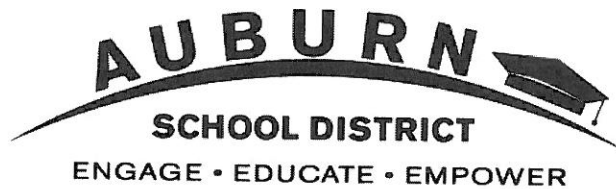


Planning Year 2018-2019  
Implementation September 2019-June 2022

*Washington 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>School</b>			
Washington Elementary			
<b>Date of SIP Team District Goal Review:</b>			
<b>SIP Team Members:</b>			
Pauline Thomas	Jennifer Williams		
Rachel Collins	Parent		
Tori Smith	Community		
Donna Mayer	Student		
Anna K Marshall	Student		
Bonnie Harvey	Classified		
Ryan Garcia			

School Improvement Team Signatures 2013-2014		
Date Submitted:		Date of School Board Approval:
Name	Title/Position	Signature
Pauline Thomas	Principal	Pauline Thomas
Kelly Washam	Parent	Kelly Washam
Chelsianna Natividad	Student	Chelsianna Natividad
Hannah Leikness	Student	Hannah Leikness
Breana Harris Burton	Community Member	Breana Harris Burton
Rachel Collins	Assistant Principal	Rachel Collins
Tori Smith	Instructional Specialist	Tori Smith
Donna Mayer	Title I	Donna Mayer
Anna K. Marshall	4th Grade	Anna K. Marshall
Bonnie Harvey	Counselor	Bonnie Harvey
Ryan Garcia	Behavior Specialist	Ryan C. Garcia
Jennifer Williams	EL	Jennifer Williams
Dawne Cairney	Special Education	Dawne Cairney
Heidi Calhoun	1st Grade	Heidi Calhoun
Katie Anderson	5th Grade	Katie Anderson
Katerina Fabyanchuck	Kindergarten	Katerina Fabyanchuck
Michelle Kam	3rd Grade	Michelle A. Kam
Michelle Flanders	Learning Specialist	Michelle Flanders
Kelsey Finafrock	2nd Grade	Kelsey Finafrock

# SIP Template

Each team must include staff, students, families, parents, and community members.

## 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	
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### 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/Vision

The mission of Washington Elementary is to provide a safe environment where all students achieve high standards of learning and develop responsible behavior.

### 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

*Write a description of your SIP team's background (when did you begin this process, how often did you meet, what you will find in this document). Be sure to describe how all staff were involved in the process.*

The school leadership team began the school improvement process on October 1st, 2018. The school leadership team consists of one certificated teacher from each grade level (K-5), certificated teachers from ELL, special education, title, instructional specialist, counselor, principal, and assistant principal. The team met multiple times for an hour after school and then four full days of release time. The leadership team presented data to all staff for a data review and contribution of narrative statements. Once the narrative statements were revised, they were brought before the teachers to prioritize. Those prioritized statements have been used to write the executive summaries and smart goals. The leadership team collaborated on developing the Action Plans and the implementation and PD calendar based on input from all teachers. Both the Action Plans and Implementation/PD calendar were approved by all teachers in May 2019. Building hours will be used for PD.

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

All Washington staff members have met the requirement for highly qualified.

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

New teachers at Washington are placed with a team that provides immediate support. Their grade level team provides curriculum overview in all academic areas. Our master schedule provides for common team planning so new teachers have time to preview, reflect, and discuss students and curriculum with their teammates. Our instructional specialist offers time and planning to discuss best practices with instruction. Our IS may be assigned to a particular teacher to help with instruction, engagement, and work in a coaching role and as a mentor throughout the year. The reading specialist will train new teachers with our school wide phonics

## SIP Template

program and discuss our Walk To Read Program. New teachers will receive information about benchmark assessments, data reviews, school trend data, and expectations for the year. Our PLC meetings allow for data review, curriculum questions, and next steps as we push toward our SIP goals. New teachers meet with our principal once a month to understand the culture of our school. A mentor within our building has been assigned to our new teachers for guidance and assistance. Our T-Pep evaluation also gives our teachers a comprehensive overview of how they are doing in the classroom and next steps for any improvements throughout the year.

## COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

### Executive Summary

*Include all Needs Assessment Data documents used to write each Executive Summary.*

### Demographic data

*Write an analysis of changing demographics in your building. This analysis should include data for at least 5 years in order to identify trends.*

Washington Elementary School is located in downtown Auburn, Washington and reflects this diverse community. Our top 3 demographic groups are White, Hispanic, and Multi-racial.

Since 2016, Hispanic students have decreased from 36.8% in 2016 to 36.1% in 2019.

Since 2016, White students have decreased from 23.8% in 2016 to 21.1% in 2019.

Since 2016, Multi-racial students have decreased from 17.1% to 15.1% in 2019.

### Discipline

Discipline data is based on offences documented in Skyward and is not inclusive of all incidents due to inconsistent data input. Data represents offences between 8-2015 and 5-2018.

Gender: 80% Male

Offenses: 71% Inappropriate Behavior (other offenses documented included Noncompliance, aggression and vandalism)

Race: White 36%, Hispanic Latino 28%, Multiracial 19%, Black 1%, Pacific Islander .5%

Discipline types: 49% Detention, 1% bus suspensions, 1.5% suspensions, .5 inhouse suspensions (other discipline types included parent conferences and apologies)

### Attendance

Overall on-track school attendance has decreased from 53.7% in 2016 to 45.5% in 2018, a decrease of 8.2% in attendance. Attendance by ethnicity subgroups for the past 3 years 2016 – 2018 was included in the staff comprehensive data review. White student school attendance has decreased from 53.3% in 2016 to 50.5% in 2018, a decrease of 2.8% in attendance. Multiracial student school attendance has increased from 40.7% in 2016 to 44.6% in 2018, an increase of 3.9% in attendance. Black student school attendance has decreased from 51.9% in 2016 to 43.9% in 2018, a decrease of 8% in attendance. Hispanic student school attendance has decreased from 62.9% in 2016 to 44.3% in 2018, a decrease of 18.6% in attendance. Poverty student school attendance has decreased from 49.8% in 2016 to 42.3% in 2018, a decrease of 7.5% in attendance.

## **Data Analysis- DIBELS**

Formally, three times each year the staff comes together to review the DIBELS benchmark assessment results. The results are shared with the entire instructional team and decisions are made to support the students that are not at benchmark. Results are shared in multiple formats; whole grade level, by class, by rank and by performance level. Staff work collectively to determine interventions. Walk to Read groups, small group instruction via special programs and tutoring is applied to support the reader. Volunteers are utilized to assist with progress monitoring.

## **Washington DIBELS Data Trend Data**

According to the Tableau data, DIBELS/SBA Risk Level by grade level from beginning of the year to the end of the school year over the past 4 years 2014-2018 was included in the staff comprehensive data review. One notable trend was the increase of intensive students in 5th grade by 9% from 15% in 2016 to 24% in 2018. Fourth grade also increased intensive students by 2% from 24% in 2016 to 26% in 2018. Another notable trend was the decrease of intensive students in Third grade by 7% from 43% in 2016 to 36% in 2018. Second grade also decreased intensive students by 4% from 32% in 2016 to 28% in 2018.

## **Data Analysis- iReady (Math)**

Staff did not analyze MAP data for multiple years. Staff reviewed 1 year of data for iReady math, fall 2017 through spring 2018. Fall 2017, 14% of students were on or above grade level. Spring 2018, 50% of students were on or above grade level, an increase of 36%.

Over the last 3 years we have moved from MAPs to ICA to iReady reading as our benchmark for reading. Therefore we have no consistent data to analyze.

## **Data Analysis- ELPA21 (ELL Data)**

Staff reviewed 3 years of language proficiency data using the ELPA 21 summative results.

For the 2015-16 and 2016-17 school year achievement gaps between 5th grade Washington Elementary students and Auburn School District students exist. For the 15-16 school year this gap was 15%. For the 16-17 school year this gap was 11%. For the 2017-18 school, Washington Elementary 5th graders performed 7% above Auburn School District.

For the 2015-16 and 2016-17 school year achievement gaps between 4th grade Washington Elementary students and Auburn School District students exist. For the 15-16 school year this gap was 14%. For the 16-17 school year this gap was 5%. For the 2017-18 school, Washington Elementary 4th graders performed 3% above Auburn School District.

For the 2015-16 and 2016-17 school year achievement gaps between 2nd grade Washington Elementary students and Auburn School District students exist. For the 15-16 school year this gap was 2%. For the 16-17

## SIP Template

school year this gap was 4%. For the 2017-18 school, Washington Elementary 2nd graders performed 7% above Auburn School District.

The remaining grade levels did not have achievement gaps for 2 or more years. 5th grade and 2nd grade data indicate the highest gaps between Washington Elementary students and Auburn School District students scoring proficient on the ELPA 21 Summative Assessment.

Gaps between Washington Elementary students scoring proficient and State scores were all less than 5%, except for 5th grade during the 15-16 school year.

## Data Analysis- CEE Perceptual Survey

Staff analyzed EES survey data comparing 2016 and 2018 school years.

Staff focused on the bottom 5 areas of growth and prioritized the least positive responses.

### Staff Survey:

Priority 1: This school has a data-driven improvement plan with measurable goals. Percent positive decreased by 5.8% from 2015 to 2017. Priority 2: There is a consistent vision of school improvement throughout this district. Percent positive decreased by 1.7% from 2015 to 2017. Priority 3 : Staff share a high sense of urgency around the need to improve. Percent positive decreased by 2.3% from 2015 to 2017.

### Student Survey:

Priority 1: I am good at figuring out the best solutions to problems I am facing. Percent positive decreased by 13.1% from 2015 to 2017. Priority 2: I work well in a group or team. Percent positive decreased by 13.5% from 2015 to 2018. Priority 3: Students are involved in solving problems in this school. Percent positive decreased by 18.3% from 2015 to 2017.

### Parent Survey:

Priority 1: Most of the students are well behaved at this school. Percent positive decreased by 17.4% from 2015 to 2017.

The prioritized challenge narratives are under Goal 3 in this document. Staff identified correlations between EES data analysis and Gary Howard's Principles of Culturally Responsive Teaching.

## SBA/ICA ELA

Staff analyzed ELA SBA data for 5 years from 2014 to 2018 by grade levels and a variety of subgroups compared to the district averages.

### Challenges:

Fifth grade students meeting standard on ELA SBA decreased from 61% in 2016 to 32% in 2018, an overall decrease of 29%. EL students in grade 3-5 meeting standard on ELA SBA decreased from 18.9% in 2016 to 10.9% in 2018, a decrease of 8%. SWD students also showed a decrease for grades 3-5 in meeting standard on the ELA SBA from 25% in 2016 to 6.9% in 2018, a decrease of 18.1%. Hispanic students grades 3-5 showed a

## SIP Template

decrease on the ELA SBA from 43.8% in 2016 to 35.8% in 2018, a decrease of 8%. Multiracial students grades 3-5 showed a decrease from 51.7% in 2016 to 48.6% in 2018, a decrease of 3.1%. In 2018 our 3rd, 4th, and 5th grades scored below the district average on the ELA SBA. 52% of our 3rd grade students met the standard as compared to 55.5% of 3rd graders in the district, a difference of 3.5%. 48% of our 4th graders met the standard compared to 57.3% of 4th graders in the district, a difference of 9.3%. 32% of 5th graders met the standard compared to 59.2% of 5th graders district wide, a difference of 27.2%.

Fourth grade students meeting standard on ELA SBA increased from 42% in 2016 to 48% in 2018, an increase of 6%. Third grade students, as well, showed an increase in meeting standard on the ELA SBA from 45% in 2016 to 52% in 2018, an increase of 7%.

Disaggregation of the data by the ELL subgroup in ELA SBA and DIBELS (Tableau data) for grades third through fifth shows that from 2016 to 2018, ELL students performed at a lower rate than non-ELL students.

Here is the average discrepancy by grade level:

3rd grade: 22% discrepancy

4th grade: 30% discrepancy

5th grade: 32% discrepancy

## SBA Math

Staff analyzed Math SBA data for 3 years from 2015 to 2018 by performance levels 1, 2, 3, and 4 across grade levels, and a variety of subgroups compared to the district averages. The staff also reviewed the gap between the Hispanic and ELL population in comparison to non-Hispanic and non-ELL students for all 3 years. In addition, the staff reviewed the SWD data for 3 years from 2015 to 2018.

### Challenges:

5th grade students meeting standard on MATH SBA decreased from 53% in 2016 to 31% in 2018, an overall decrease of 22% of students meeting standard. 4th grade students meeting standard on MATH SBA decreased from 52% in 2016 to 41% in 2018, an overall decrease of 11% of students meeting standard. In 2018, 5th grade students meeting standard was 31%, compared to the district average of 48.5%. A difference of 17.5%. 4th grade students meeting standard in Math SBA was 41%. Compared to the district average of 53.8%, a difference of 12.8%. 3rd grade students meeting standard in Math SBA was 52%. Compared to the district average of 57.5%, a difference of 5.5%.

Hispanic students grades 3-5 meeting standard on MATH SBA decreased from 48.1% in 2016 to 34.6% in 2018, a decrease of 13.5%. SWD students grades 3-5 meeting standard on MATH SBA decreased from 37.5% in 2016 to 13.8% in 2018, a decrease of 23.7%.

3rd grade students meeting standard on MATH SBA increased from 45% in 2016 to 52% in 2018, an overall increase of 7% of students meeting standard.

Disaggregation of the data by the ELL subgroup in MATH SBA and iReady (Tableau data) for grades third through fifth shows that from 2016 to 2018, ELL students performed at a lower rate than non-ELL students.

Here is the average discrepancy by grade level:

3rd grade: 21% discrepancy

4th grade: 15% discrepancy

SIP Template  
5th grade: 27% discrepancy

### **MSP Science/EOC Biology**

State science data was not reviewed by staff. Science has not been a focus of instruction until the current school year 2017-18; therefore, results going forward will be used for program review and improvement efforts.

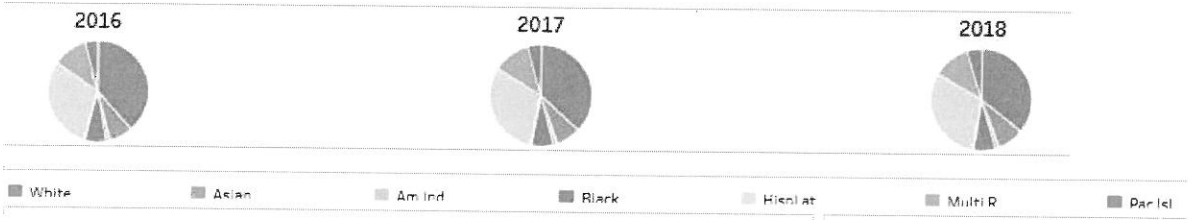
### **Credit Attainment/ Data, Honors/AP Enrollment**

Students designated as Highly Capable are placed in general education courses at Washington in all grades in a PACE format. Students are provided opportunities to accelerate their learning via Walk to Read within the school. Additionally, the individual classroom teacher provides support along with the school counselor meeting with the designated highly capable students on a regular basis. Highly Capable students in grades 4 and 5 have the opportunity to attend Terminal Park Elementary School.

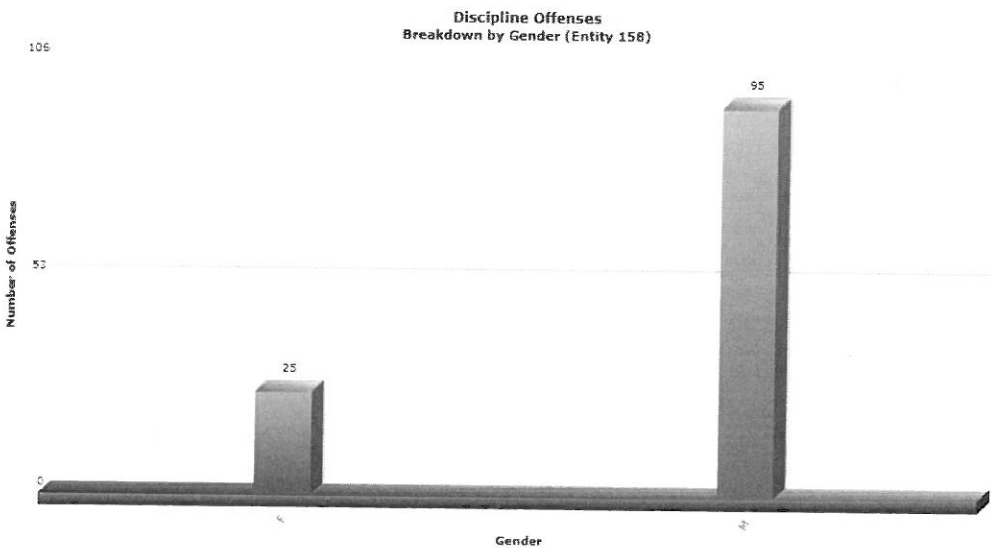


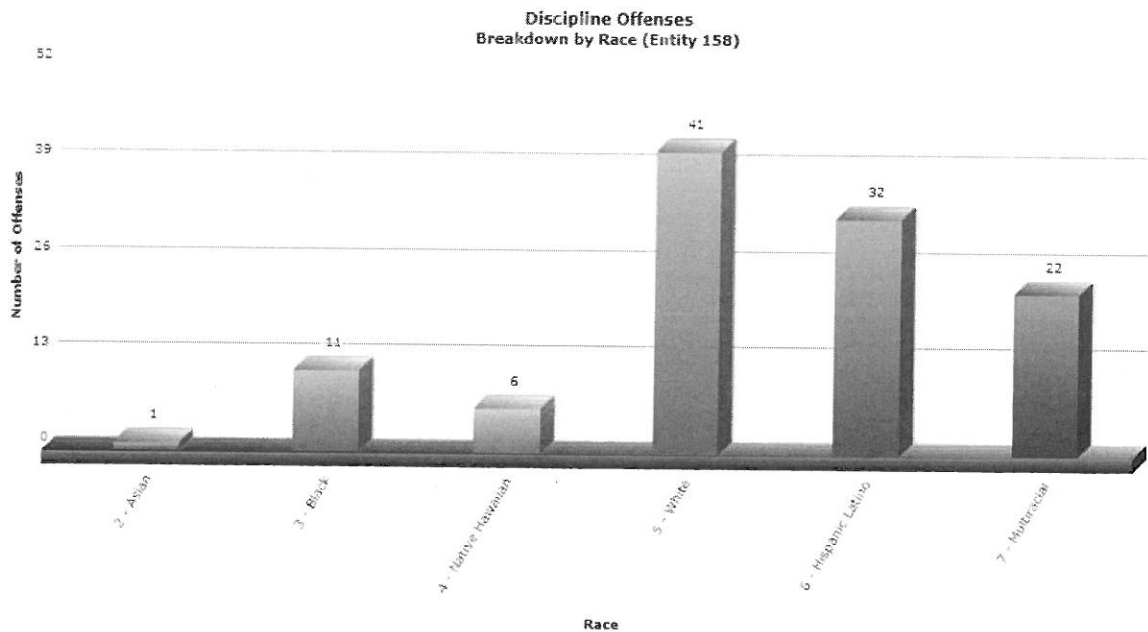
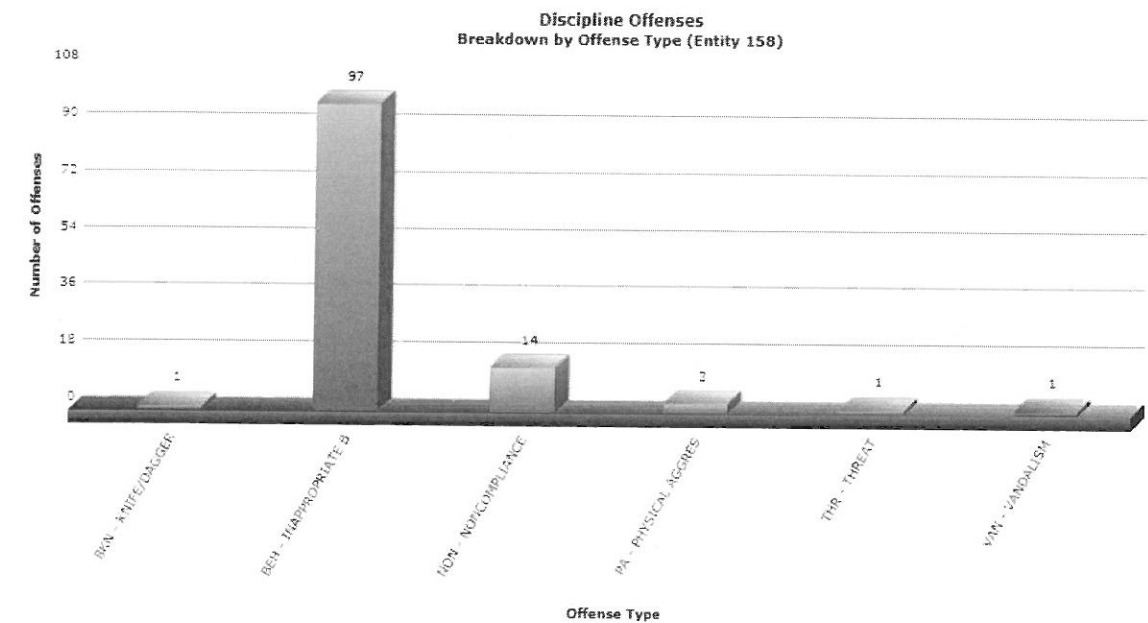
# Data Displays

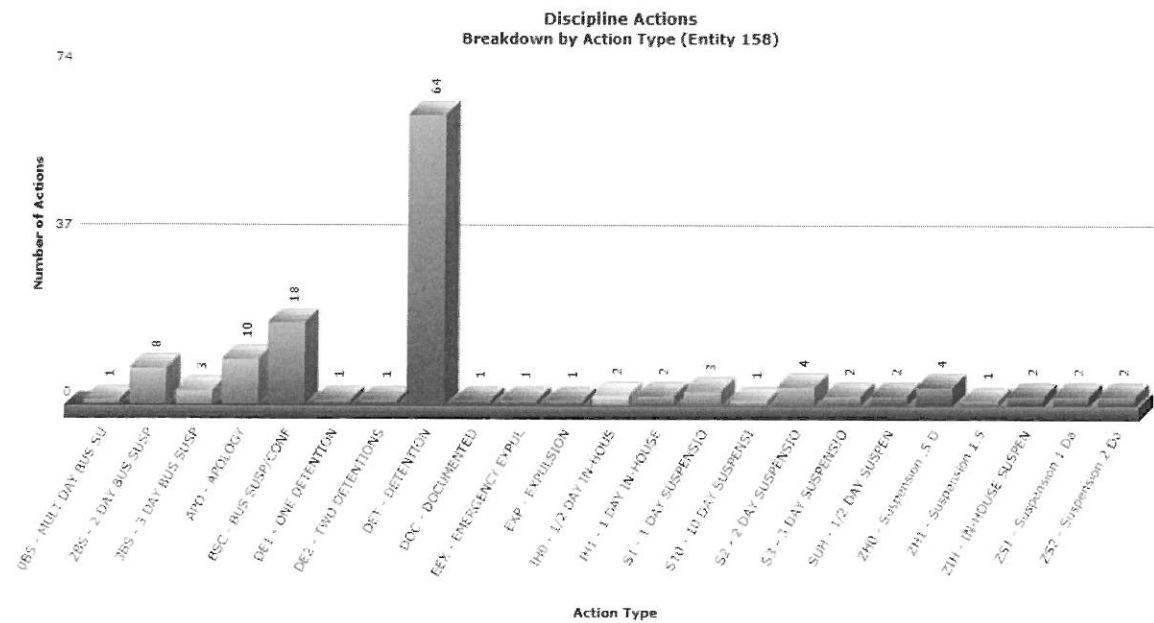
## Demographic Data



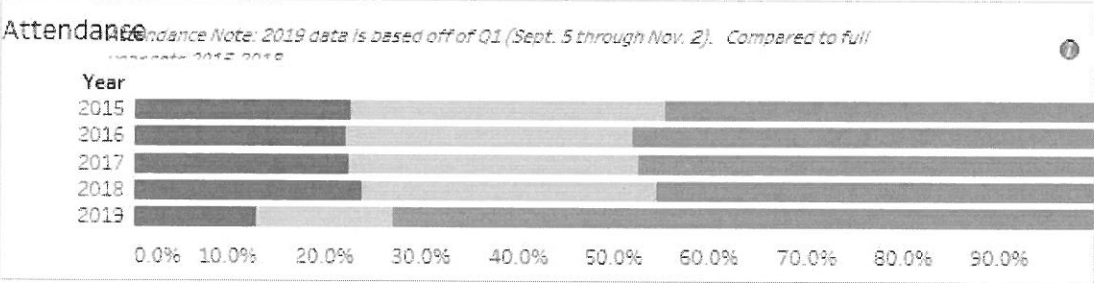
## Discipline Data







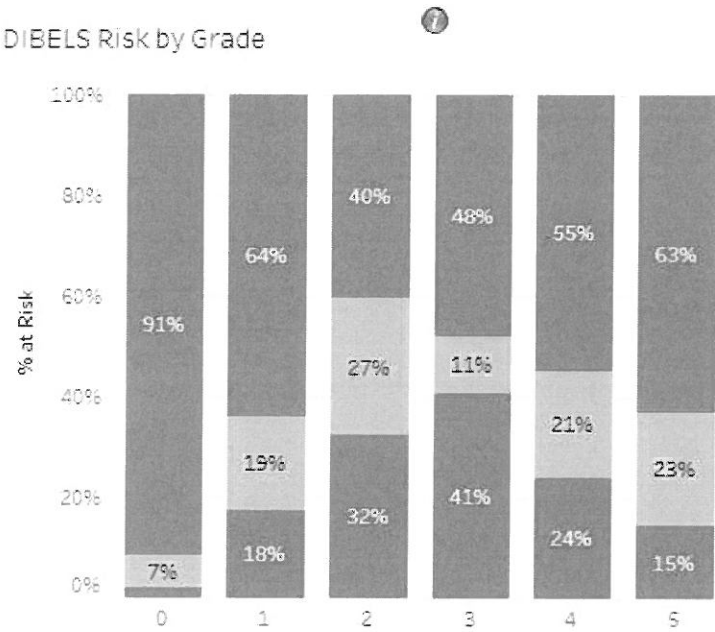
Attendance



SIP Template

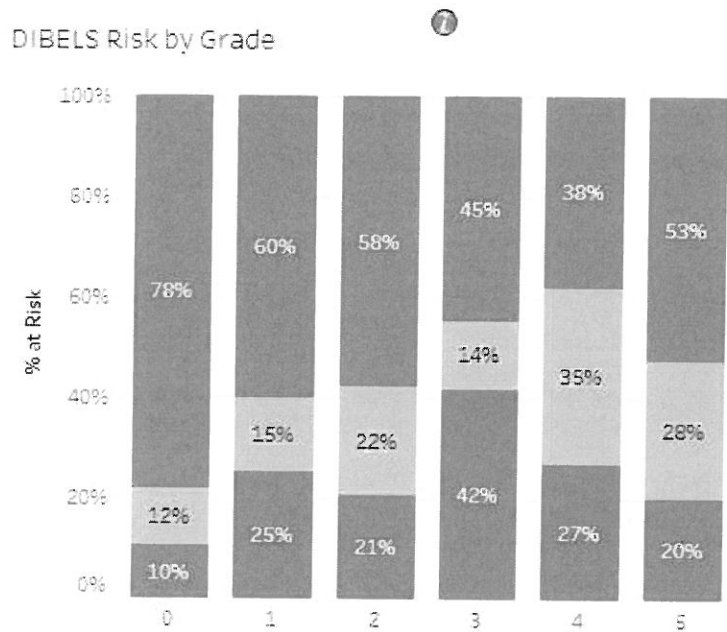
Dibels Trend Data

Year 2016 Term Spring Entity WASHI...



Year 2017 Term Spring Entity WASHIL

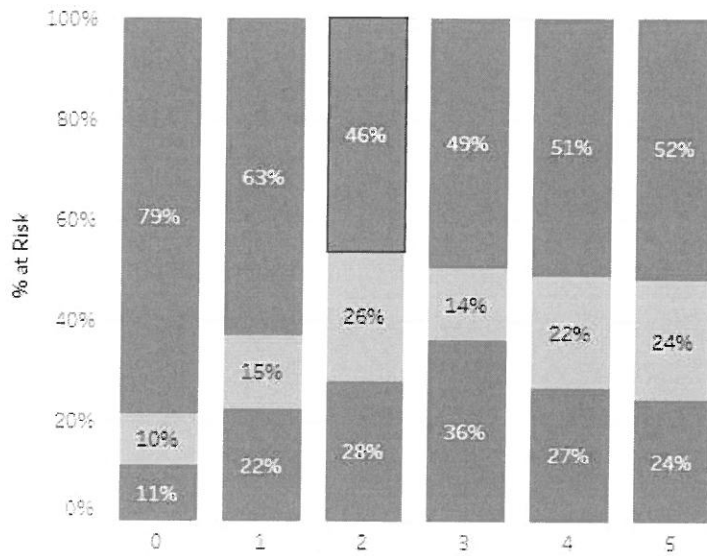
DIBELS Risk by Grade



## SIP Template

Year: 2018 Term: Spring Entity: WASH...

### DIBELS Risk by Grade



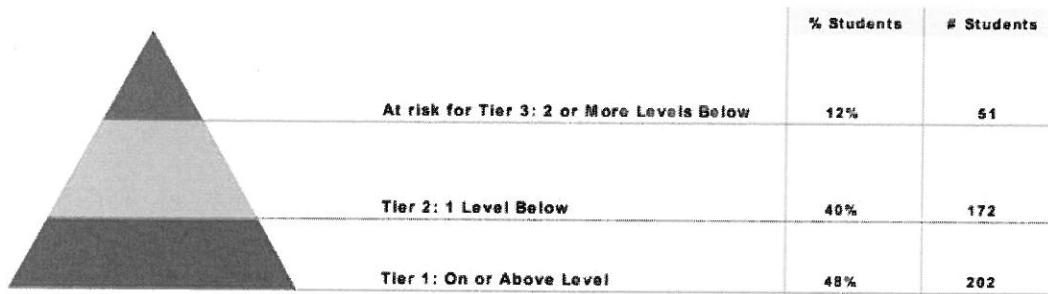
## iReady Data

Academic year: 2017-2018  
 School: WASHINGTON ELEMENTARY SCHOOL  
 Subject: Math  
 Define "On Level": Standard View  
 Show: Window 1 - 09/01/2017 - 06/21/2018

Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI

### School Summary

425 out of 552 Students Tested





## ELPA 21

## Performance on the ELPA21 Summative Kindergarten Test: Washington Elementary School, 2017-2018

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	17632	6
Auburn School District (17408)	434	2
Washington Elementary School (17408_2326)	25	4

## Performance on the ELPA21 Summative Grade 1 Test: Washington Elementary School, 2017-2018

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	17481	15
Auburn School District (17408)	482	15
Washington Elementary School (17408_2326)	31	16

## Performance on the ELPA21 Summative Grade 2 Test: Washington Elementary School, 2017-2018

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	16088	26
Auburn School District (17408)	371	28
Washington Elementary School (17408_2326)	21	33

### Performance on the ELPA21 Summative Grade 3 Test: Washington Elementary School, 2017-2018

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	13215	17
Auburn School District (17408)	339	21
Washington Elementary School (17408_2326)	26	23

### Performance on the ELPA21 Summative Grade 4 Test: Washington Elementary School, 2017-2018

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	11652	23
Auburn School District (17408)	288	23
Washington Elementary School (17408_2326)	23	26

### Performance on the ELPA21 Summative Grade 5 Test: Washington Elementary School, 2017-2018

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	9980	19
Auburn School District (17408)	228	20
Washington Elementary School (17408_2326)	15	27

### Performance on the ELPA21 Summative Kindergarten Test: Washington Elementary School, 2016-2017

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	17727	6
Auburn School District (17408)	453	4
Washington Elementary School (17408_2326)	24	8

### Performance on the ELPA21 Summative Grade 1 Test: Washington Elementary School, 2016-2017

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	17557	12
Auburn School District (17408)	374	13
Washington Elementary School (17408_2326)	23	13

### Performance on the ELPA21 Summative Grade 2 Test: Washington Elementary School, 2016-2017

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	16269	24
Auburn School District (17408)	438	31
Washington Elementary School (17408_2326)	26	27

### Performance on the ELPA21 Summative Grade 3 Test: Washington Elementary School, 2016-2017

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	13644	20
Auburn School District (17408)	337	25
Washington Elementary School (17408_2326)	28	25

### Performance on the ELPA21 Summative Grade 4 Test: Washington Elementary School, 2016-2017

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	11778	22
Auburn School District (17408)	255	21
Washington Elementary School (17408_2326)	20	10

### Performance on the ELPA21 Summative Grade 5 Test: Washington Elementary School, 2016-2017

Breakdown by:  Test Event:   Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	9842	18
Auburn School District (17408)	218	22
Washington Elementary School (17408_2326)	18	17

### Performance on the ELPA21 Summative Kindergarten Test: Washington Elementary School, 2015-2016

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	17522	6
Auburn School District (17408)	361	3
Washington Elementary School (17408_2326)	22	9

### Performance on the ELPA21 Summative Grade 1 Test: Washington Elementary School, 2015-2016

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	17274	10
Auburn School District (17408)	438	7
Washington Elementary School (17408_2326)	30	3

### Performance on the ELPA21 Summative Grade 3 Test: Washington Elementary School, 2015-2016

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	13797	20
Auburn School District (17408)	290	21
Washington Elementary School (17408_2326)	25	24

### Performance on the ELPA21 Summative Grade 4 Test: Washington Elementary School, 2015-2016

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	11941	23
Auburn School District (17408)	268	25
Washington Elementary School (17408_2326)	19	11

### Performance on the ELPA21 Summative Grade 5 Test: Washington Elementary School, 2015-2016

Breakdown by: All Test Event: All Go Comparison: ON

Name	Number of Students	Percent Determined Proficient
Washington	9754	18
Auburn School District (17408)	229	15
Washington Elementary School (17408_2326)	12	0

For the 2017-18 school year, results listed according to the ELPA 21 Summative Assessment.

Washington ELPA 21 Results	Auburn School District ELPA 21 Results	Gap between Washington and ASD Results
Kinder: 4%	6%	-2%
1st: 16%	15%	+1%
2nd: 33%	26%	+7%
3rd: 23%	17%	+6%
4th: 26%	23%	+3%
5th: 27%	20%	+7%

For the 2016-17 school year, results listed according to the ELPA 21 Summative Assessment.



Washington ELPA 21 Results	Auburn School District ELPA 21 Results	Gap between Washington and ASD Results
Kinder: 8%	4%	+4%
1st: 13%	13%	0%
2nd: 27%	31%	-4%
3rd: 25%	25%	0%
4th: 10%	21%	-11%
5th: 17%	22%	-5%

For the 2015-16 school year, results listed according to the ELPA 21 Summative Assessment.

Washington ELPA 21 Results	Auburn School District ELPA 21 Results	Gap between Washington and ASD Results
Kinder: 9%	3%	+6%
1st: 3%	7%	-4%
2nd: 16%	18%	-2%
3rd: 24%	21%	+3%
4th: 11%	25%	-14%
5th: 0%	15%	-15%

2nd grade	WA Results 15-16: 16%	ASD Results: 18%	State Results: 20%	Gap between WA & State: 4%
5th grade	WA Results 15-16: 0%	ASD Results: 15%	State Results: 18%	Gap between WA & State: 18%

2nd grade	WA Results 16-17: 27%	ASD Results: 31%	State Results: 24%	Gap between WA & State: -3%
5th grade	WA Results 16-17: 17%	ASD Results: 22%	State Results: 18%	Gap between WA & State: 1%

## CEE DATA

## EES-Staff | Top 5 / Bottom 5 Change in % Positive since 2015

D — District administrators communicate a clear vision of good instruction and essential curriculum	36.6%
CIA — Students are provided tasks that require higher-level thinking skills	34.1%
C — Parents and community understand the expectations and standards of this school	30.5%
EL — The leadership team clearly communicates how behavior and practice will be different when we achieve our school im...	30.4%
PCI — This school communicates effectively with families of all cultures	30.2%
C — Staff in our school are consistently truthful	-1.7%
D — There is a consistent vision of school improvement throughout this district	-1.7%
CSF — Staff share a high sense of urgency around the need to improve	-2.3%
CSF — This school has a data-driven improvement plan with measurable goals	-5.8%
EL — I regularly talk with my principal/supervisor about progress on instructional improvement goals	-8.1%

Clicking in a cell above filters the Top 5 / Bottom 5 data to reflect the answers for just that specific group of respondents.

## EES-Student | Top 5 / Bottom 5 Change in % Positive since 2015

PCI — I see people like me in the books and materials used in my classroom	21.3%
CSF — In my classes, students are busy doing schoolwork	19.0%
PCI — My parents/family participate in events or activities at this school	8.4%
SLE — The rules about behavior are equally applied to all students in this school	5.6%
CSF — Students are involved in decisions about things that affect them in this school	4.7%
CT — I am good at figuring out the best solution to problems I'm facing	-13.1%
IS — I work well in a group or team	-13.5%
SLE — Discipline problems are handled fairly and quickly in this school	-14.2%
CT — I try to think of many solutions when I have a problem	-15.7%
C — Students are involved in solving problems in this school	-18.3%

## EES-Parent | Top 5 / Bottom 5 Change in % Positive since 2017

C — Communication/materials I receive from the school are in a language I can understand	6.7%
SLE — This school provides a caring/supportive environment for my child	4.7%
PCI — The improvement goals of this school are shared with all parents	4.0%
C — This school communicates with me about my child's progress	3.8%
MTL — My child is encouraged to track progress toward his/her goals	3.8%
EL — The principal at this school is active and involved in our community	-6.7%
SLE — Bullying/harassment is not tolerated in this school	-6.8%
PCI — Parents/families have input into plans for improving this school	-8.8%
SLE — My child learns about the cultures of our community at his or her school	-9.2%
SLE — Most of the students at this school are well behaved	-17.4%

## SBA

**Overall Performance on the Smarter Summative test, by Subject, Grade: Washington Elementary School, 2017-2018**

## ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	84	52%
Grade 4	101	48%
Grade 5	65	32%

## Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	85	52%
Grade 4	101	41%
Grade 5	65	31%

**Overall Performance on the Smarter Summative test, by Subject, Grade: Washington Elementary School, 2016-2017**

## ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	96	35%
Grade 4	69	20%
Grade 5	79	51%

## Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	97	48%
Grade 4	73	30%
Grade 5	80	48%

**Overall Performance on the Smarter Summative test, by Subject, Grade: Washington Elementary School, 2015-2016**

## ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	73	37%
Grade 4	74	42%
Grade 5	61	61%

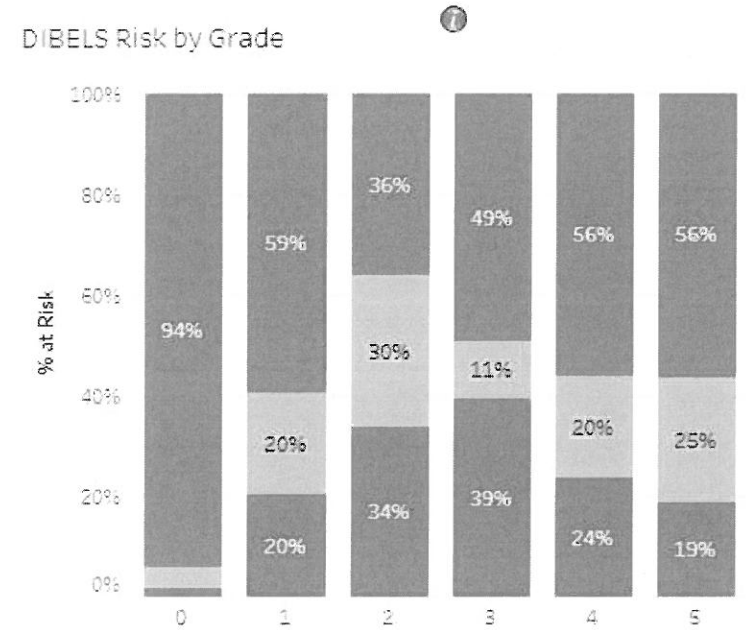
## Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	73	45%
Grade 4	75	52%
Grade 5	60	53%

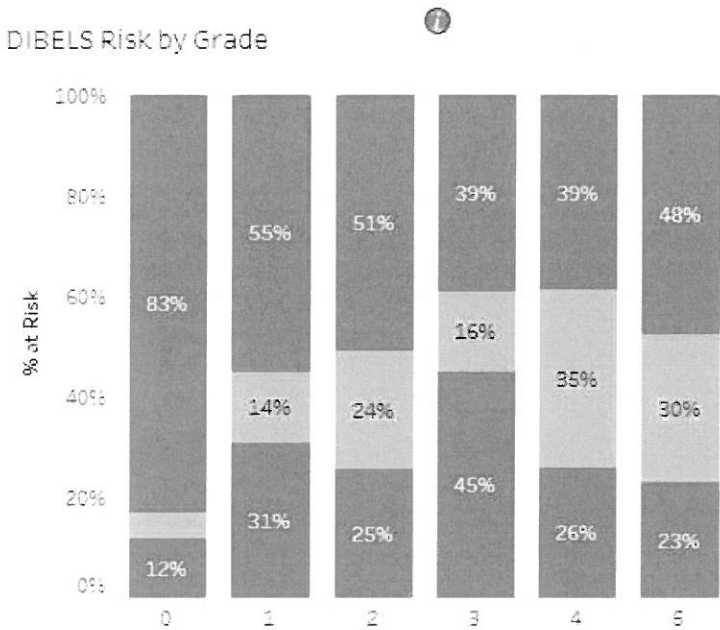
**Tableau Data sorted by EL Students  
DIBELS/SBA ELA**

SIP Template

Year 2016 Term Spring Entity WASHI...



Year 2017 Term Spring Entity WASHI...



Year 2018 Term Spring Entity WASHLL

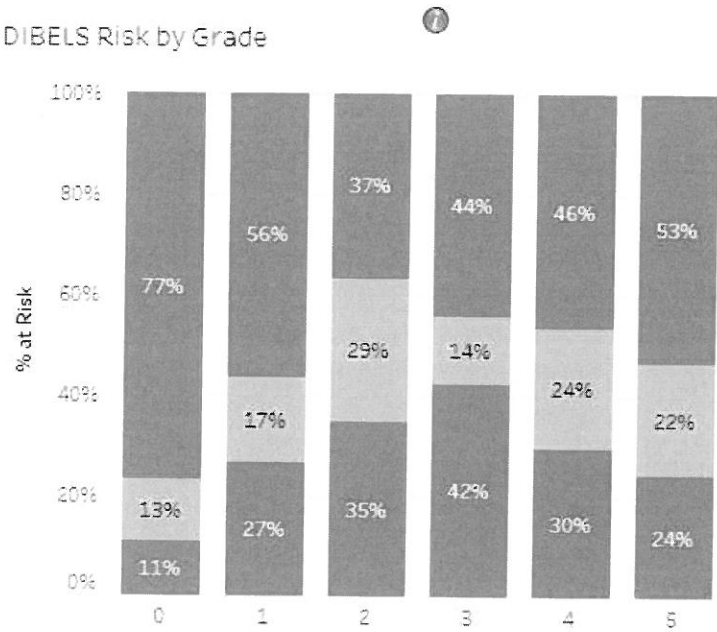
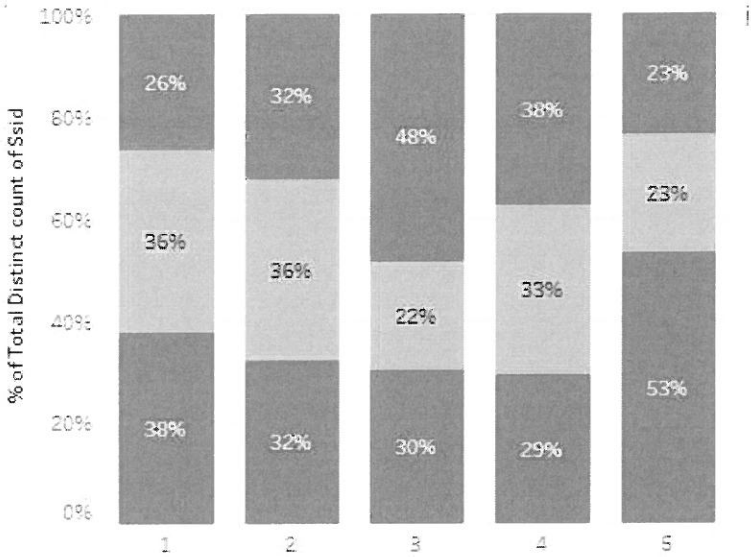


Tableau Data sorted by EL Students  
Math SBA/iReady Risk

Year 2018 Term Spring School WASHI...

IReady Risk by Grade Math



Parent Engagement – SWT 2/LAP

Write a summary of strategies you use to engage parents in the education of their students.

Administrators and teachers explicitly communicate/partner or collaborate with families. The goals of parent involvement will be to share materials and suggestions that will help their children improve and succeed in the basic education classroom. The following on going activities (but not limited to) may take place: open house, conferences, home reading program, newsletters, good work awards, curriculum exploration nights, telephone contacts, additional materials as requested by concerned parents, take-home books with parent information, parent observations of groups in session, workshops, and other activities that encourage parental involvement in the educational experience of their child.

Student Transitions – SWT 2 & 3/LAP

Describe transition strategies from pre-K to K, 5<sup>th</sup> to 6<sup>th</sup>, 8<sup>th</sup> to 9<sup>th</sup> as well as within school grade spans.

The Auburn School district has recognized the Head Start program as a community outreach program. Former Head Start students are identified in consideration for kindergarten Title I support. ECE teachers work with kindergarten teachers to develop ways to support ECE students that are entering kindergarten. Local preschools and daycares, which feed into Washington Elementary, will be notified of parent education opportunities. In the spring, kindergarten Meet and Greet is held to give up coming kindergarten parents important school information. Upcoming kindergarten students are invited to attend, also, to become familiar with the school setting and riding the bus. If funds permit, parents are invited to have their child participate in a screening for possible participation in a Summer School Jump Start program for qualifying students.



Transitioning to middle school: Students moving on to Cascade Middle School are invited to a parent night in the spring. They will tour the building and discuss procedures for the upcoming year. Counselors come to Washington Elementary in the spring to meet 5th graders, get acquainted with them, and discuss what they can look forward to at their new school

#### Assessment Decisions – SWT 3/LAP

Washington Elementary is a Schoolwide Title Building. Students identified for extra help in reading score below standard at his/her grade level using the DIBELS fluency assessment for grades K-5 and the Diagnostic Decoding Survey (DDS) for grades 1 and 2. The student state assessment, SBA tests, I-Ready reading assessment, along with Teacher Rating Scales are also used to identify and place students into small reading groups for grade 3-5. Kindergarten students are placed according to their DIBELS and Trimester Skills assessment (readiness skills assessment), in addition to the Teacher Rating Scale.

Data meetings are conducted with each grade level, three times a year after each benchmark assessment. Assessment data and student placement are discussed and goals are confirmed. Professional Learning Communities (PLC's) are ongoing to revisit student progress and/or concerns throughout the year. All students are progress monitored every month and changes in grouping may be made. Reading groups are fluid and instruction is determined by assessment data. Gaps confirmed by using the DDS assessment are targeted with timely, effective instruction.

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

Students at Washington Elementary are tested within the first week of school using the DIBELS assessment for fluency and the Diagnostic Decoding Survey for phonics knowledge. This data, along with the SBA assessment and the Teacher Rating Scales are also used to identify and place students into small reading groups. Kindergarten students are placed according to their DIBELS and Trimester Skills assessment (readiness skills assessment), in addition to the Teacher Rating Scale. Student data is sorted and walk-to-read groups are established according to need. Data is shared with the staff, reviewed, and discussed promptly. Walk to read groups begin as soon as possible for effective and timely assistance. These groups are fluid and ongoing progress monitoring occurs. As students grow and progress they may change groups so we may continue to challenge them. If a student is struggling, we place them in a group to strategically target the skills that they need.

## Prioritized Challenges

*List the top 4 - 6 challenges from your data review for each of your SMART Goals. Explain how all staff were involved in prioritizing challenges in each of the three SMART Goals.*

*Your SMART Goals and Action Steps must address your prioritized Challenge Narratives from this section.*

Staff analyzed at iReady math, but we wrote our narratives based on SBA. Challenge narratives are only written based on the SBA data.

Staff members rated each of our ELA, math, and goal 3 narrative statements on a scale of 1-4 based on how crucial each statement is for improving student learning at Washington. 4 = highest importance. 1 = lowest importance.

### ELA

4. 5th grade students meeting standard on ELA SBA decreased from 61% in 2016 to 32% in 2018, an overall decrease of 29% of students meeting standard.
3. SWD students grades 3-5 meeting standard on MATH SBA decreased from 37.5% in 2016 to 13.8% in 2018, a decrease of 23.7%
2. 5th grade students requiring intensive support increased from 15% in 2016 to 24% in 2018, an increase of 9%.
1. ELL students grades 3-5 meeting standard on ELA SBA decreased from 18.9% in 2016 to 10.9% in 2018, a decrease of 8%.
1. Hispanic students grades 3-5 meeting standard on ELA SBA decreased from 43.8% in 2016 to 35.8% in 2018, a decrease of 8%.

### MATH

4. SWD students grades 3-5 meeting standard on MATH SBA decreased from 37.5% in 2016 to 13.8% in 2018, a decrease of 23.7%
3. 5th grade students meeting standard on MATH SBA decreased from 53% in 2016 to 31% in 2018, an overall decrease of 22% of students meeting standard.
2. ELL students grades 3-5 meeting standard on MATH SBA decreased from 26.4% in 2016 to 12.8% in 2018, a decrease of 13.6%.

## SIP Template

1.Hispanic students grades 3-5 meeting standard on MATH SBA decreased from 48.1% in 2016 to 34.6% in 2018, a decrease of 13.5%.

### School Climate

#### EES Staff

#1 Priority: CFS-This school has a data-driven improvement plan with measurable goals. (38.5%)

#2 Priority: D-There is a consistent vision of school improvement throughout this district. (36.4%)

#3 Priority: CSF-Staff share a high sense of urgency around the need to improve. (50%)

#### EES Student

#1 Priority: SLE-Discipline problems are handled fairly and quickly in this school. (45.5%)

#2 Priority: CT-I am good at figuring out the best solutions to problems I am facing. (70%)

#3 Priority: IS- I work well in a group or team. (33%)

C-Students are involved in solving problems in this school (33%)

**SMART Goal 1:**

The gap at each grade level between Washington Elementary and the State will decrease by 5% each year from spring 2019 to spring 2022 as measured by the State assessment in ELA for grades 3, 4, and 5.

Our Reality: Grade 3 Gap - 18% 2016, 18% 2017, 4% 2018

Grade 4 Gap - 15% 2016, 36% 2017, 10% 2018

Grade 5 Gap - 0% 2016, 8%, 2017, 28% 2018

**SMART Goal 2:**

The gap at each grade level between Washington Elementary and the state will decrease by 5% each year from spring 2019 to spring 2022 as measured by the State assessment in Math for grades 3, 4, and 5.

Our Reality: Grade 3 Gap - 14% 2016, 10% 2017, 6% 2018

Grade 4 Gap - 4% 2016, 25% 2017, 13% 2018

Grade 5 Gap - 0% 2016, 1%, 2017, 18% 2018

**SMART Goal 3:**

Increase culturally responsive practices with a focus on CRT 7 as measured by specific EES items on the student, staff and parent survey to an 85% positive response by 2020.

Our Reality:

EES Staff Longitudinal Data

Staff

Clear and Shared Focus

## SIP Template

2019: 80% Staff share a high sense of urgency around the need to improve.

### High Standards & Expectations

2019: 64% I believe that all students can meet state standards.

### Students

#### High Levels of Collaboration and Communication

2019: 58% Students are involved in solving problems in this school.

#### Effective Leadership

2019: 59% Students say in class we often work with other students to solve a problem or do a task.

### SMART Goal 1

Subject Area: ELA

Target Population: *(based on demographic, discipline and attendance data analysis)*

All students with a particular focus on EL.

Our Reality: *(based on assessment data analysis)*

Our Reality: Grade 3 Gap - 18% 2016, 18% 2017, 4% 2018

Grade 4 Gap - 15% 2016, 36% 2017, 10% 2018

Grade 5 Gap - 0% 2016, 8%, 2017, 28% 2018

Our SMART Goal: *(based on target population and your reality)*

The gap at each grade level between Washington Elementary and the State will decrease by 5% each year from spring 2019 to spring 2022 as measured by the State assessment in ELA for grades 3, 4, and 5.

### Action Plan

Action Step SWT 2 & 3/LAP

Every lesson will include Learning Targets and Success Criteria. (Teacher Clarity ES 0.75, CEL 5+D Framework P1, P4, P5)

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <ul style="list-style-type: none"> <li>• Rationale for clear Learning Targets and Success Criteria</li> <li>• Clarify difference between Learning Targets and Success Criteria (examples/non-examples)</li> </ul>		<p>Admin IS Leadership Team Consultant Title Cert</p>	<p>2 hours on August 29, 2019</p>
<p><i>September-Mid-November</i></p> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Tri-skills</li> <li>• Fall DIBELS</li> <li>• 2nd DDS</li> <li>• Wonders assessments</li> <li>• Fall iReady</li> </ul>	<p>Admin IS Leadership Team Consultant Title Cert</p>	<p>Staff Meeting + 1 hour after school on October 30, 2019.</p>

<i>Mid-November- January</i> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> <li>• Learning Targets and Success Criteria are referenced multiple times throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders assessments</li> <li>• DIBELS progress monitoring</li> </ul>	Admin IS Leadership Team Consultant Title Cert	Staff Meeting + 1 hour after school on January 15, 2020.
<i>February-April</i> <ul style="list-style-type: none"> <li>• Teachers check for understanding frequently during the lesson.</li> <li>• Teacher makes explicit connections between Learning Targets and Success Criteria and student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Tri-skills</li> <li>• Winter DIBELS</li> <li>• 1st &amp; 2nd Winter DDS</li> <li>• iReady</li> <li>• ELPA 21</li> <li>• Wonders Assessments</li> </ul>	Admin IS Classroom Teachers Title Cert	
<i>April-June</i> <ul style="list-style-type: none"> <li>• Continue with previous Evidence Implementation.</li> <li>• Review, reflect and plan for year 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders assessments</li> <li>• SBA</li> <li>• Kindergarten Tri-skills</li> <li>• Spring DIBELS</li> <li>• iReady</li> <li>• 1st &amp; 2nd DDS</li> </ul>	Admin IS Leadership Team Title Cert	Staff Meeting + 1 hour after school on April 22 , 2020.
<b>Action Step SWT 2 &amp; 3/LAP</b>	Teachers will provide formative feedback (Formative Feedback ES 0.9, CEL+5D A3, A4, A5)		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> <ul style="list-style-type: none"> <li>• Rationale for Formative Feedback</li> <li>• Clarify types of Formative Feedback (example/non-examples)</li> </ul>		Admin IS Leadership Team Consultant Title Cert	1.5 hours on August 29, 2019

# SIP Template

<i>September-Mid-November</i> <ul style="list-style-type: none"> <li>Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding and gives feedback aligned with learning target.</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Tri-skills</li> <li>Fall DIBELS</li> <li>2nd DDS</li> <li>Wonders assessments</li> <li>Fall iReady</li> </ul>	Admin IS Leadership Team Consultant Title Cert	Staff Meeting + .5 hour after school on October 30, 2019.
<i>Mid-November- January</i> <ul style="list-style-type: none"> <li>Teacher has an observable system and routines for recording formative assessment data and uses the system to inform instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Wonders assessments</li> <li>DIBELS progress monitoring</li> </ul>	Admin IS Leadership Team Consultant Title Cert	Staff Meeting +.5 hour after school on January 15, 2020.
<i>February-April</i> <ul style="list-style-type: none"> <li>Assessment tasks allow students to demonstrate learning. The quality of the assessment method provides comprehensive information about student thinking and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Tri-skills</li> <li>Winter DIBELS</li> <li>1st &amp; 2nd Winter DDS</li> <li>iReady</li> <li>ELPA 21</li> <li>Wonders Assessments</li> </ul>	Admin IS Classroom Teachers Title Cert	
<i>April-June</i> <ul style="list-style-type: none"> <li>Continue with previous Evidence Implementation.</li> <li>Review, reflect and plan for year 2.</li> </ul>	<ul style="list-style-type: none"> <li>Wonders assessments</li> <li>SBA</li> <li>Kindergarten Tri-skills</li> <li>Spring DIBELS</li> <li>iReady</li> <li>1st &amp; 2nd DDS</li> </ul>	Admin IS Leadership Team Title Cert	Staff Meeting +.5 hour after school on April 22, 2020.
<b>Alignment to District Improvement:</b> Engage: Involve students in establishing ownership for their own learning. Educate: Ensure all students experience relevant and rigorous instruction. Empower: Ensure students achieve competency in communication, critical thinking, character and civics to core academic skills.			



## SMART Goal 2

Subject Area: Math

Target Population: *(based on demographic, discipline and attendance data analysis)*

All students with a particular focus on EL.

Our Reality: *(based on assessment data analysis)*

Our Reality: Grade 3 Gap - 14% 2016, 10% 2017, 6% 2018

Grade 4 Gap - 4% 2016, 25% 2017, 13% 2018

Grade 5 Gap - 0% 2016, 1%, 2017, 18% 2018

Our SMART Goal: *(based on target population and your reality)*

The gap at each grade level between Washington Elementary and the state will decrease by 5% each year from spring 2019 to spring 2022 as measured by the State assessment in Math for grades 3, 4, and 5.

## Action Plan

Action Step SWT 2 & 3/LAP

Every lesson will include Learning Targets and Success Criteria. (Teacher Clarity ES 0.75)

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <ul style="list-style-type: none"> <li>• Rationale for clear Learning Targets and Success Criteria</li> <li>• Clarify difference between Learning Targets and Success Criteria (examples/non-examples)</li> </ul>		<p>Admin IS Leadership Team Consultant</p>	<p>2 hours on August 29, 2019</p>
<p><i>September-Mid-November</i></p> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> </ul>	<ul style="list-style-type: none"> <li>• iReady</li> <li>• Fact Fluency</li> <li>• Summative Assessments</li> <li>• Classroom Observations</li> </ul>	<p>Admin IS Leadership Team Consultant</p>	<p>Staff Meeting + 1 hour after school on October 30, 2019.</p>

SIP Template

<i>Mid-November- January</i> <ul style="list-style-type: none"> <li>• Clear Learning Targets and Success Criteria aligned with CCSS are communicated visually and verbally to students.</li> <li>• Students are able to articulate what they are learning and why.</li> <li>• Learning Targets and Success Criteria are referenced multiple times throughout the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>• Fact Fluency</li> <li>• Summative Assessments</li> <li>• Classroom Observations</li> </ul>	Admin IS Leadership Team Consultant	Staff Meeting + 1 hour after school on January 15, 2020.
<i>February-April</i> <ul style="list-style-type: none"> <li>• Teachers check for understanding frequently during the lesson.</li> <li>• Teacher makes explicit connections between Learning Targets and Success Criteria and student work.</li> </ul>		<ul style="list-style-type: none"> <li>• iReady</li> <li>• Fact Fluency</li> <li>• Summative Assessments</li> <li>• Classroom Observations</li> </ul>	Admin IS Leadership Team Consultant	
<i>April-June</i> <ul style="list-style-type: none"> <li>• Continue with previous Evidence Implementation.</li> <li>• Review, reflect and plan for year 2.</li> </ul>		<ul style="list-style-type: none"> <li>• Fact Fluency</li> <li>• Summative Assessments</li> <li>• Classroom Observations</li> </ul>	Admin IS Leadership Team Consultant	Staff Meeting + .5 hour after school on April 22, 2020.
<b>Action Step SWT 2 &amp; 3/LAP</b>		Teachers will provide formative feedback (Formative Feedback ES 0.9, CEL+5D A3, A4, A5)		
<b>Evidence of Implementation</b>		<b>Evidence of Impact</b>	<b>Leadership Responsibility</b>	<b>PD</b>
<i>August</i> <ul style="list-style-type: none"> <li>• Rationale for Formative Feedback</li> <li>• Clarify types of Formative Feedback (example/non-examples)</li> </ul>			Admin IS Leadership Team Consultant Title Cert	1.5 hours on August 29, 2019
<i>September-Mid-November</i> <ul style="list-style-type: none"> <li>• Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding and gives</li> </ul>		<ul style="list-style-type: none"> <li>• iReady</li> <li>• Fact Fluency</li> <li>• Summative Assessments</li> <li>• Classroom Observations</li> </ul>		Staff Meeting + .5 hour after school on October 30, 2019.

feedback aligned with learning target.			
<i>Mid-November- January</i> <ul style="list-style-type: none"> <li>Teacher has an observable system and routines for recording formative assessment data and uses the system to inform instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Fact Fluency</li> <li>Summative Assessments</li> <li>Classroom Observations</li> </ul>		Staff Meeting +.5 hour after school on January 15, 2020.
<i>February-April</i> <ul style="list-style-type: none"> <li>Assessment tasks allow students to demonstrate learning. The quality of the assessment method provides comprehensive information about student thinking and needs.</li> </ul>	<ul style="list-style-type: none"> <li>iReady</li> <li>Fact Fluency</li> <li>Summative Assessments</li> <li>Classroom Observations</li> </ul>		
<i>April-June</i> <ul style="list-style-type: none"> <li>Continue with previous Evidence Implementation.</li> <li>Review, reflect and plan for year 2.</li> </ul>	<ul style="list-style-type: none"> <li>Fact Fluency</li> <li>Summative Assessments</li> <li>Classroom Observations</li> </ul>		Staff Meeting +.5 hour after school on April 22, 2020.
Alignment to District Improvement: Engage: Involve students in establishing ownership for their own learning. Educate: Ensure all students experience relevant and rigorous instruction. Empower: Ensure students achieve competency in communication, critical thinking, character and civics to core academic skills.			

### SMART Goal 3

Subject Area: School Climate

Target Population: *(based on demographic, discipline and attendance data analysis)*

All students with a focus on EL.

Our Reality: *(based on assessment data analysis)*

Our Reality:

EES Staff Longitudinal Data

	<u>Staff</u>  Clear and Shared Focus  2019: 80% Staff share a high sense of urgency around the need to improve.  High Standards & Expectations  2019: 64% I believe that all students can meet state standards.  <u>Students</u>  High Levels of Collaboration and Communication  2019: 58% Students are involved in solving problems in this school.  Effective Leadership  2019: 59% Students say in class we often work with other students to solve a problem or do a task.		
Our SMART Goal: <i>(based on target population and your reality)</i>	Increase culturally responsive practices with a focus on CRT 7 as measured by specific EES items on the student, staff and parent survey to an 85% positive response by 2020.		
<b>Action Plan</b>			
<b>Action Step SWT 2 &amp; 3/LAP</b>	Implement practices in support of CRT 7 - Interactions stress collectivity as well as individuality.		
<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Leadership Responsibility</b>	<b>PD</b>
<i>August</i> <ul style="list-style-type: none"><li>Launch CRT 7 with Marcia Tate workshop-20 Instructional Strategies That Engage the Brain</li></ul>	<ul style="list-style-type: none"><li></li></ul>	Consultant	6.5 hours-Marcia Tate August 26, 2019
<i>September-Mid-November</i> <ul style="list-style-type: none"><li>Explicitly teach skills for partner and small group collaboration</li></ul>	<ul style="list-style-type: none"><li>ELA/Math Benchmark Assessments</li><li>2020 Educational Effectiveness Survey</li><li>Student and Staff Baseline Survey</li></ul>	Admin Leadership Team BIS Counselor Deep Equity Cohorts 1,2,3	Staff Meeting + 15 minutes in September & October-Book study

SIP Template

<i>Mid-November- January</i> <ul style="list-style-type: none"> <li>TBD based on book study, Worksheets Don't Grow Dendrites by Marcia Tate</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation</li> </ul>	Staff	Staff Meeting + 15 minutes in December & January-Book Study
<i>February-April</i>	<ul style="list-style-type: none"> <li>Classroom observation</li> </ul>	Staff	Staff Meeting + 15 minutes in February, March, & April -Book Study
<i>May-June</i>	<ul style="list-style-type: none"> <li>Classroom observation</li> </ul>	Staff	Staff Meeting + 15 minutes in May
<b>Action Step SWT 2 &amp; 3/LAP</b>		Implement Second Step across all classrooms.	
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i> <ul style="list-style-type: none"> <li>Launch of Second Step curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Implementing Second Step curriculum, K-5</li> </ul>	Consultant Counselor	August 29
<i>September-Mid-November</i> <ul style="list-style-type: none"> <li>Teach 1-2 lessons per month</li> <li>TBD themes/lessons to be taught each month</li> </ul>	<ul style="list-style-type: none"> <li>Think Time referrals</li> <li>Recess referrals</li> </ul>		Monthly check-in at staff meetings
<i>Mid-November- January</i> <ul style="list-style-type: none"> <li>Teach 1-2 lessons per month</li> </ul>			Monthly check-in at staff meetings

# SIP Template

<i>February-April</i> <ul style="list-style-type: none"> <li>Teach 1-2 lessons per month</li> </ul>			Monthly check-in at staff meetings
<i>April-June</i> <ul style="list-style-type: none"> <li>Teach 1-2 lessons per month</li> </ul>			Monthly check-in at staff meetings
Alignment to District Improvement: Engage: Create safe and supportive learning environments that result in high levels of daily attendance and engagement. Educate: Ensure equitable access to learning opportunities. Empower: Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics to core academic skills.			

**Planning and Implementation Calendar for 2019-20**

Month	Building 28+6 principal's hours	Staff Meetings	Leadership Meetings	District/Waiver Days	Title extra hours
June					
August	<b>8/26 6.5 hrs</b> Developing Minds workshop <b>8/28 3.5 hrs</b> PBIS <b>8/29 7.0 hrs</b> 3.0 Learning Targets/Success Criteria & Feedback 3.0 Second Steps Trainer			<b>8/27 7.0 hrs</b> District LID Day <b>8/28 3.5 hrs</b> District Designated Workshop	
September	<b>9/18 30 min + staff meeting</b> Book study <b>9/24 1.5 hrs after school</b> Data Review	<b>9/4</b> <b>9/11</b> <b>9/18</b> Book study <b>9/25</b>		<b>9/03</b> Individually Determined Day	
October	<b>10/9 1.5 hr after school</b> Universal Screener/SEL <b>10/30 1.5 hr after school</b> Learning Targets/Success Criteria & Feedback	<b>10/2</b> <b>10/9</b> <b>10/16</b> <b>10/23</b> <b>10/30</b> Learning Targets/Success Criteria & Feedback		<b>10/11</b> Waiver Day <b>10/22 1.5 hrs 4:15-5:15</b> Math/STEM Night <b>10/23 1.5 hrs 4:15-5:45</b> ELA Content Night	
November	<b>11/13 30 min + staff meeting</b> Book study	<b>11/6</b> <b>11/13</b> Book study			
December		<b>12/4</b> <b>12/11</b> <b>12/18</b>			
January	<b>1/15 1.5 hr after school</b> Learning Targets/Success Criteria & Feedback <b>1/22 30 min + staff meeting</b> Book study	<b>1/8</b> <b>1/15</b> Learning Targets/Success Criteria & Feedback <b>1/22</b> Book Study <b>1/29</b>		<b>1/28 1.5 hrs 4:15-5:45</b> Math/STEM Night <b>1/29 1.5 hrs 4:15-5:45</b> ELA Content Night	
February		<b>2/05</b> <b>2/12</b> <b>2/26</b>			
March	<b>3/04 3.0 hrs</b> Meet Me in the Future <b>3/18 30 min + staff meeting</b> Book study	<b>3/04</b> <b>3/11</b> <b>3/18</b> Book Study <b>3/25</b>		<b>3/09</b> Waiver Day	
April	<b>4/22 1.5 hr after school</b> Learning Targets/Success Criteria & Feedback	<b>4/01</b> <b>4/15</b> Learning Targets/Success Criteria & Feedback <b>4/22</b> <b>4/29</b>		<b>4/21 1.5 hrs 4:15-5:45</b> Math/STEM Night <b>4/22 1.5 hrs 4:15-5:45</b> ELA Content Night	
May	<b>5/08 1.5 hr</b> Universal Screener <b>5/20 30 min + staff meeting</b> Book study	<b>5/06</b> <b>5/13</b> <b>5/20</b> Book Study		<b>5/04</b> Waiver Day	
June	<b>6/03 1.0 hr</b> Cross level collaboration <b>6/11 1.5 hrs after school</b> Data Review	<b>6/03</b> <b>6/10</b> <b>6/17</b>			