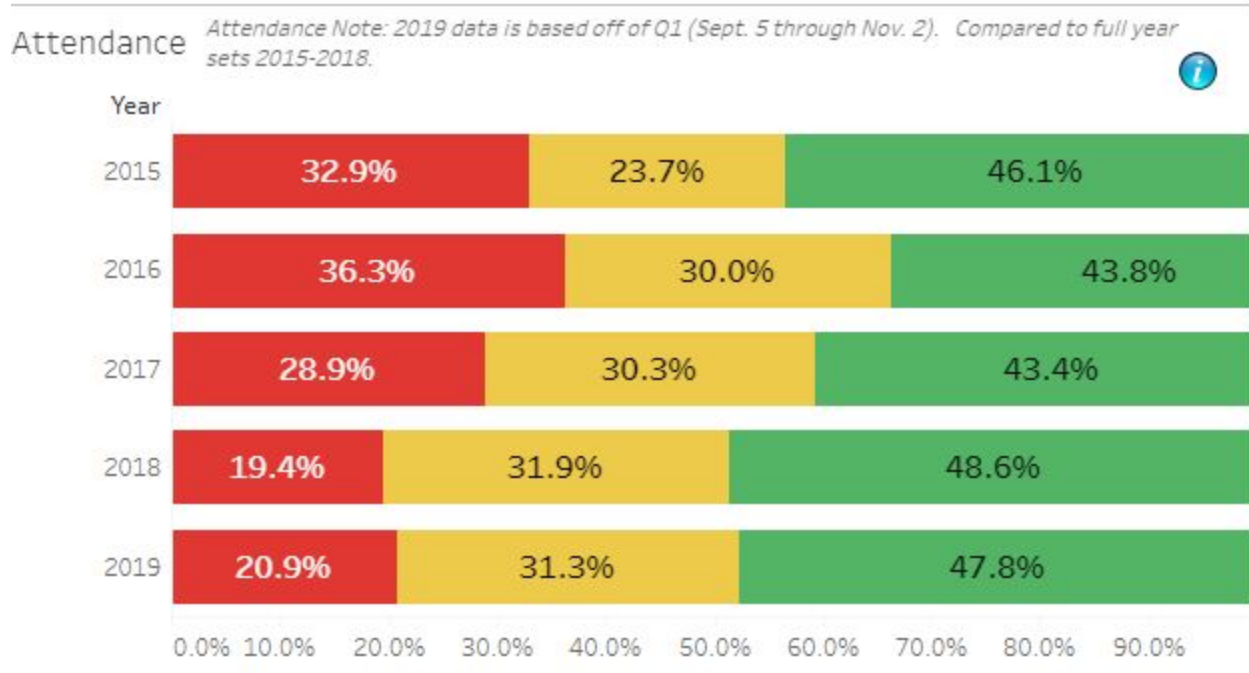
BLACK



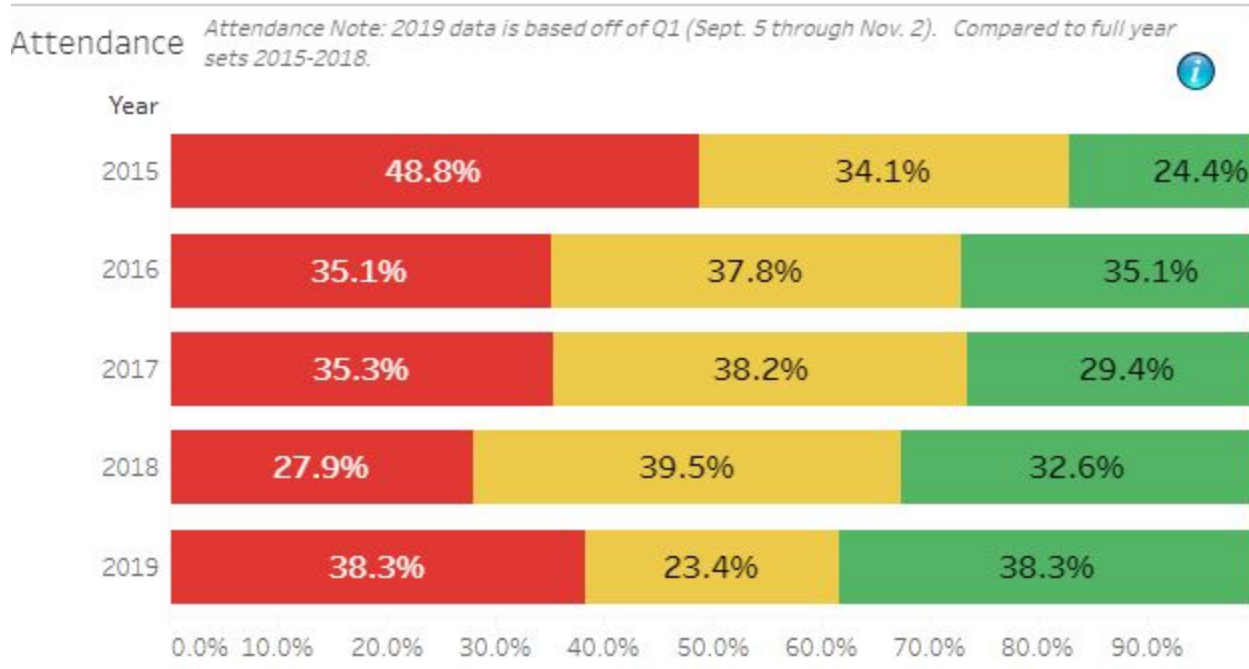
HISPANIC/LATINO



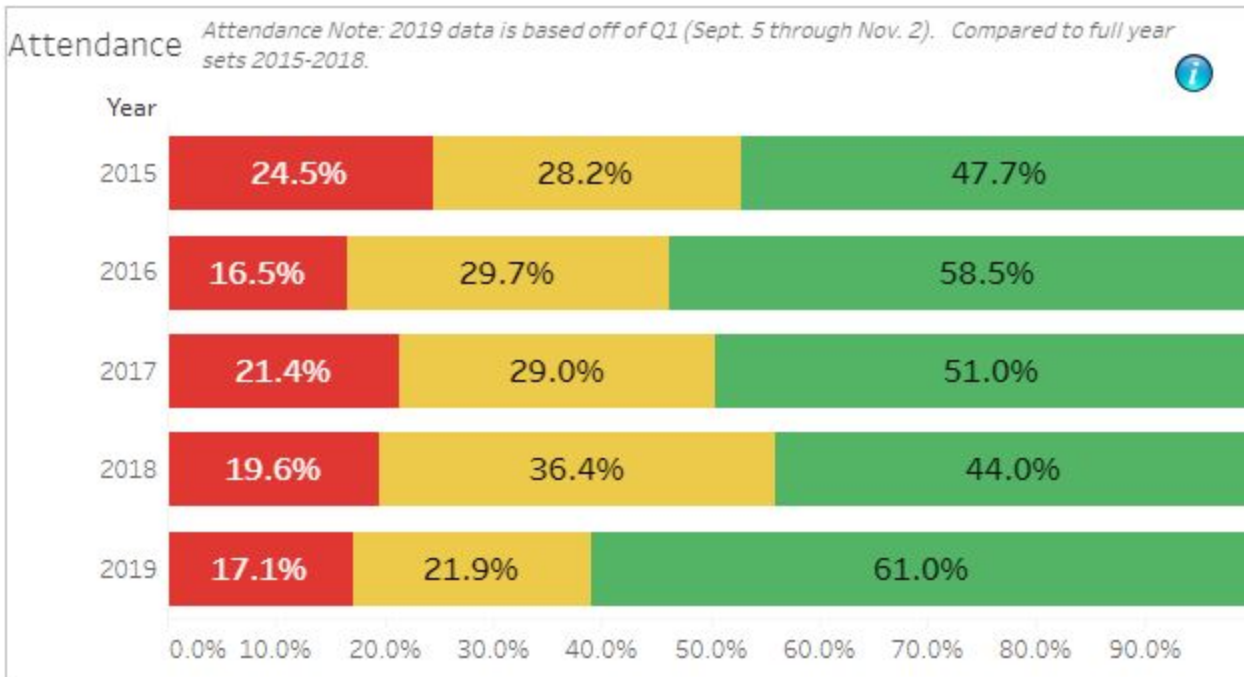
MULTI RACIAL



PACIFIC ISLANDER



WHITE



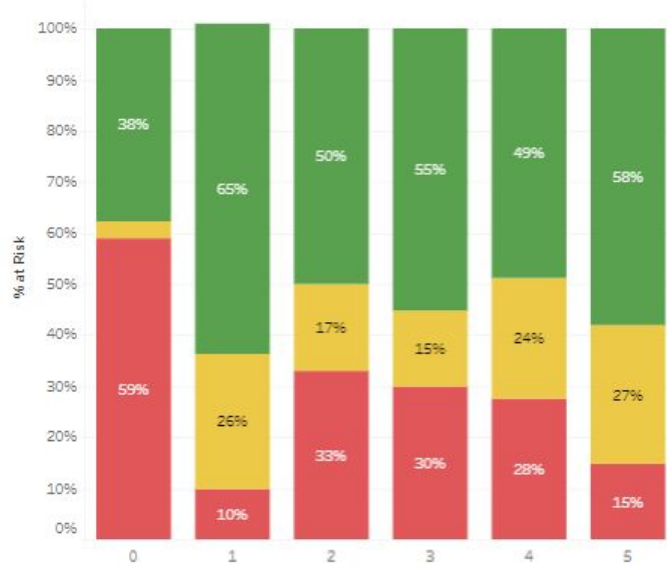
**Data Analysis- DIBELS**

The trends in our DIBELS data show that our instruction in reading fluency and accuracy is most efficient in Kindergarten and First Grade. Over the past few years, our Kindergarten has been able to achieve a 80-90% benchmark score by June. As students move through the grade levels, they continue to make growth in first grade. The challenge for our school is when students are in second and third grade. During that time, our scores show that the growth is not as high (or sometimes negative) which would indicate a need for continued improvement. As students reach fourth and fifth grade, the focus becomes more on reading comprehension and using technology to support students who cannot access the text. The graphs below show our historical trends in DIBELS as measured by fall and spring benchmarks. Red indicates intensive students, yellow shows strategic students and green demonstrates students who have achieved benchmark.

# SIP Template

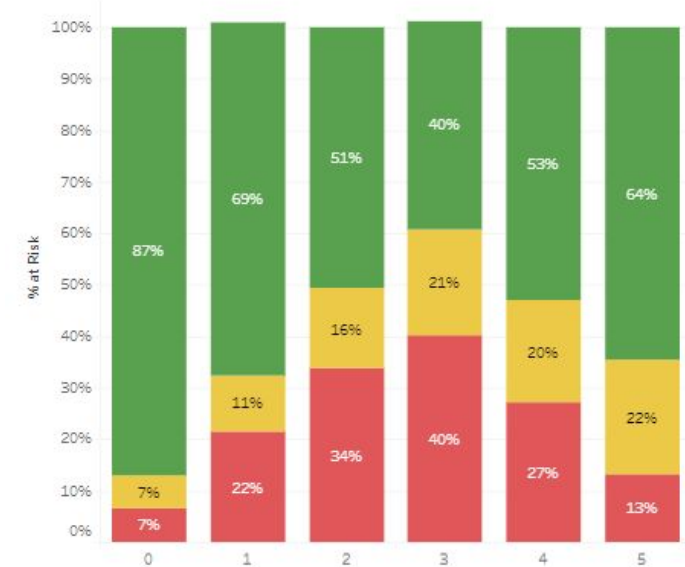
## Fall 2016

DIBELS Risk by Grade



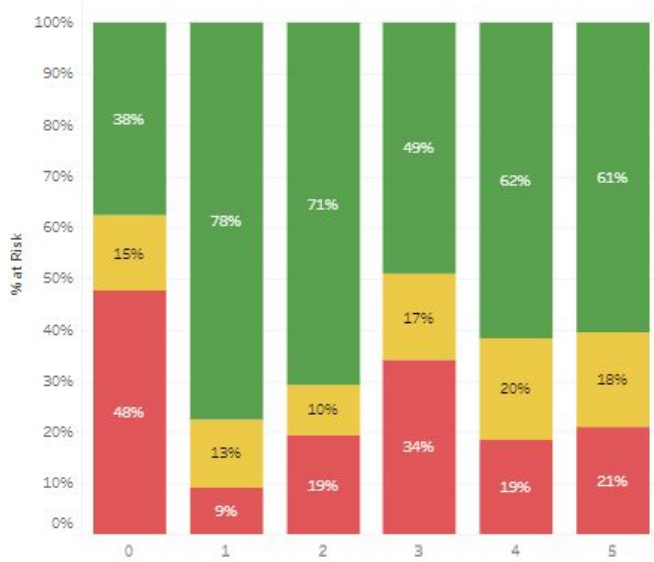
## Spring 2016

DIBELS Risk by Grade



## Fall 2017

DIBELS Risk by Grade



## Spring 2017

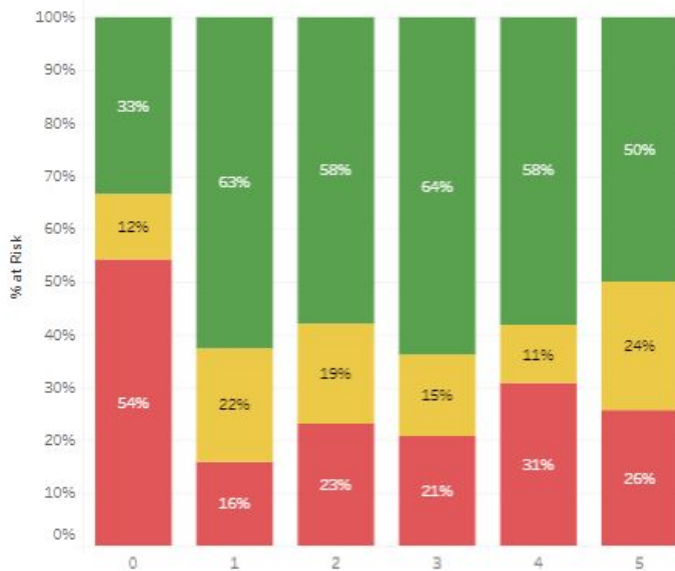
DIBELS Risk by Grade





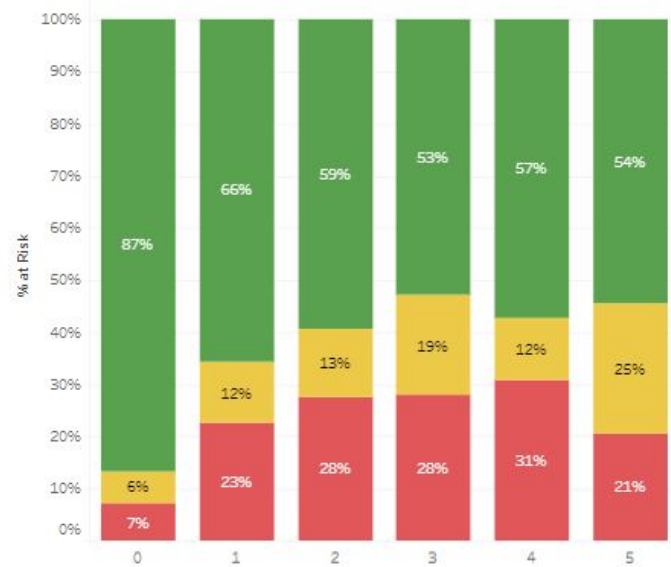
Fall 2018

DIBELS Risk by Grade



Spring 2018

DIBELS Risk by Grade



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

At this time, Dick Scobee does not participate in MAP or iReady testing.

**Data Analysis- ELPA21**

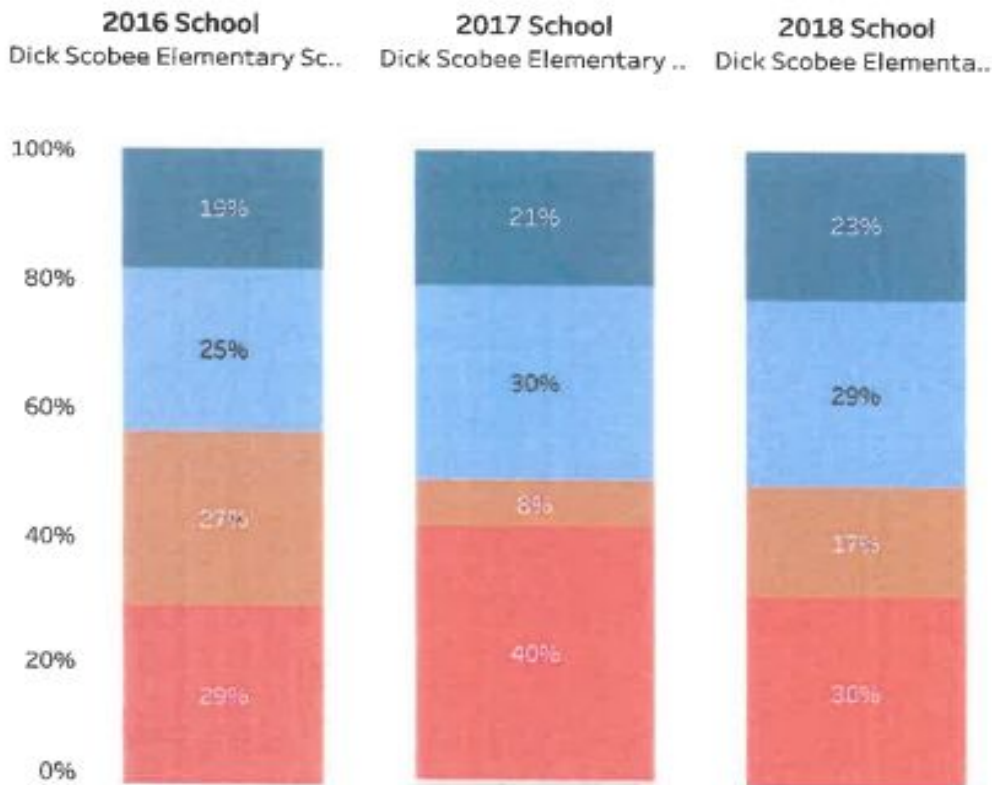
During the 2016-2017 school year, Dick Scobee Elementary exited 16.2% of their students from the program. This was higher than the Auburn School District (14.4%) and Washington State (13.6%). In 2015-2016, our exit rate of 11.4%, was comparable to those of the school district and state (11.3% and 12.9% respectively). This data would indicate that we are making progress with our English Learners.

**Data Analysis- CEE Perceptual Survey**

- We decreased the gap between “I vs My Colleagues” for “Openness to new ideas” by 20%.
- In the student survey, the two areas in which the largest percentage of students scored positive were around the perception around teacher(s) believe student learning is important. The other one was around students’ belief about their teacher(s) expect me to do my best.
- Among staff responses, “Peer observation/coaching and feedback is a tool we use to improve instruction” was our most negative with about 40% of our staff responding in the negative.

## SBA ELA

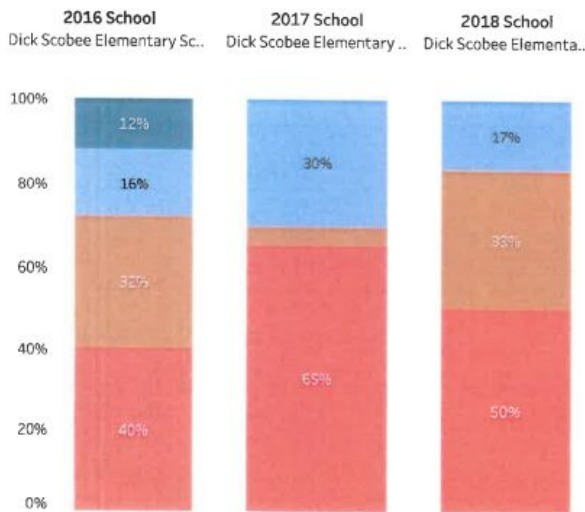
The graph below shows results from the ELA portion of the Smarter Balanced Assessment taken each spring. Over the last few years, our ELA scores demonstrate that we are consistent in the amount of level 3 and 4 students each year. The number of Level 1 and 2 students fluctuate each year but remains to be high. When you break this data up by individual grade levels, our 5th grade scores from 2018 were the highest in our building. Despite the celebration in 5th grade, one of our biggest challenges is that when compared to the rest of the Auburn School District, our 3rd and 4th grade scores for our building remain to be the lowest achieving building in terms of growth.



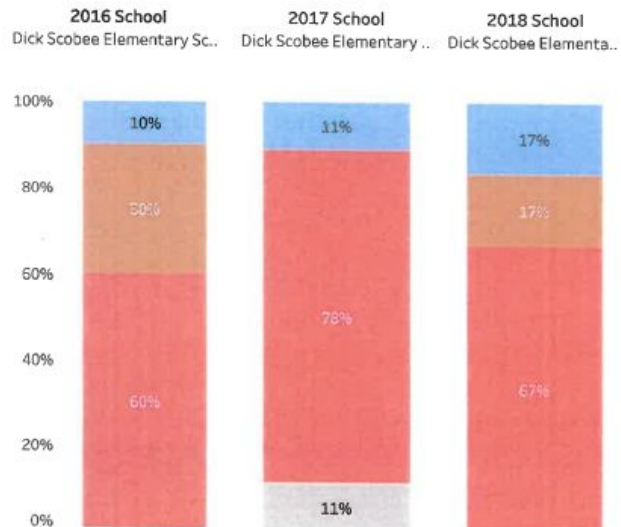
## SIP Template

Our English Language students and Students with Disabilities continue to represent our highest number of Level 1's and 2's in ELA data. These special student populations struggle in the area of ELA due to limited English and learning disabilities. The graphs showing their proficiency data are inserted below.

### EL Students

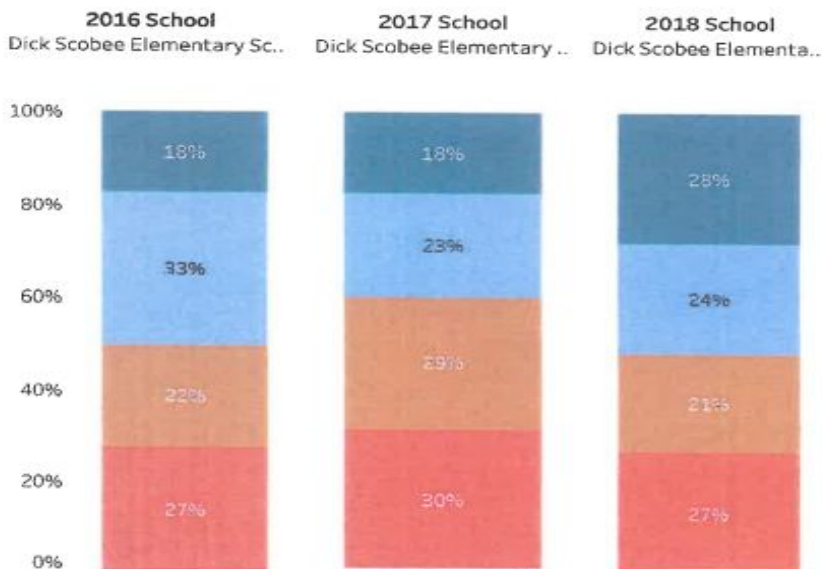


### Students with Disabilities



## SBA Math

Dick Scobee Elementary has made growth in the area of math as represented on the Smarter Balanced Assessment in spring. As a combined 3rd-5th cohort, our scores shown improvement in the amount of Level 3's and 4's that are proficient. This increase continues to be a celebration in 5th grade, who had 52% of the grade level achieve proficient status. Despite these improvements, Dick Scobee still continues to perform below the Auburn School District and Washington State.

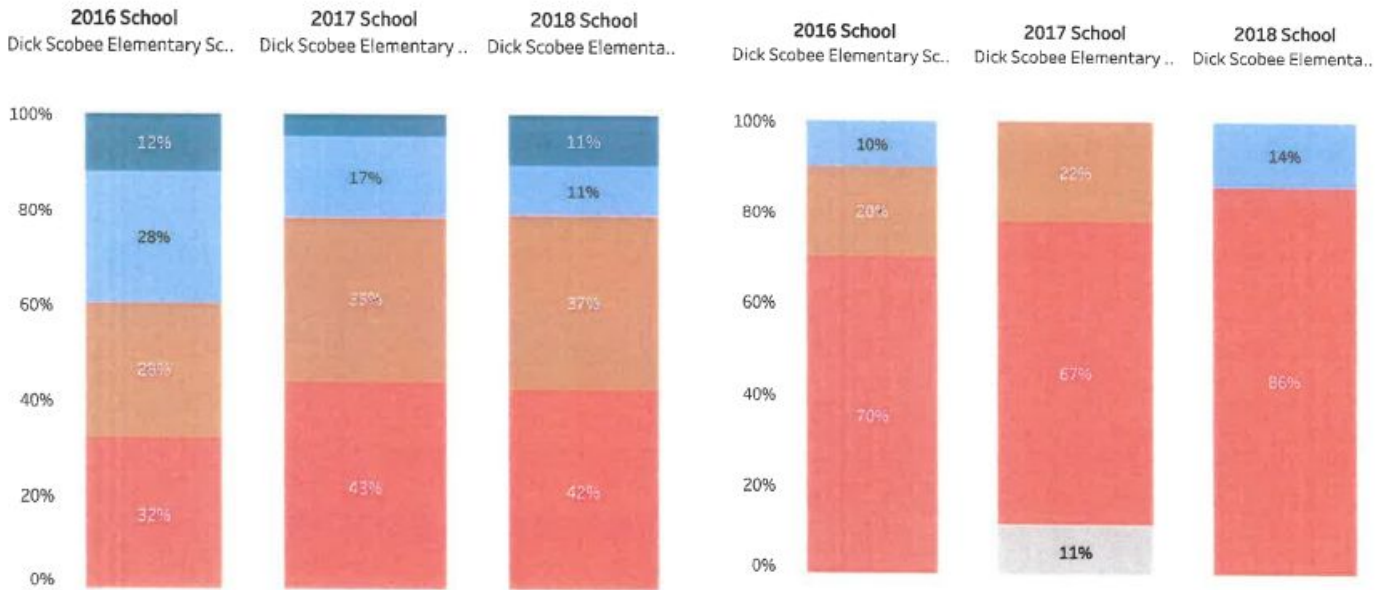


## SIP Template

Our EL data for Math shows that students are remaining consistent in the scores they are showing. There has been a decrease in Level 3's and 4's compared to the 2016 school year. The challenge for EL students is learning the vocabulary necessary in order to access the math problems and complete them proficiently. Students with Disabilities also struggle in the area of math. We continue to have a high number of Level 1 students. In 2018, however, our Students with Disabilities out performed the Auburn School District in the number of Level 3's. Both EL and Students with Disabilities continue to be an area of need.

### EL Students

### Students with Disabilities



## MSP/WACAS Science Assessment

Historically, science has been a challenge for Dick Scobee Elementary. Our scores have fluctuated between 40-50% proficient, with an all time low of 23.3% in 2016-2017. In 2017-2018, Dick Scobee had the lowest amount of difference between our school scores and the Auburn School District. That indicates that we have made some progress in the area of science, but still have work to do.

	2014-2015	2015-2016	2016-2017	2017-2018
<b>Dick Scobee</b>	41.2%	50.6%	23.3%	47.0%
<b>Auburn School District</b>	56.8%	61.1%	60.6%	51.6%
<b>Washington State</b>	63.4%	65.3%	63.4%	55.1%

## Credit Attainment/F Data, Honors/AP Enrollment

Not Applicable.

## Parent Engagement - SWT 2/LAP

At Dick Scobee Elementary we aim to engage our families in authentic relationships as equal partners in the education of their children. There are four individual systems to support this work, each with a different purpose:

1. PTA - Parent Teacher Association is a traditional approach to engaging families in activities that directly support students and staff.
2. PAG - Parent Advisory Group dedicated to the recruitment and retainment of families who better represent the demographics of our students. The purpose of this group is for mutual benefit. We hope to empower and building capacity for our families to be informed advocates for their child's education. We teacher them about the public K-12 systems in hopes to increase their capacity to effectively navigate the sometimes invisible barriers. We also seek input from this group in decisions about our school (related to instruction, behavior management, etc).
3. Family Engagement Events - We try to host an event each month for the purpose of engaging our families. These events range in purpose from building community through activities such as crafts and multicultural nights to building support at home through teaching families about our curriculum and instructional strategies.
4. Individual Approach - Each staff member is provided with training and the expectation that we engage and communicate with our families through the lens of genuine relationships. We try to treat them as we would treat our families and friends.

## Student Transitions - SWT 2 & 3/LAP

Our early learning transitions begin as early as January. We have our Preschool staff work with Special Education Teachers and the Kindergarten teachers to coordinate individualized transition plans for the preschool students that will be entering kindergarten in the fall. Those plans include creating timelines for students to be introduced to their future teacher, time to spend in the classroom, time with current staff pushing into the kindergarten class during a learning day with them, and other coordinating plans to support these students.

Our Fifth Grade teachers, Counselor, Behavior Specialist and Administrators work collaboratively with the Administrative staff and Counseling Staff at Cascade Middle School to coordinate transition activities/conversations to support our 5th graders. This includes sharing individual strengths based documents for each of our Tier II and Tier III students. We also coordinate specific events for our parents to attend at Cascade, our Students with Special Needs to visit, and all Fifth graders to complete a transition visit.

## Assessment Decisions - SWT 3/LAP

In reading, DIBELS is our primary filter for establishing individual grade level needs for extra support or enrichment opportunities. Both words per minute and accuracy data are analyzed for these decisions. In addition to DIBELS, we also use Early Reading Intervention assessments in grade K, Read Well in grades 1 and 2, and Ekwall/Shanker Reading Inventory (IRI) for grades 2 and 3. With the new Wonders ELA Adoption through the Auburn School District, many of our grade levels are piloting those assessments this year to see what type of information we gain from those tests. We continuously monitor assessment results through building wide spreadsheets and grade level discussions/PLCs.

## SIP Template

In math, Common Formative Assessments, Unit Pre-Assessments, and Unit Summative Assessment are used for grades k-5. Dick Scobee Elementary also uses monthly fact fluency assessments to guide instruction and decisions for math. In grades 3-5, Smarter Balanced interim assessment blocks and comprehensive assessments are used.

### Effective, Timely Assistance - SWT 2 &3/LAP

Each grade level at Dick Scobee Elementary has a building wide spreadsheet that ranks students in order from most intensive to benchmark. The assessments mentioned above are tracked on this spreadsheets and students can fluctuate on that sheet based upon their most recent scores. Students that score intensive are monitored and eligible for extra services through our Title/LAP program. If students need additional support we look to see if they qualify for EL services or Special Education Services (through an IEP). The interventions that are put in place are monitored for those students and then evaluated again each month. In order to align our programs across the building, our Reading Specialist, EL Cert, and Sped Certs attend PLCs and grade level planning meetings.

### Prioritized Challenges

At our school data carousel, staff were presented with graphs and data that reflected our current reality and our historical data. A list of strengths and weaknesses were created and then sorted.

	<b>Smarter Balanced Assessment - ELA</b>
4	In grades 3 & 4, Dick Scobee Elementary had the least percentage of students meeting standard in ELA as measured by SBA in 2018, as compared to all other ASD schools.
3	In grades 3-5, Dick Scobee Elementary made 2% or less change in the percentage of students scoring a Level 1 in ELA during 2017-2018.
	<b>Smarter Balanced Assessment - Math</b>
4	In grades 3 & 4, Dick Scobee Elementary either stayed the same or had more students scoring a level 1 on the SBA in Math during 2017-2018.
3	Dick Scobee Elementary math median SGP was 34 as measured by SBA in 2018.
	<b>Smarter Balanced Assessment - Ethnicity</b>
4	In grade 3, there has been 0% African American males who have met standard in ELA or Math since 2015.
3	19.4% of our Black/African American students were chronically absent in 2017-2018 school year.
2	21.7% of our students coded 2 or more races, were chronically absent in 2017-2018 school year.
1	Dick Scobee Elementary math median SGP was 29 as measured by SBA in 2018 for our

	Black/African American students.
	Special Populations - English Learner and Students with Disabilities
4	For the last 3 years, there has been no positive change in the percentage of SWD moving from a Level 1 to a Level 2, OR from a Level 2 to a Level 3.
3	In grades 3-5, EL students decreased from 30% proficient in ELA to 17% proficient from 2017-2018, as measured by SBA.
2	From 2017-2018, more EL students declined than improved for grades 4-5, in both math and ELA as measured by SBA.
1	12.9% of our SWD were chronically absent in the 2017-2018 school year.

**SMART Goal 1:**

We will increase the percentage of students meeting grade level standards in ELA from 46% in 2018-19 to 67% in 2021-22 as measured by the Smarter Balanced Assessment.

**SMART Goal 2:**

We will increase the percentage of students meeting grade level standards in Math from 43% in 2018-19 to 64% in 2021-22 as measured by the Smarter Balanced Assessment.

**SMART Goal 3:**

We will increase our teacher’s confidence in working with students with disabilities score from 33% “Very Confident” in fall of 2018-19 to 48% “Very Confident” in spring of 2021-22 as measured by the Dick Scobee Inclusive Support Survey.

SMART Goal 1			
Subject Area: ELA			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Our target populations are Students with Disabilities, English Learners, and Black/African American students.		
Our Reality: <i>(based on assessment data analysis)</i>	The percent of students measuring as proficient or “meeting grade level standards” in ELA was 46% as measured by the SBA in Spring of 2018.		
Our SMART Goal: <i>(based on target population and your reality)</i>	<b>We will increase the percentage of students meeting grade level standards in ELA from 46% in 2018-19 to 67% in 2021-22 as measured by the Smarter Balanced Assessment.</b>		
Action Plan			
Action Step <b>SWT 2 &amp; 3/LAP</b>	Aligning lesson plans and instruction with our standards alignment document.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>Pre-August</i></p> <p>a. <i>ELA Standards Alignment Building-wide document will be completed</i></p> <p><i>August</i></p> <p>b. Staff will begin including specific targets (or Standards for K-2) in their plan books.</p>	<p>a. Copies produced and ready for staff in August</p> <p>b. Follow through on collection of plan books.</p>	<p>a. IS</p> <p>b. Admin</p>	<p>a &amp; b.</p> <p>August training provided by BLT</p>
<p><i>September-Mid-November</i></p> <p>a. Standards alignment building wide documents are present at all common team planning, PLC meetings and any appropriate professional development opportunities.</p> <p>b. Visually/verbally communicated to students before and during lesson.</p> <p>c. Learning Targets are referenced throughout the lesson and</p>	<p>a. N/A</p> <p>b. Evaluators and Coaches will look for this and ask students during walk-throughs and observations</p> <p>c. Evaluators/coaches will specifically observe teachers connecting student</p>	<p>a. BLT members</p> <p>b. Evaluator s/Coaches</p> <p>c. Teachers</p> <p>d. Teachers</p> <p>e. Teachers</p>	<p>a-e. PD and modeling will be available during staff meetings and during the day for all staff</p> <p><b>**Definition**</b></p> <p>“Walk-throughs and observations”: -Principal and Assistant Principal will continue to conduct formal and</p>



SIP Template

<p>explicitly connected to student work.</p> <ul style="list-style-type: none"> <li>d. Teacher checks for student understanding of Learning Targets throughout the lesson.</li> <li>e. Exit Tickets linked to learning targets.</li> </ul>	<p>work to the success criteria/target</p> <ul style="list-style-type: none"> <li>d. Both students and instructors will increase their clarity (as defined by Hattie)</li> <li>e. Teachers and students should gain formative assessment info</li> </ul>		<p>informal observations (scheduled and unscheduled) The primary purpose of these is to support growth for instructor but will be used for evaluations. -Instructional Specialists and/or other colleagues may also do informal observations and/or walkthroughs (scheduled and unscheduled) The ONLY purpose for these is support professional growth and will NOT be used for evaluations.</p>
<p><i>Mid-November- January</i> Collect and share data related to:</p> <ul style="list-style-type: none"> <li>a. Lesson Plans</li> <li>b. Targets/Success Criteria connected throughout lesson (observation data)</li> <li>c. Sample Exit Tickets Shared</li> </ul>	<p>a-c. Increased frequency and fidelity for implementation. Staff will understand data around implementation. Increased student learning.</p>	<p>a-c. Admin/IS</p>	<p>a-c. Data will be shared with staff during staff meeting and/or PLC</p>
<p><i>February-April</i> Collect and share data related to:</p> <ul style="list-style-type: none"> <li>d. Lesson Plans</li> <li>e. Targets/Success Criteria connected throughout lesson (observation data)</li> <li>f. Sample Exit Tickets Shared</li> </ul>	<p>a-c. Increased frequency and fidelity for implementation. Staff will understand data around implementation. Increased student learning.</p>	<p>a-c. Admin/IS</p>	<p>a-c. Data will be shared with staff during staff meeting and/or PLC</p>

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<p><i>April-June</i> Collect and share data related to:</p> <ul style="list-style-type: none"> <li>g. Lesson Plans</li> <li>h. Targets/Success Criteria connected throughout lesson (observation data)</li> <li>i. Sample Exit Tickets Shared</li> </ul>	<p>a-c. Increased frequency and fidelity for implementation. Staff will understand data around implementation. Increased student learning.</p>	<p>a-c. Admin/IS</p>	<p>a-c. Data will be shared with staff during staff meeting and/or PLC</p>
<p>Action Step <b>SWT 2 &amp; 3/LAP</b></p>	<p>Increase staff’s understanding and capacity for using student growth goal data to target and accelerate student growth.</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i></p>			
<p><i>September-Mid-November</i></p>			
<p><i>Mid-November- January Staff Meetings and Building Hours have space for sharing examples of how teachers are currently recording, tracking, and sharing student growth (i.e. goals/growth/etc)</i></p>	<p>Staff will engage in collaborative conversations around how they can add these practices.</p> <p>Additional staff will begin “trying” some of these practices.</p>	<p>BLT</p>	<p>Staff Meetings and Building Hours</p>
<p><i>February-April Staff Meetings and Building Hours have space for sharing examples of how teachers are currently recording, tracking, and sharing student growth (i.e. goals/growth/etc)</i></p>	<p>Staff will engage in collaborative conversations around how they can add these practices.</p> <p>Additional staff will begin “trying” some of these practices.</p>	<p>BLT</p>	<p>Staff Meetings and Building Hours</p>

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<p><i>April-June</i>                  Plan for full implementation in the                  2020-2021 School Year</p>	<p>BLT meeting agendas will                  reflect this planning</p> <p>Action items will be added                  to Building Calendar for                  2020-2021</p>	<p>Admin &amp; IS</p>	<p>BLT Meetings</p>
<p><b>Alignment to District Improvement:</b></p>			

<p><b>SMART Goal 2</b></p>			
<p>Subject Area: Math</p>			
<p>Target Population: <i>(based on demographic, discipline and attendance data analysis)</i></p>	<p>Our target populations are Students with Disabilities, English Learners, and Black/African American students.</p>		
<p>Our Reality: <i>(based on assessment data analysis)</i></p>	<p>The percent of students measuring as proficient or “meeting grade level standards” in math was 43% as measured by the SBA in Spring of 2018.</p>		
<p>Our SMART Goal: <i>(based on target population and your reality)</i></p>	<p><b>We will increase the percentage of students meeting grade level standards in Math from 43% in 2018-19 to 64% in 2021-22 as measured by the Smarter Balanced Assessment.</b></p>		
<p><b>Action Plan</b></p>			
<p>Action Step <b>SWT 2 &amp; 3/LAP</b></p>	<p>Develop working draft of Dick Scobee Standards Alignment Document for Math.</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i></p>			

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<p><i>September-Mid-November</i></p>			
<p><i>Mid-November - January</i></p> <ul style="list-style-type: none"> <li>a. <i>Deliver baseline PD for Math Standards Alignment Building-Wide document</i></li> <li>b. <i>Establish work teams</i></li> <li>c. <i>Begin work</i></li> </ul>	<ul style="list-style-type: none"> <li>a. all teacher staff will participate in building hours to get started on the project</li> <li>b. admin will receive a calendar of dates/times that work groups will be meeting</li> <li>c. a tracking document will be created to monitor the scope of the work</li> </ul>	<p>BLT</p>	<p>Building Hours</p>
<p><i>February - April</i></p> <ul style="list-style-type: none"> <li>a. <i>Complete Math Standards Alignment Building wide document</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Teachers will have accessibility to the shared document to increase student learning.</li> </ul>	<p>Teachers, Admin and IS</p>	<p>Teams will present at staff meeting</p>
<p><i>May - June</i></p> <ul style="list-style-type: none"> <li>a. Plan Books will be readily available for administrators to review upon request (8-12 per administrator per week)</li> <li>b. Learning Targets are aligned to the standards</li> <li>c. Visually/verbally communicated</li> <li>d. Learning Targets are referenced throughout the lesson and explicitly connected to student work</li> <li>e. Teacher checks for student understanding of Learning Targets throughout the lesson</li> <li>f. Exit Tickets linked to learning targets</li> </ul>	<ul style="list-style-type: none"> <li>a.N/A</li> <li>b-d. Evaluators and Coaches will look for this and ask students Evaluators/coaches will specifically observe teachers connecting student work to the success criteria/target</li> <li>e.Both students and instructors will increase their</li> </ul>	<ul style="list-style-type: none"> <li>a.Admin</li> <li>b-d.Admin, teachers, IS, coaches</li> <li>e-f. Teachers</li> </ul>	<p>PD and modeling will be available during staff meetings and during the day for all staff</p> <p>Peer observation, coaching, and PD will be provided</p>

	<p>clarity as defined by Hattie</p> <p>f. Teachers and students should gain formative assessment information N/A</p>		
<b>Action Step <span style="color: red;">SWT 2 &amp; 3/LAP</span></b>	<b>Increase staff’s understanding and capacity for using student growth goal data to target and accelerate student growth.</b>		
<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Leadership Responsibility</b>	<b>PD</b>
<i>August 2021</i>			
<i>September-Mid-November</i>			
<i>Mid-November- January / Staff Meetings and Building Hours have space for sharing examples of how teachers are currently recording, tracking, and sharing student growth (i.e. goals/growth/etc)</i>	<p>Staff will engage in collaborative conversations around how they can add these practices.</p> <p>Additional staff will begin “trying” some of these practices.</p>	BLT	<p>Staff Meetings and Building Hours</p> <p>Peer observations of inclusion practices</p>
<i>February-April Staff Meetings and Building Hours have space for sharing examples of how teachers are currently recording, tracking, and sharing student growth (i.e. goals/growth/etc)</i>	<p>Staff will engage in collaborative conversations around how they can add these practices.</p>	BLT	<p>Staff Meetings and Building Hours</p>

	Additional staff will begin “trying” some of these practices.		
<i>April-June Plan for full implementation in the 2020-2021 School Year</i>	BLT meeting agendas will reflect this planning  Action items will be added to Building Calendar for 2020-2021	Admin & IS	BLT & Staff Meetings
Alignment to District Improvement:			

<b>SMART Goal 3</b>			
Subject Area: Inclusion			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Our target populations are Students with Disabilities.		
Our Reality: <i>(based on assessment data analysis)</i>	33% of our staff indicated they were “Very Confident” in working with students with disabilities.		
Our SMART Goal: <i>(based on target population and your reality)</i>	<b>We will increase our teacher’s confidence in working with students with disabilities score from 33% “Very Confident” in fall of 2018-19 to 48% “Very Confident” in spring of 2021-22 as measured by the Dick Scobee Inclusive Support Survey.</b>		
<b>Action Plan</b>			
Action Step <b>SWT 2 &amp; 3/LAP</b>	Implement fully inclusive practices building-wide. (i.e. co-planning, co-teaching, consultations, peer observation, and professional development)		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August Master Schedule will reflect alignment of minutes and core instruction.</i>		Admin and Inclusions Specialists	

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<p><i>Building Map will reflect there is no designated special education classroom.</i></p> <p><i>Co-Planning and Co-Teaching will take place</i></p> <p>Dick Scobee Inclusion Log</p>			
<p><i>September-Mid-November</i></p> <p>Inclusion Perception Survey Administered</p>	<p>Increase in perception data            Increase in attendance for SWD            Decrease in ODR's for SWD            Increased academic metrics for SWD</p>		
<p><i>Mid-November- January</i></p>			
<p><i>February-April</i></p>			
<p><i>April-June</i></p> <p>Inclusion Perception Survey Administered</p>	<p>Increase in perception data            Increase in attendance for SWD            Decrease in ODR's for SWD            Increased academic metrics for SWD</p>	<p>Admin, IS and Instructional Specialists</p>	

## Planning and Implementation Calendar – SWT 2 & 3/LAP

### Planning and Implementation Calendar for 2019-2020

Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/Waiver Days	Title extra hours
June					
August	Present <b>ELA</b> Standards Alignment Document (1 hr)  Professional Development focused on Inclusion (2 hrs)		<b>ELA</b> Plan for: Modeling/PD for Learning Targets, Success Criteria, Referencing throughout lesson, and Exit Tickets.		
September	Begin <b>Math</b> Standards Alignment Document (7 hours total)	<b>ELA</b> Modeling/PD for Learning Targets, Success Criteria, Referencing throughout lesson, and Exit Tickets.			
October			<b>ELA</b> Collect and share data related to lesson plans, targets/success criteria connected throughout lesson and sample exit tickets shared.		
November		<b>ELA</b> Collect and share data related to lesson plans,			



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		targets/success criteria connected throughout lesson and sample exit tickets shared.			
December		<b>ELA</b> Collect and share data related to lesson plans, targets/success criteria connected throughout lesson and sample exit tickets shared.			
January		<b>ELA</b> Collect and share data related to lesson plans, targets/success criteria connected throughout lesson and sample exit tickets shared.			
February	<b>Math</b> Teams will present their portion of Standards Alignment (1 hr)				
March			<b>Math</b> Prepare for PD: Plan books, learning targets, success criteria, Teacher Checks and Exit Tickets		
April		<b>Math</b> Prepare for PD: Plan books, learning targets, success criteria, Teacher Checks and Exit Tickets	<b>ELA</b> Collect and share data related to lesson plans, targets/success criteria connected throughout lesson and		

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			sample exit tickets shared.		
May		<b>ELA</b> Collect and share data related to lesson plans, targets/success criteria connected throughout lesson and sample exit tickets shared.			
June					

**Planning and Implementation Calendar – SWT 2 & 3/LAP**

**Planning and Implementation Calendar for 2020-2021**

Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/Waiver Days	Title extra hours
June					
August					
September					
October					
November		<b>ELA</b> Sharing of how staff are currently recording, tracking, and reporting data/student growth			
December		<b>ELA</b> Sharing of how staff are currently recording, tracking, and reporting data/student growth			
January		<b>ELA</b> Sharing of how staff are			

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		currently recording, tracking, and reporting data/student growth			
February		<b>ELA</b> Sharing of how staff are currently recording, tracking, and reporting data/student growth			
March					
April			<b>ELA</b> Plan for full implementation of Student Growth Steps for fall of 2021		
May			<b>ELA</b> Plan for full implementation of Student Growth Steps for fall of 2021		
June					

**Budget – SWT- 4/LAP**

*Insert Budget Page here.*