

Planning Year 2017-2018
Implementation September 2018-June 2021

Chinook Elementary

School Improvement Plan



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

September 2017-June 2022
Auburn School District Strategic Plan

District Goal 1: Engage

Connect students to their schools and learning.

District Goal 2: Educate

Ensure relevant learning, high achievement and graduation for each student.

District Goal 3: Empower

Enable students and staff to thrive now and in the future.

School: Chinook Elementary			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Jennifer Davidson	Principal		
Lisa Horn	District Representative		
Brittney Cervantes	Student Representative		
Vista Gifford	Community Member		
Lindsey Johnson	Staff		
Jesse Rodriguez	Staff		
Melissa LaFayette	Staff		
Sarah Spring	Staff		
Lauren Perreira	Staff		

School Improvement Team Signatures 2017-18			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Jennifer Davidson	Principal		
Hillary Wood	Parent		
Brittney Cervantes	Student		
Vista Gifford	Community Member		
Lindsey Johnson	Staff		
Jesse Rodriguez	Staff		
Melissa LaFayette	Staff		
Sarah Spring	Staff		
Lauren Perreira	Staff		
<p>Each team must include staff, students, families, parents, and community members.</p>			

Signatures for Approval

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director Assessment and High School 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 Success	
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

Chinook students, families and staff ensure all students will learn and grow in a safe and positive environment.

School Vision

Chinook Elementary School sets a national standard as a culturally pluralistic environment that inspires high motivation and academic success. Community, staff and students and parents work in partnership to achieve respect, kindness, creativity and hope.

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, ELPA 21, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Stakeholder Input

The SIP Team was comprised of members representing both primary and intermediate grade levels and specialists. The team met regularly during the development of our plan. We began the process in September of 2017. Our team met 10 times from September 2017 until present to review, build and adjust our plan. The team was created from leaders at Chinook. All the included data has been presented and discussed by Chinook staff. The staff has been given updates, opportunities for feedback and suggestions throughout the process. The data sharing was a reflective practice around student scores in reading, math and the CEE data on Chinook staff’s own collaboration and communication. Through research, discussion, and collaboration the SIP team drafted three SMART Goals with one specifically targeting EL and American Indian/Alaskan Native students to drive our purpose and actions for the next three years and presented them to staff along with the proposed action plans. The SIP Team continues to meet and plan staff trainings to support our SIP goals and action plans.

Dates	Who in attendance?
September 1, 2017	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
September 20, 2017	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
October 11, 2017	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
November 13, 2017	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
January 19, 2018	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
February 14, 2018	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
March 15, 2018	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
April 16, 2018	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
May 7, 2018	Jennifer Davidson, Lindsey Johnson, Melissa LaFayette, Jesse Rodriguez, Alyssa Jacobsen, Seasan Erickson, Autumn Fitzgerald, Jamie Koenig
June 4, 2018	All Staff

Highly Qualified Staff – SWT 2 & 3/LAP

39 out of 39 staff at Chinook Elementary meets the highly qualified requirements from the NCLB mandates.

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

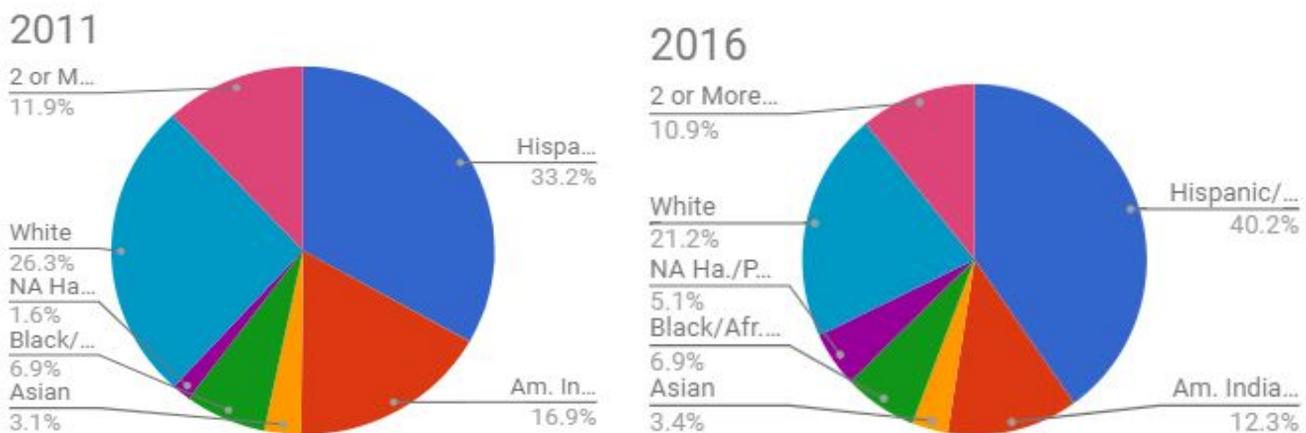
- Purposeful, ongoing professional development focused on supporting our improvement strategies
- All professional development is attached to a CEL5D criterion area
- Principal/teacher conferences focused on the CEL5D framework
- Instructional coaching/mentoring
- PLCs
- Regular data meetings focused on student growth and instructional needs
- Grade Level Advocates to support the new teachers on their teams

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

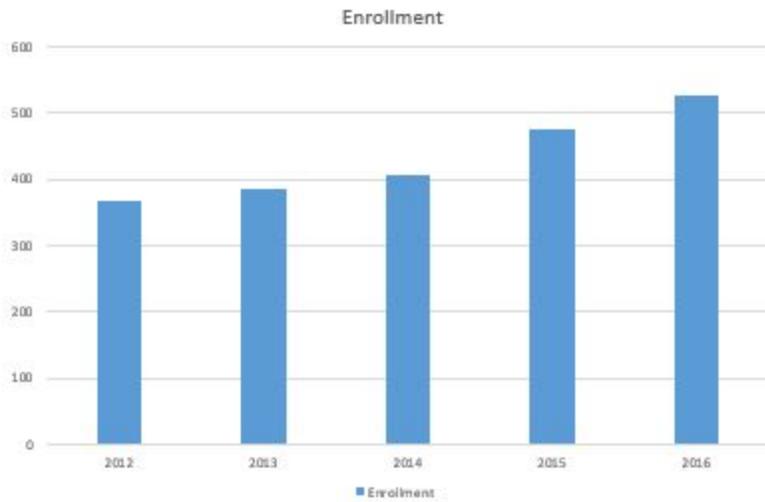
Demographic data

The demographics of Chinook have been slowly shifting over the past five years. The percentage of Hispanic/Latino students has climbed from 33.2% in 2011 to 40.2% in 2016. The percentage of Native American students has fallen from 16.9% in 2011 to 12.3% in 2016.



If one looks closer at the data, however, it appears that we have a steady number of Native American students at the school (54 in 2011 and 62 in 2016). The drop in percentage is merely a factor of our increased overall enrollment.

Chinook SIP



Our enrollment has steadily increased for the past five years. We have gained over 175 students from 2012 until present.

Year	2012/13	2013/14	2014/15	2015/16	2016/17
Student count	349	372	389	471	528

Additionally, our mobility rate decreased in the 2013/14 school year, but has held steady since then.

Year	2012/13	2013/14	2014/15	2015/16	2016/17
Mobility rate	42%	28%	27%	28%	29%

Chinook has a high free and reduced lunch rate, but it appears to be dropping over the years. It started in 2012/13 at 79.8% and ended in 2016/17 at 69.5%.

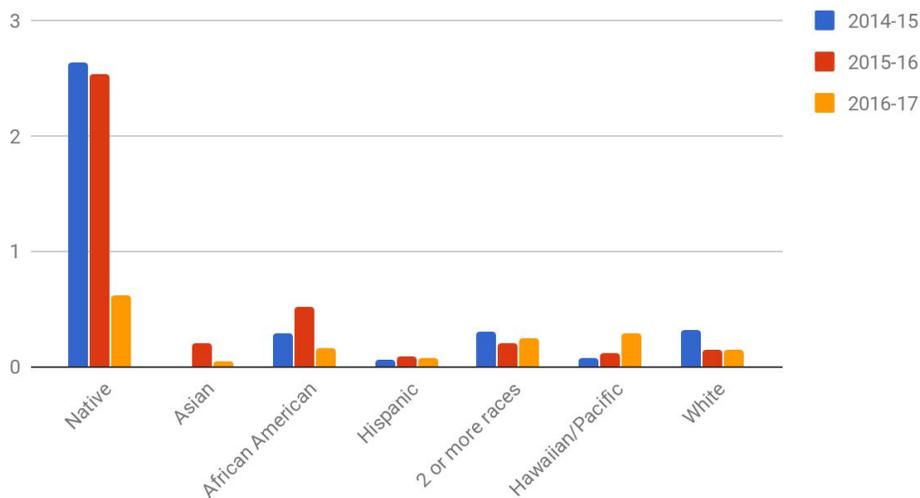
Year	2012/13	2013/14	2014/15	2015/16	2016/17
Free/reduced lunch rate	79.8%	75.3%	71.3%	68.7%	69.5%

Chinook’s Special Education percentages have remained steady, despite an increase in enrollment. In 2012, our percentage of Special Education students was 19.9% and despite adding an additional 175 students, our Special Education percentage was 20.8%.

Year	2012	2013	2014	2015	2016
% SPED students	19.9%	17.7%	24%	21.8%	20.8%

Discipline

Discipline Data 2014-2017 (average offenses by ethnicity)



Native American students had the most discipline offenses in all three years. However, they had significantly less discipline offenses in 2016/17. They went from 2.64 average offenses in 2014/15 to 2.53 average offenses in 2015/16 and then only .61 average offenses in 2016/17.

Hispanic students had the fewest average offenses in 2015/16 and 2016/17 with .09 and .07 average offenses, respectively.

The only group whose average offenses did not decline in 2016/17 was the Native Hawaiian/Pacific Islander group. They went from .07 in 2014/15, then .11 in 2015/16, and finally .28 average offenses in 2016/17.

Attendance

Attendance by Ethnicity

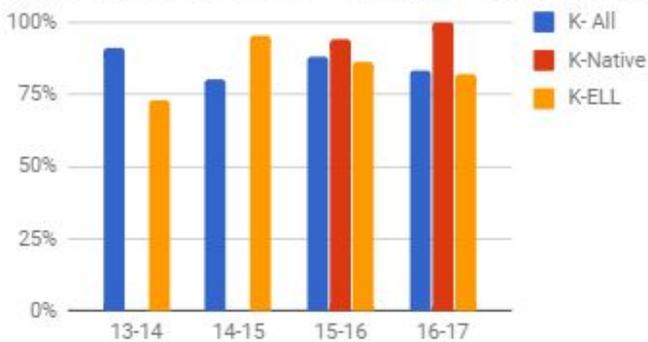


The above graph shows the attendance rates from 2015-2018 of continuously enrolled students.

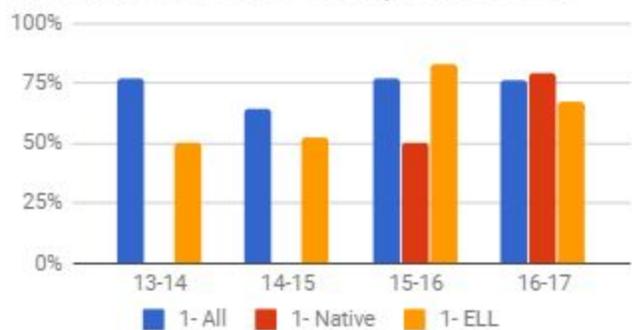
- Our Native American/Alaskan Native students have the lowest attendance rates of all our ethnicity groupings. It appears to have held steady over the previous three years.
- Our African American students, however, have the strongest attendance rates, followed by our Hispanic students with 93.6% and 83.6% respectively.
- Our Native American/Pacific Islander students have had a significant drop in their attendance rate over the past three years, ending with an average of 67.7% attendance rate.

Data Analysis- DIBELS

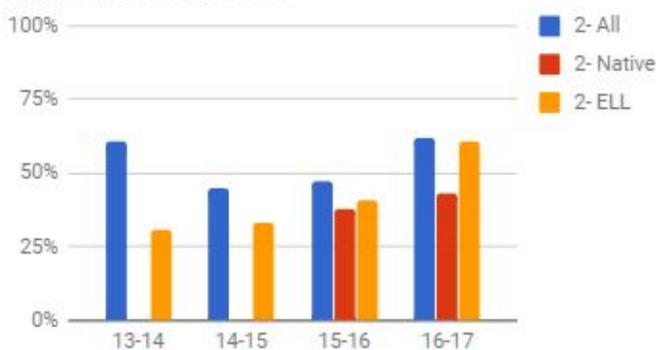
Kindergarten DIBELS- Spring Composite...



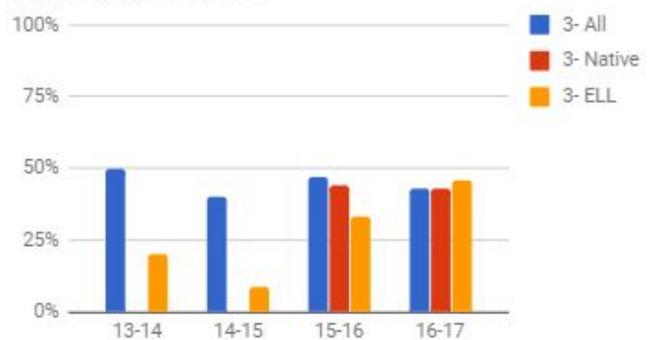
1st Grade DIBELS- Composite Score



2nd Grade DIBELS

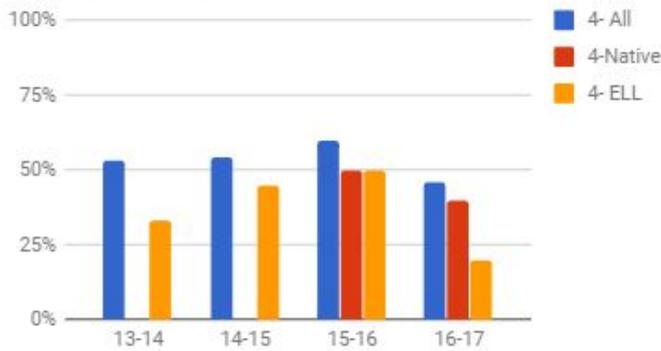


3rd Grade DIBELS

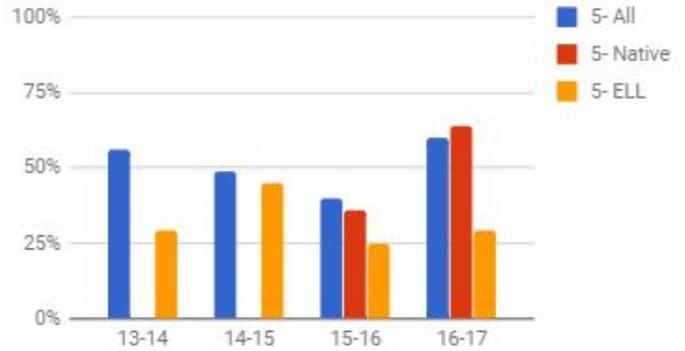


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4th Grade DIBELS



5th DIBELS Data



The staff reviewed DIBELS data for the last 3 years, disaggregated by EL and race/ethnicity. We were only able to look at Native data for the last two years, due to only having the information separated from that time on. The trends most notable in the data are:

- In kindergarten, the number of students reaching end of year benchmark has decreased over the last three years from 95% in 2014-15 to 83% in 2016-17 while the Native American students reaching benchmark increased from 94% in 2015-16 to 100% in 2016-17. The overall number of kids reaching benchmark in kindergarten has plateaued over the last three years from 80% in 2014-15 to 83% in 2016-17.
- The EL students in first grade reaching benchmark has decreased over the last two years from 83% reaching benchmark in 2015-16 to only 67% reaching benchmark in 2016-17. Both the Native students and the overall number of kids reaching benchmark have increased.
- The number of EL students reaching benchmark has increased in both 2nd and 3rd grade. In 2nd grade in 2014-15, 33% of EL students reached benchmark; but in 2016-17, 61% of students met benchmark. Along with an increase in the number of 2nd grade EL students reaching benchmark, the number of Native students reaching benchmark has also increased from 38% in 2015-16 to 43% in 2016-17. The overall number of students meeting benchmark in 2nd grade has also increased from 33% in 2013-14 to 61% in 2016-17. The number of EL students meeting benchmark has increased by 37% over the last three years, while the overall number of students meeting benchmark in 3rd grade has plateaued.
- Looking at cohort data, shows that from kindergarten up, the number of students meeting benchmark decreases. When students begin oral reading fluency as part of DIBELS testing, scores drop. The largest drops come from kindergarten to 1st grade, where we have no ORF in the composite score (kindergarten) to ORF and nonsense words being combined to get the composite score (1st grade). Also, from 1st grade to 2nd grade, where students are scored solely on their ORF score instead of including nonsense words as well. Between 2nd and 5th grade, no increase is seen in the percentage of students meeting benchmark on ORF. See cohort data below:

2017-18 5th graders

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	2013/14 1st Grade (Composite/ORF)	2014/15 2nd Grade (ORF)	2015/16 3rd Grade (ORF)	2016/17 4th Grade (ORF)
All	77%/61%	45%	47%	46%
Native			44%	40%
EL	50% composite	33%	33%	20%

2017-18 4th Graders

	2013/14 Kindergarten (Composite)	2014/15 1st Grade (Composite/ORF)	2015/16 2nd Grade (ORF)	2016/17 3rd Grade (ORF)
All	91%	64%/52%	47%	43%
Native			38%	43%
EL	73%	52% composite	41%	46%

2017-18 3rd Graders

	2014/15 Kindergarten (Composite)	2015/16 1st Grade (Composite/ORF)	2016/17 2nd Grade (ORF)
All	80%	77%/72%	62%
Native		50% composite	43%
EL	95%	83% composite	61%

2017-18 2nd Graders

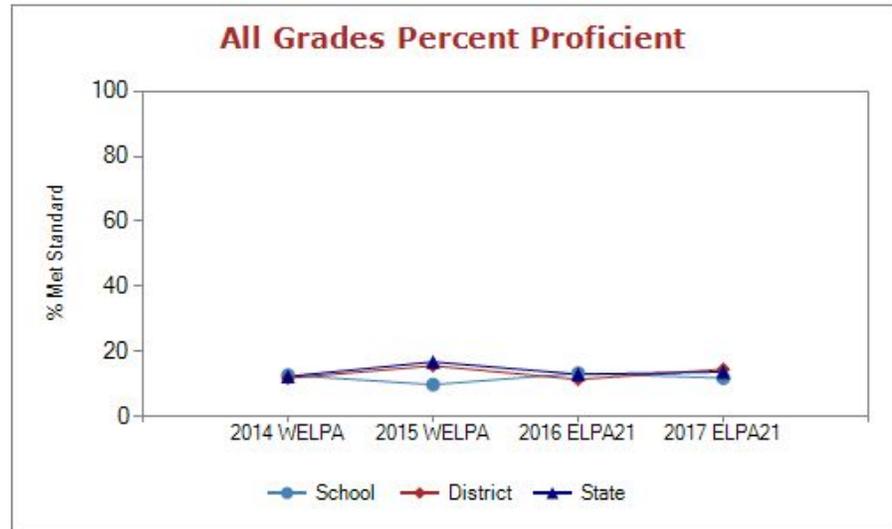
	2015/16 Kindergarten (Composite)	2016/17 1st Grade (Composite/ORF)
All	88%	76%/69%
Native	94%	79% composite
EL	86%	67% composite

Data Analysis- ELPA21 (EL Data)

- Looking at the data from 2013-present, the percentage of students who qualified for EL services has increased each year. In 2013, 22.9% students were in Chinook’s EL program; currently, 25.6% of students are in the program.
- The percentage of students transitioning out of the EL program since 2013 ranges from 9.7% to 13.2%, with 2015-16 being the year with the highest rate of transitioning out of EL.

All Grades Percent Proficient

Year	School	District	State
<u>2013-14 WELPA</u>	12.6%	11.7%	12.2%
<u>2014-15 WELPA</u>	9.7%	15.5%	16.7%
<u>2015-16 ELPA21</u>	13.2%	11.3%	12.9%
<u>2016-17 ELPA21</u>	11.7%	14.4%	13.6%



Data Analysis- CEE Perceptual Survey

Our SIP team reviewed CEE Perceptual survey data including staff, parent and student results. The student and parent sample size was inconsistent, which makes the comparison less reliable. The N sizes include:

N Size	2012	2014	2016
Staff	39	29	49
Student	49	81	148
Parent	69	29	119

The following data has helped drive our action steps, which we have noted as challenge areas for our school: Candid Collaboration, Student Goal Setting, and Effective Instructional Strategies.

Instructional Strategies

Staff:

- Under High Standards and Expectations-“Our staff believes that all students can meet state standards.”

2012	2014	2016
79%	73%	58%

- Under SLE- “Students in this school are engaged in learning.”

2012	2014	2016
94%	86%	78%

Parents:

- Under High Standards and Expectations-“My child is challenged with a rigorous, ambitious course of study at this school.”

2012	2014	2016
78%	90%	73%

- Under Monitoring of Teaching and Learning- “Teachers accommodate my child’s special needs by adjusting instruction.”

2012	2014	2016
83%	79%	79%

Students:

- Under High Standards and Expectations-“My teacher provide lessons and activities that challenge me to learn.”

2012	2014	2016
96%	69%	80%

- Under Collaboration and Communication- “My teacher helps us learn in more ways than just talking in front of the class.”

2012	2014	2016
91%	84%	83%

Chinook SIP

- Under SLE- “Work I do in this school is useful and interesting to me.”

2012	2014	2016
67%	72%	73%

Goal Setting

Students:

- Under SLE-“Student success is celebrated in this school.”

2012	2014	2016
69%	62%	61%

- Under Collaboration and Communication- “Adults in this school help me plan and set goals for my future.”

2012	2014	2016
76%	68%	67%

Parents:

- Under High Standards and Expectations- “Teachers have high expectations for student learning at this school.”

2012	2014	2016
91%	97%	88%

- Under Monitoring of Teaching and Learning- “My child is encouraged to track progress towards his/her goals.”

2012	2014	2016
85%	97%	86%

- Under Curriculum, Instruction and Assessment- “This school celebrates students success.”

2012	2014	2016
NA	82%	90%

Staff:

- Under SLE-“We have a system for celebrating student success”.

2012	2014	2016
62%	80%	70%

Candid Conversations

Staff: Under Collaboration and Communication-

- “Our staff shares new ideas and strategies to improve student learning.”

2012	2014	2016
82%	82%	90%

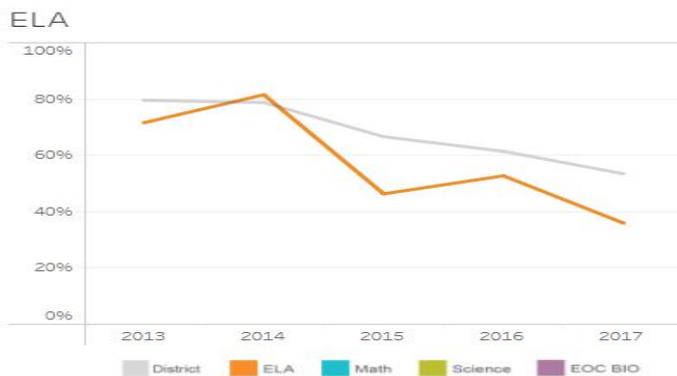
- Under Collaboration and Communication- “ There is a willingness to address conflict in this school.”

2012	2014	2016
69%	55%	64%

Looking at the above data, one can see that there is room for improvement in each area, which drove the creation of our action steps. Over the years, student, parent and staff perceptions have flatlined or decreased within our three areas we have chosen to focus on. The areas of instructional strategies, goal setting, and candid collaboration all impact student learning to a high degree.

SBA ELA (MSP/HSPE)

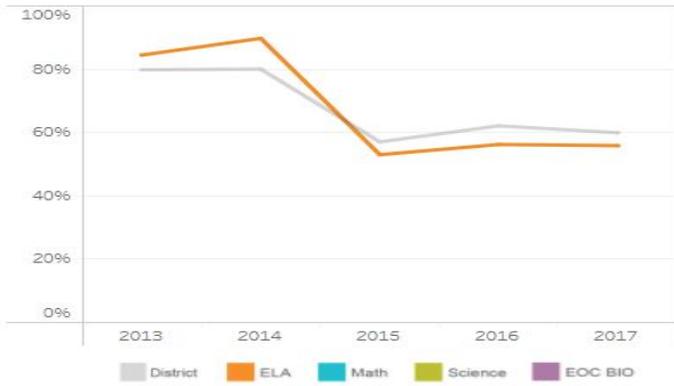
3rd Grade:



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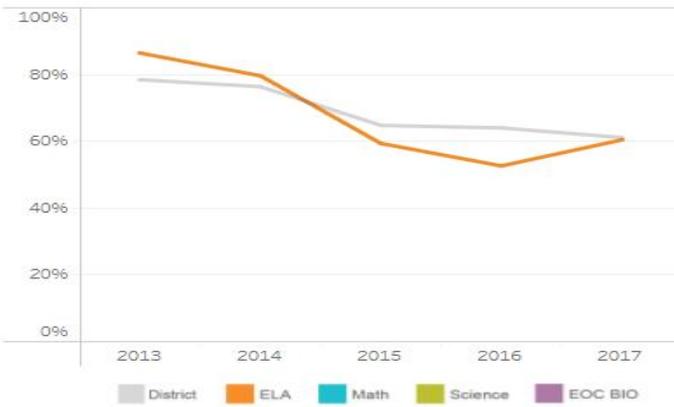
4th Grade:

ELA

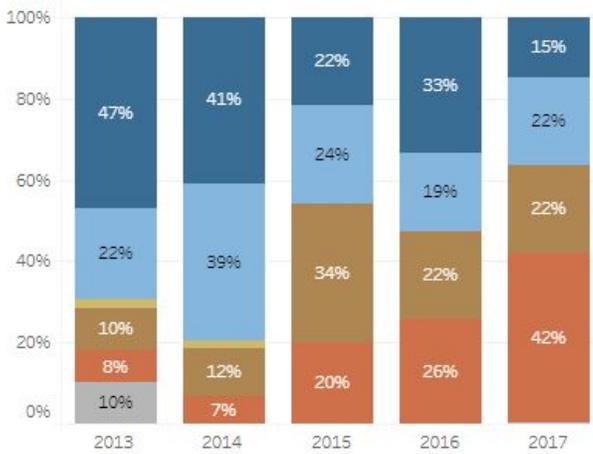


5th Grade:

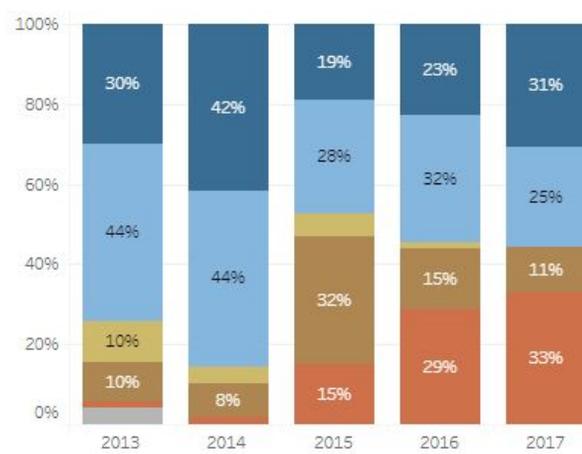
ELA



3rd Grade

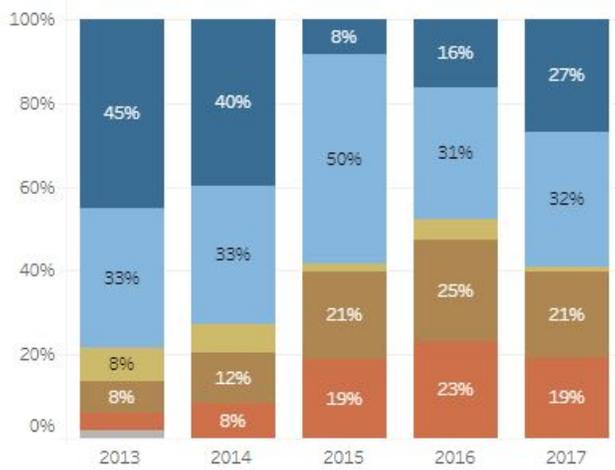


4th Grade



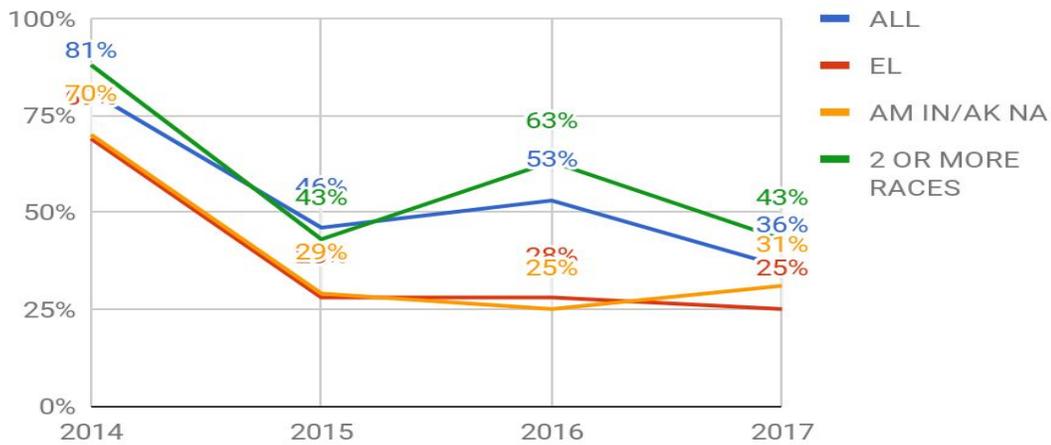
5th Grade

Chinook SIP

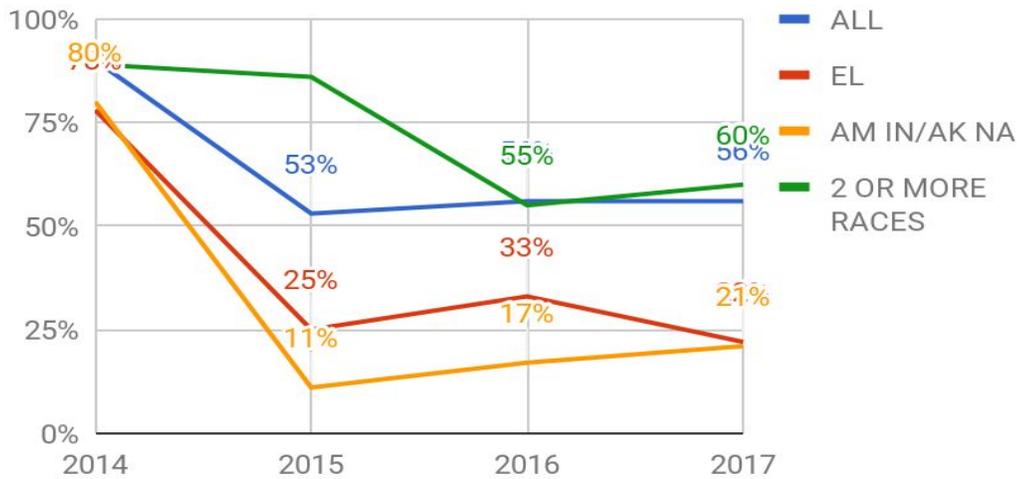


Challenge/Focus Areas:

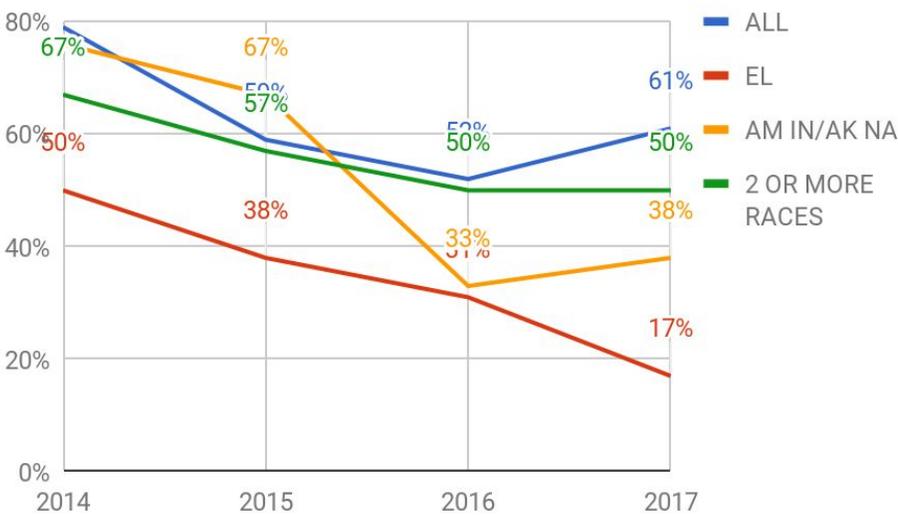
3rd Grade ELA SBA Meeting Standard- Focus



4th Grade ELA SBA Meeting Standard- Focus



5th Grade ELA SBA Meeting Standard Focus Areas



The staff reviewed MSP reading and SBA ELA data for the years 2013-2017, disaggregated by EL, ethnicity, grade level, low income, and SPED. The trends most notable in the data are:

- In 3rd grade the number of kids scoring level 1 in ELA is increasing. In 2015, 20% of students scored a level 1 in 3rd grade, in 2016 26% scored level 1, and in 2017 42% scored a level 1.
- In 4th grade the number of kids scoring level 1 in ELA is increasing. In 2015, 15% of students in 4th grade scored a level 1, in 2016 29% scored at level 1, and in 2017 33% scored a level 1.
- In 4th grade, level 2 students continue to fall to a level 1. In 2015, 32% of students scored a level 2, in 2016 15% scored a level 2 while our level 1 percentage increased. In 2017 the same trend happened with only 11% scoring a level 2, but the level 1 percentage increased.

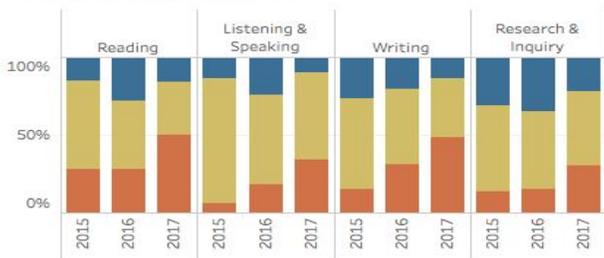
- From 2014-2017, our EL and American Indian/Alaska Native students continue to be less proficient on MSP Reading/SBA ELA in grades 3-5 compared to the combined proficiency of all students and students with 2 or more races.
- The gap between EL students and the combined percentage of all students has increased from 2014-2017 in grades 3-5. The data below shows the percentage gap of those meeting proficiency in EL compared to “all” students:

Gap Between EL students and All Students in ELA				
	2014 Gap	2015 Gap	2016 Gap	2017 Gap
3rd	12%	18%	25%	11%
4th	12%	28%	23%	34%
5th	29%	21%	21%	44%

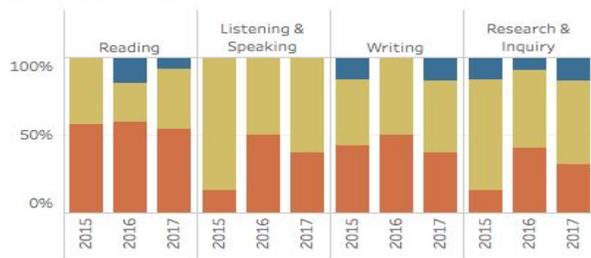
- The gap between American Indian/Alaskan Native students and the combined percentage of all students has been present from 2014-2017 in grade 4. The data below shows the percentage gap of those meeting proficiency in American Indian/Alaskan Native compared to all students:

Gap Between American Indian/Alaskan Native Students and All Students in ELA				
	2014 Gap	2015 Gap	2016 Gap	2017 Gap
4th	10%	42%	39%	35%

3rd Grade All Students
Instructional Claims



3rd Grade American Indian/Alaskan Native Students
Instructional Claims



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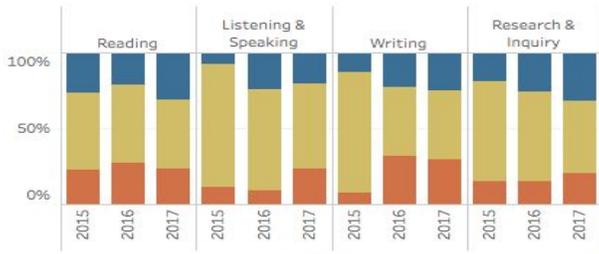
Above Std

At/Near Std

Below Std

Chinook SIP
4th Grade All Students

Instructional Claims



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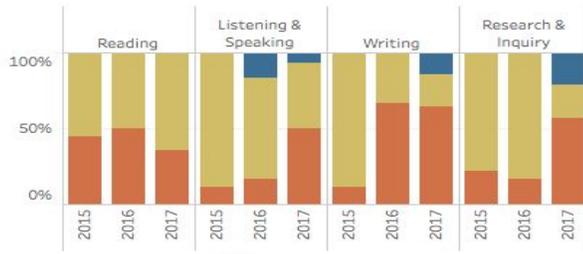
Above Std

At/Near Std

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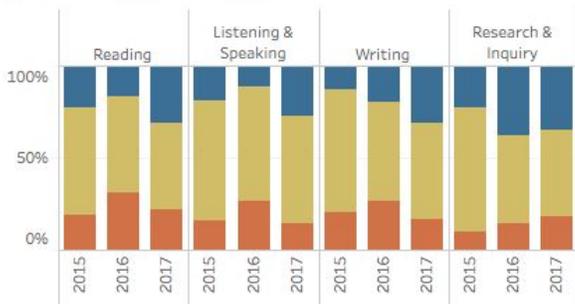
4th Grade American Indian/Alaskan Native Students

Instructional Claims



5th Grade All Students

Instructional Claims



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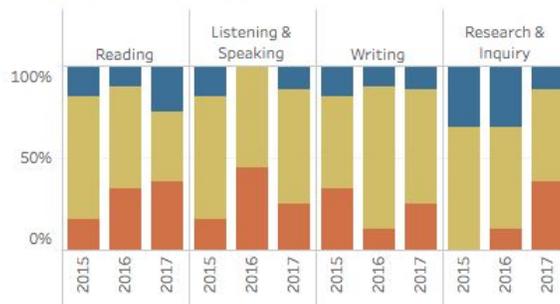
Above Std

At/Near Std

Below Std

5th Grade American Indian/Alaskan Native Students

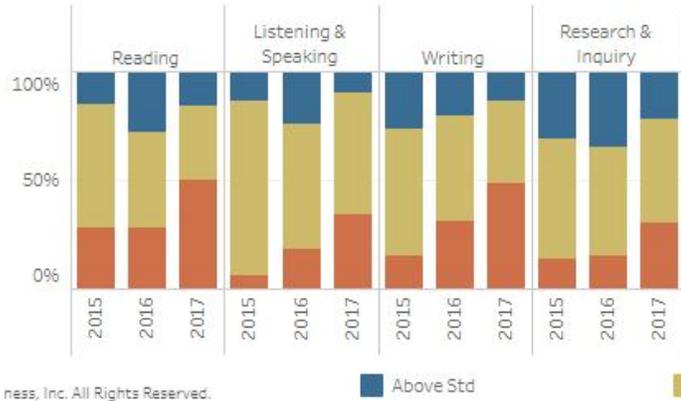
Instructional Claims



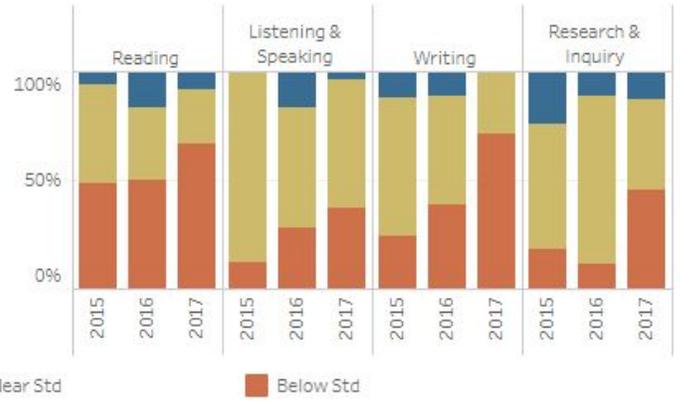
- The percentage of American Indian/Alaskan Native students scoring below standard in all claims on the ELA SBA is higher than the “all students” category in grades 3, 4, and 5.
- The percentage of American Indian/Alaskan Native students scoring below standard on the reading claim on the ELA SBA in 5th grade has increased over the last three years.
- The percentage of all students scoring above standard in all claims is continuously higher in grades 3-5 than the American Indian/Alaskan Native subgroup.
- There is an increase in the percentage of 5th grade American Indian/Native Alaskan students scoring above standard in all claims when compared to the percentage of 4th grade American Indian/Native Alaskan students scoring above standard.
- The percentage of students scoring below standard on the research & inquiry claim has increased for all students as well as American Indian/Alaskan Native from 2015 to 2017.

Chinook SIP

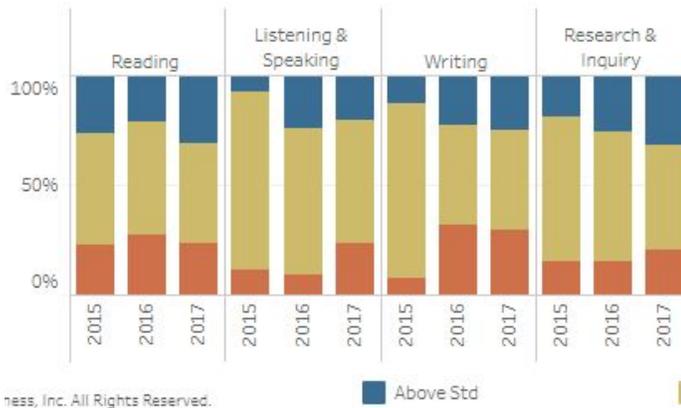
3rd Grade All Students Instructional Claims



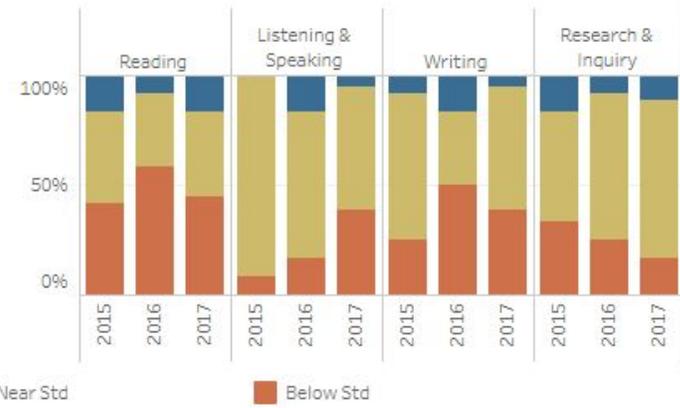
3rd Grade EL Students Instructional Claims



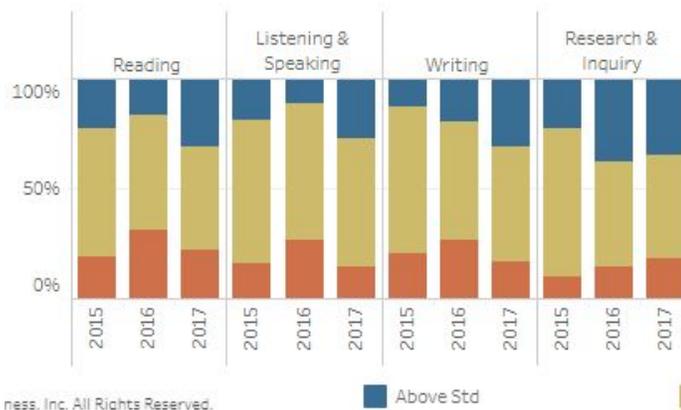
4th Grade All Students Instructional Claims



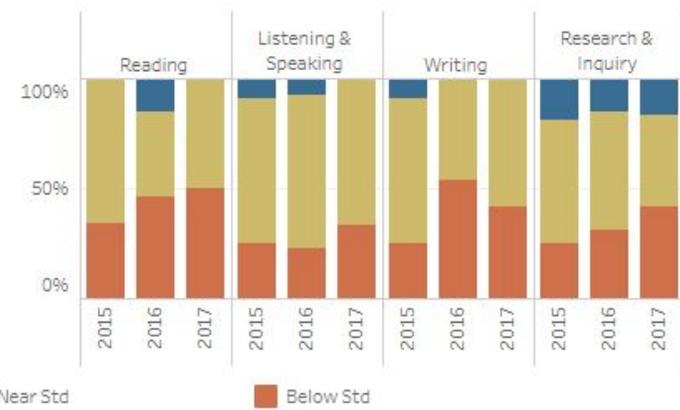
4th Grade EL Students Instructional Claims



5th Grade All Students Instructional Claims



5th Grade EL Students Instructional Claims



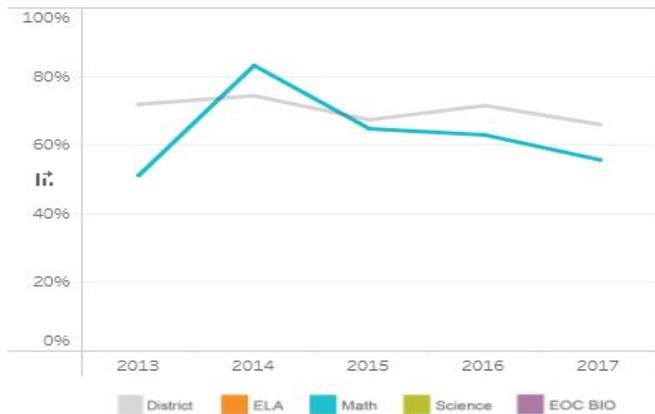
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- The percentage of 3rd grade EL students scoring below standard on the ELA SBA reading claim is higher than all students. In 2015, 28% of all 3rd graders scored below standard while 48% of EL 3rd graders scored below standard. In 2017, 50% of all students scored below standard while 67% of EL 3rd graders scored below standard.
- There has been an increase since 2015 in the number of EL students scoring below standard in listening/speaking on the ELA SBA from 12% in 2015, 28% in 2016, and 38% in 2017.
- From 4th grade to 5th grade, there is a consistent decrease in the percentage of EL students scoring above standard on claims on the ELA SBA.

SBA Math (MSP/EOC)

3rd Grade:

4th Grade:

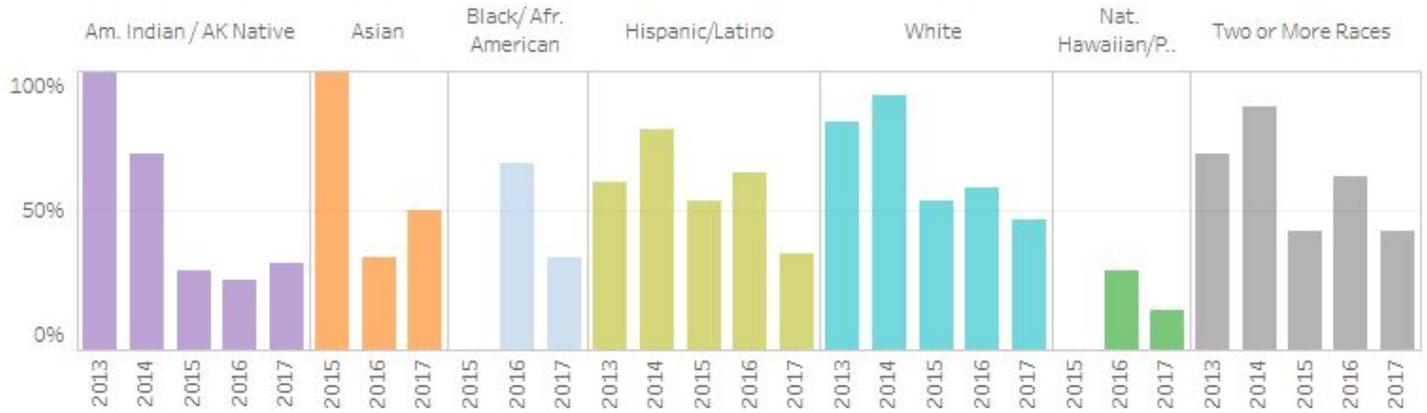


5th Grade:

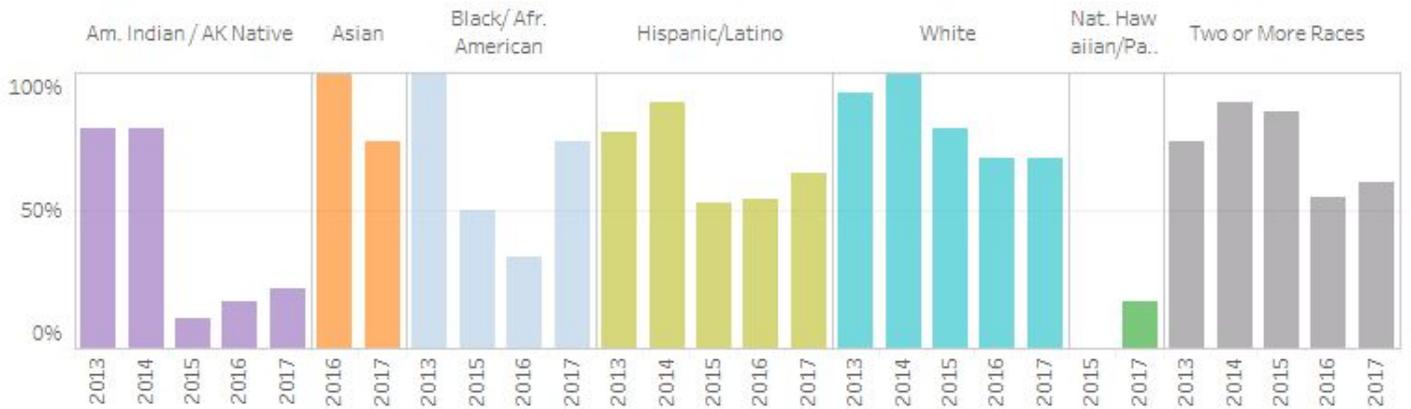


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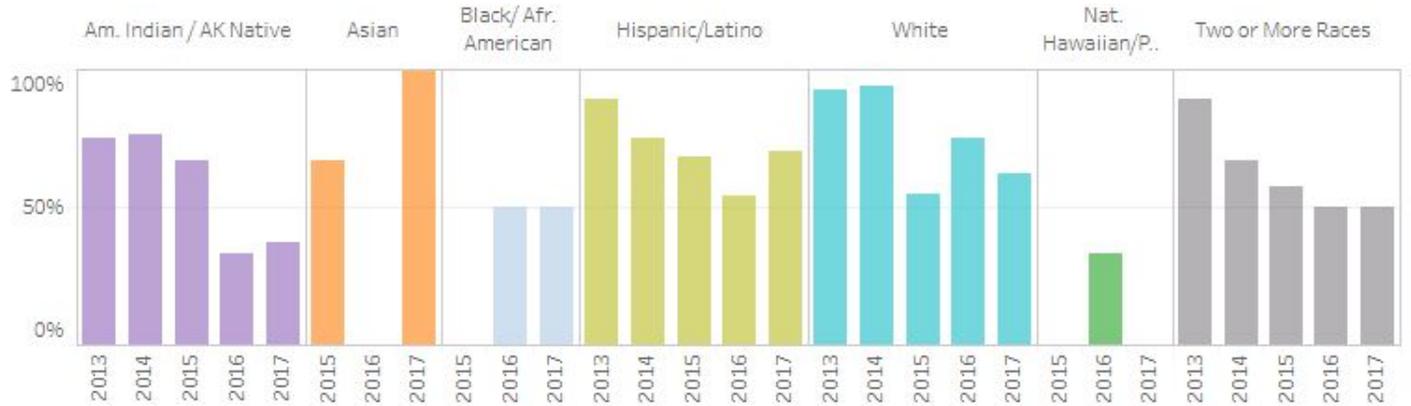
3rd Grade by Ethnicity:



4th Grade by Ethnicity:

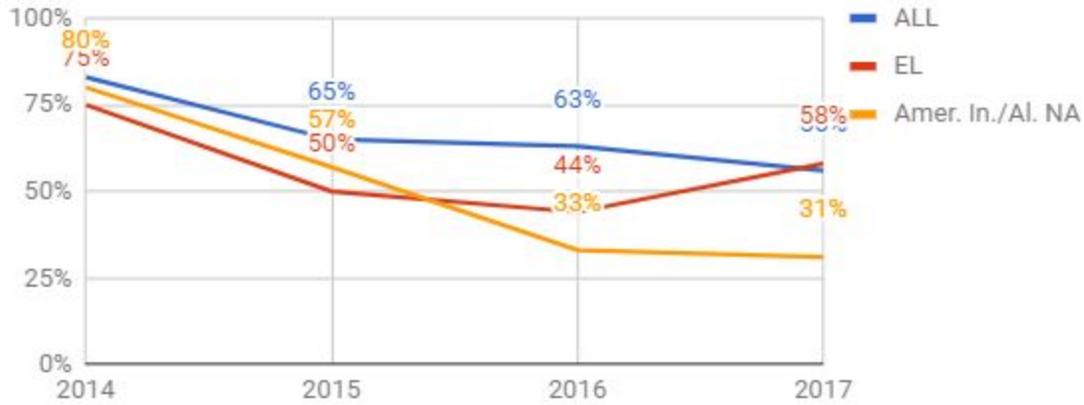


5th Grade by Ethnicity:

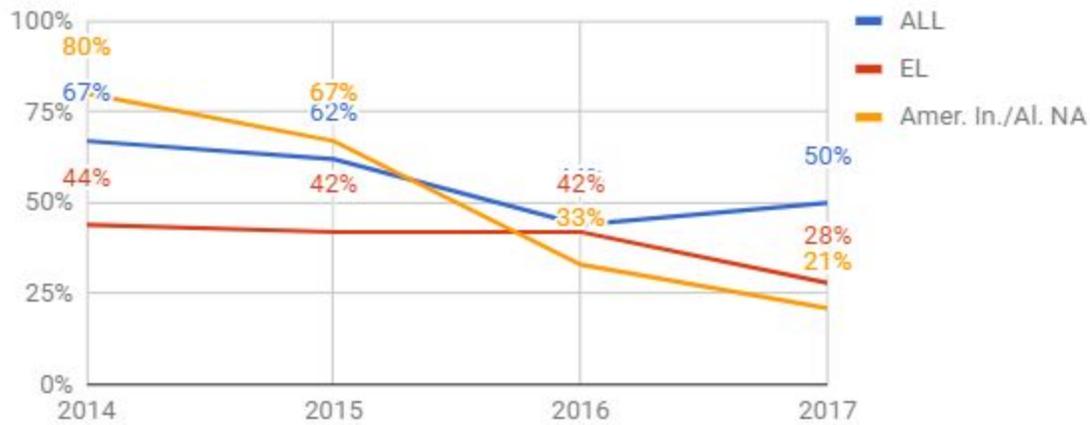


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 Challenge/Focus Areas:

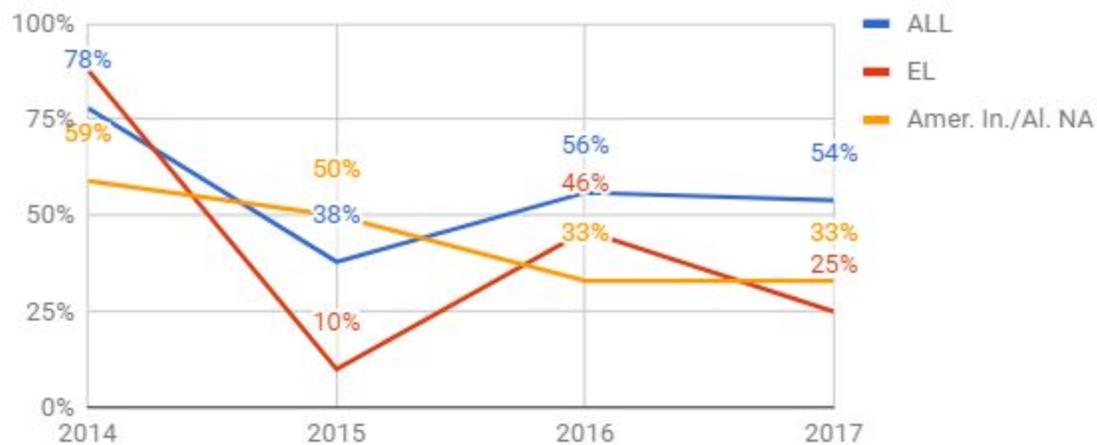
3rd Grade Math MSP/SBA Data (focus areas)



4th Grade Math MSP/SBA Data (focus areas)



5th Grade Math MSP/SBA Data (Focus Areas)



The staff reviewed MSP/SBA math data for the years 2014-2017, disaggregated by low income, SPED, EL, and ethnicity. The trends most notable in the data are:

- 3rd grade has a downward trend in the the number of students meeting proficiency in math from 2014-2017 from 83% proficient in 2014, 67% in 2015, 63% in 2016, and 56% in 2017.
- The opportunity gap between the 3rd grade American Indian/Alaskan Native group and all students has increased from 2014-17 from 3% in 2014 to 25% in 2017.
- In 3rd grade, the Two or More Races category has scored above all other ethnic sub-categories between 2015 and 2017.
- The number of 3rd grade students scoring a level 1 on the math SBA has increased from 7% in 2014, 8% in 2015, 14% in 2016, and 23% in 2017.
- 4th grade has had a downward trend in the number of students meeting proficiency in math from 2014-17 from 67% in 2014, 62% in 2015, 44% in 2016, and 50% in 2017.
- The 4th grade EL opportunity gap between the sub-group and all students has continued to hold steady over time. See the table below showing number of kids meeting proficiency in math:

Gap Between EL Students and All Students Meeting Proficiency on Math SBA				
	2014	2015	2016	2017
All Students	67%	62%	44%	50%
EL Students	44%	42%	42%	28%
Opportunity Gap	-23%	-20%	-2%	-22%

- The 4th grade American Indian/Alaskan Native sub-group has a downward trend. Also, over the past two years, the trend of a negative opportunity gap has begun between this sub-group and the all students. See table below:

Gap Between American Indian/Alaskan Natives Students and All Students Meeting Proficiency on Math SBA				
	2014	2015	2016	2017
All Students	67%	62%	44%	50%
Amer. In./Al. Na.	80%	67%	33%	21%
Opportunity Gap	+13%	+5%	-11%	-29%

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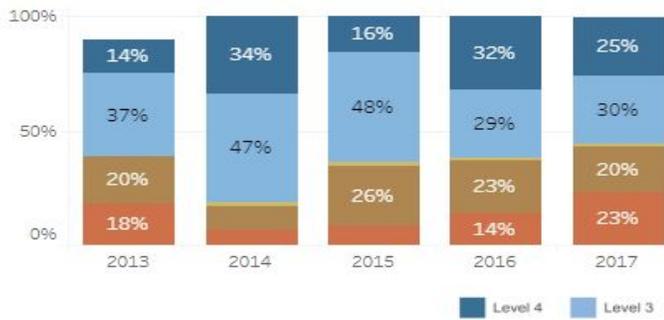
- The 5th grade EL opportunity gap between the sub-group and all students has continued to not consistently decrease overtime. See the table below showing number of kids meeting proficiency in math:

Gap Between EL Students and All Students Meeting Proficiency on Math SBA			
	2015	2016	2017
All Students	38%	56%	54%
EL Students	10%	46%	25%
Opportunity Gap	-28%	-10%	-29%

3rd Grade SBA Math

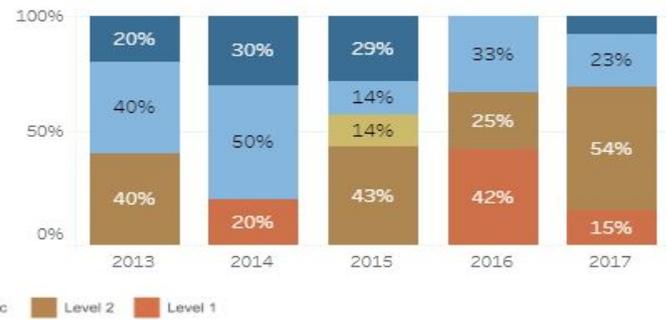
All Students

Levels



American Indian/Alaskan Native

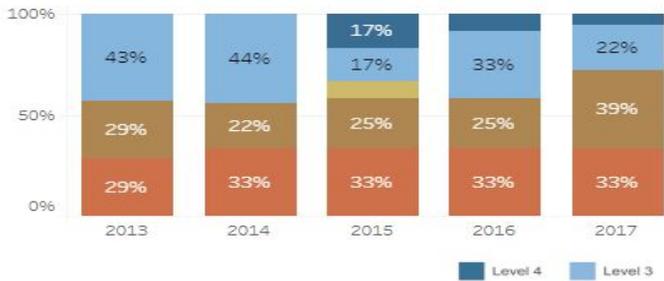
Levels



4th Grade SBA Math

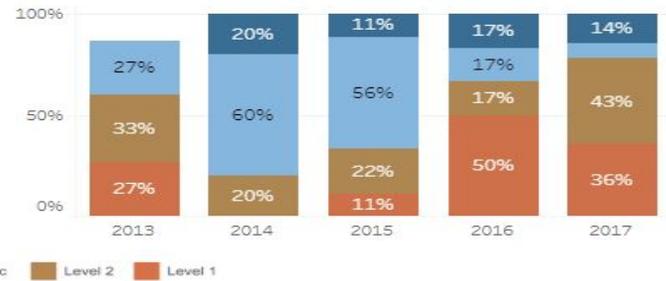
All Students

Levels



American Indian/Alaskan Native

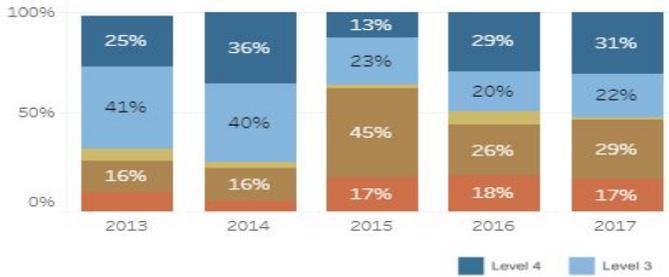
Levels



Chinook SIP

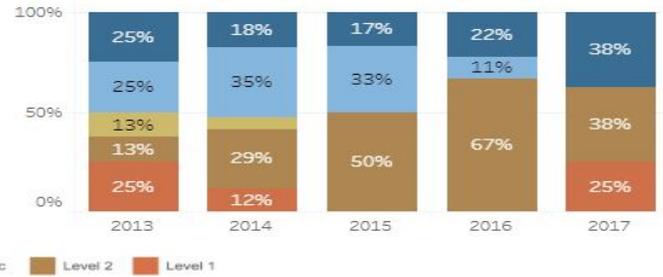
5th Grade SBA Math
All Students

Levels



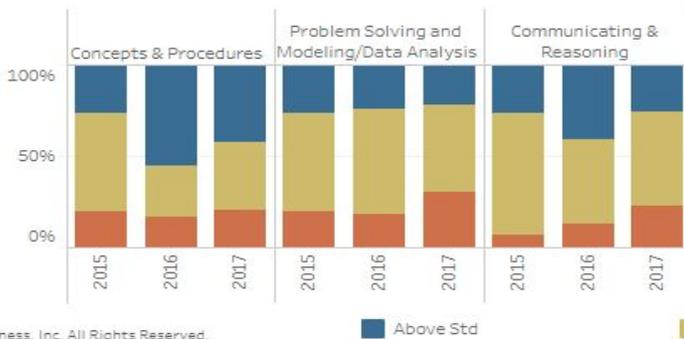
American Indian/Alaskan Native Students

Levels



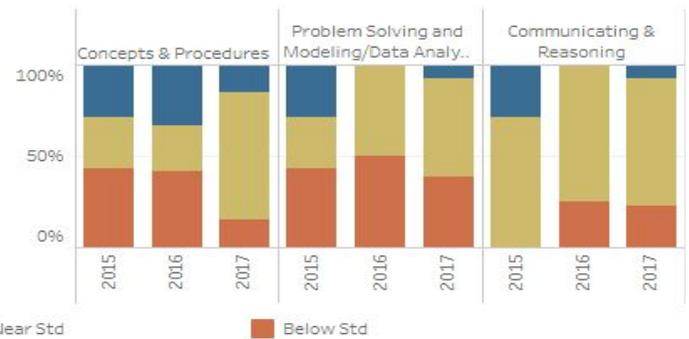
3rd Grade Math SBA Claims
All Students

Instructional Claims



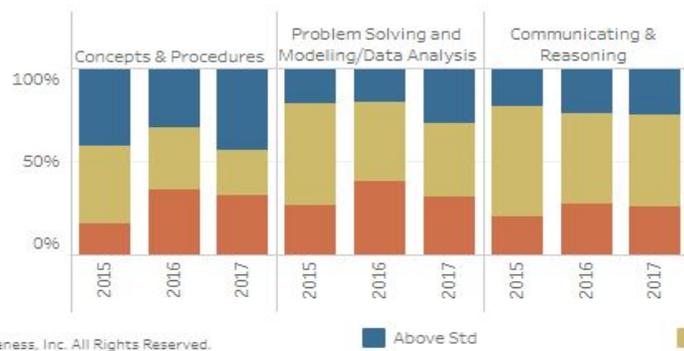
American Indian/Alaskan Native

Instructional Claims



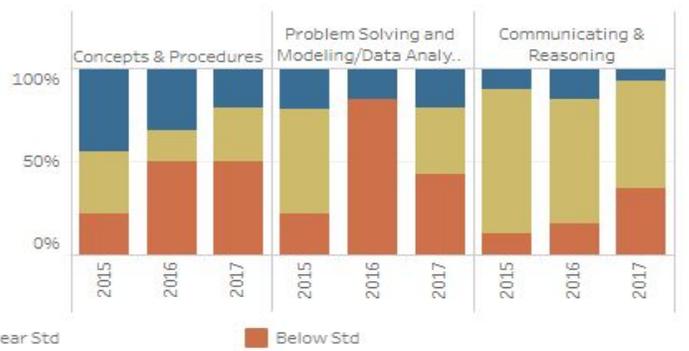
4th Grade Math SBA Claims
All Students

Instructional Claims



American Indian/Alaskan Native Students

Instructional Claims



- The percentage of 3rd grade American Indian/Alaskan Native students scoring a level 1 is higher in all claims than all students.
- The highest percentage of 3rd grade American Indian/Alaskan Native students scoring a level 1 is in the problem solving claim. Their scores are 43% in 2015, 50% in 2016, and 38% in 2017. The claim data varies in grades 4 and 5.

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- The percentage of 4th grade American Indian/Alaskan Native students scoring a level 1 in the concepts/procedures claim has increased from 22% in 2015 to 50% in 2017 while the percentage of students in the same subgroup scoring a level 4 has decreased from 44% in 2015 to 21% in 2017.
- There is a positive trend in the data on the concepts/procedures claim from 4th to 5th grade, with a decrease in the number of American Indian/Alaskan Native students scoring a level 1 in 4th grade compared to the percentage in 5th. See below for data focused on percentage scoring a level 1 on concepts/procedures:

Students Scoring Level 1 on Concepts/Procedures on Math SBA			
	2015	2016	2017
4th Grade	22%	50%	50%
5th Grade	17%	0%	25%

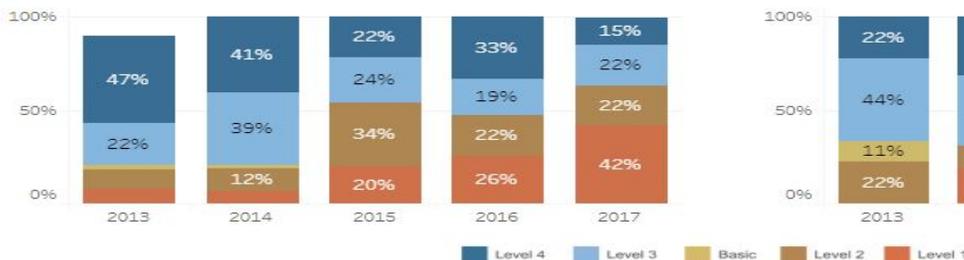
- From 4th to 5th grade, there is a decrease in the percentage of American Indian/Alaskan Native students scoring a level 1 according the problem solving/modeling/data analysis data. See below for data focused on percentage of students scoring a level 1 on problem solving/modeling/data analysis:

Students Scoring Level 1 on Problem Solving/Modeling/Data Analysis on Math SBA			
	2015	2016	2017
4th Grade	22%	83%	43%
5th Grade	33%	22%	38%

3rd Grade ELA SBA

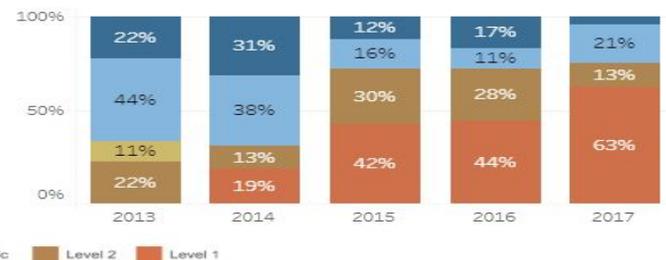
All Students

Levels



EL Students

Levels

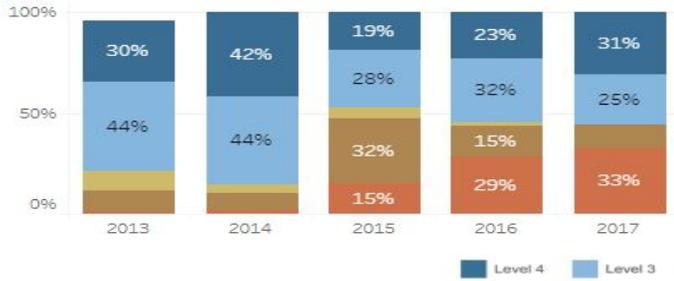


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4th Grade ELA SBA

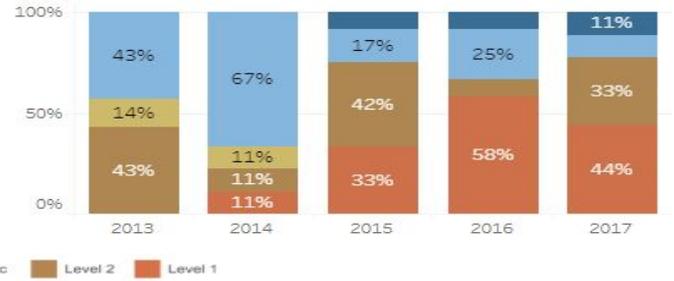
All Students

Levels



EL Students

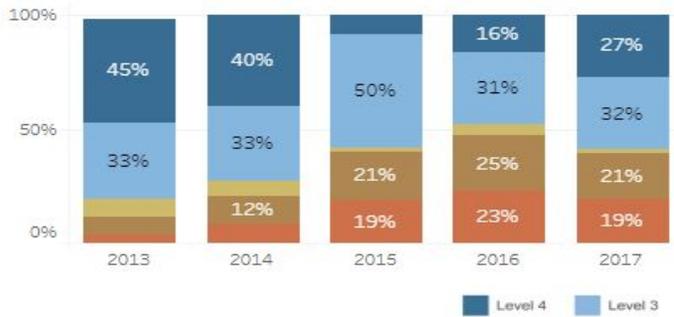
Levels



5th Grade ELA SBA

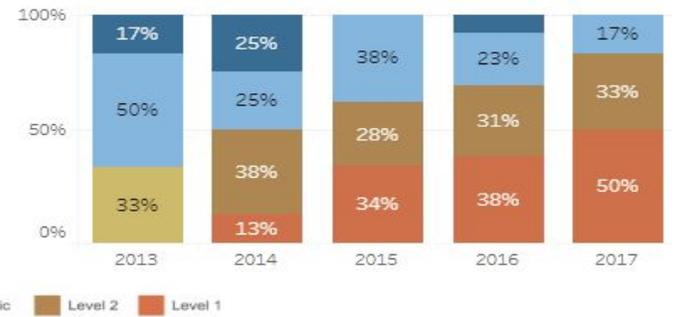
All Students

Levels



EL Students

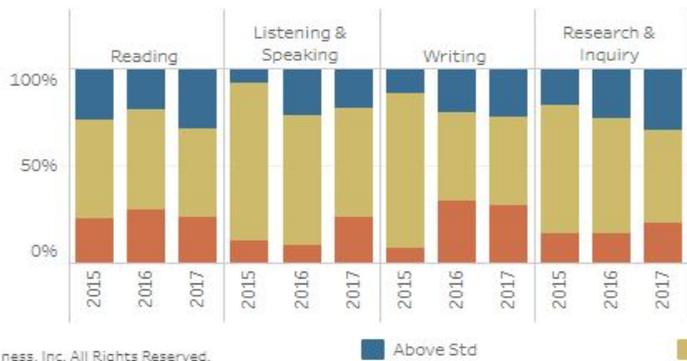
Levels



4th Grade ELA SBA Claims

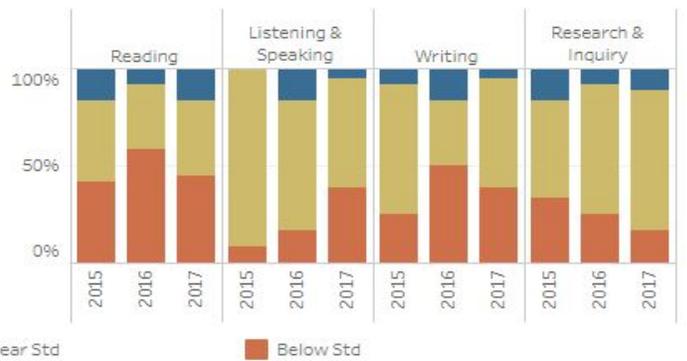
All Students

Instructional Claims



EL Students

Instructional Claims

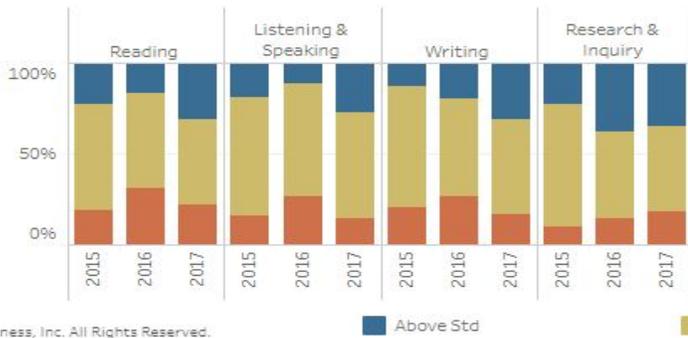


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5th Grade ELA SBA Claims

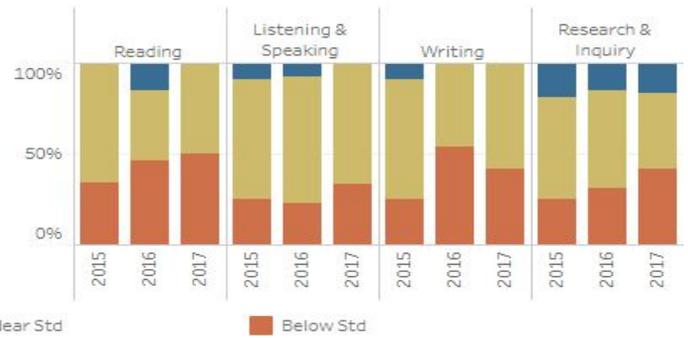
All Students

Instructional Claims



EL Students

Instructional Claims



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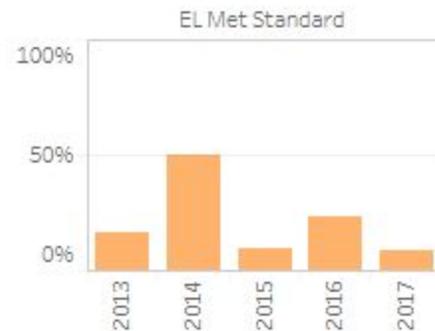
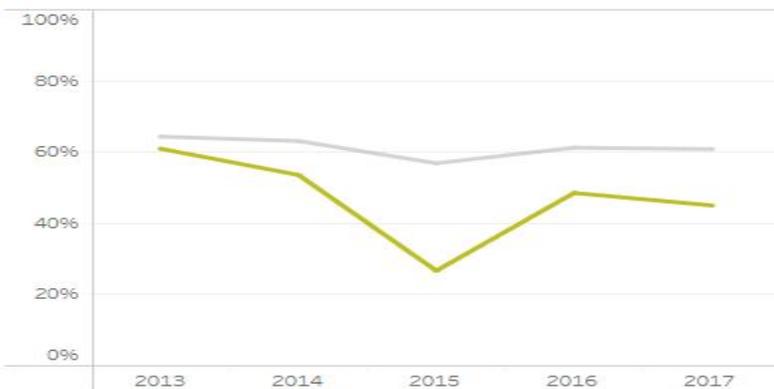
Above Std

At/Near Std

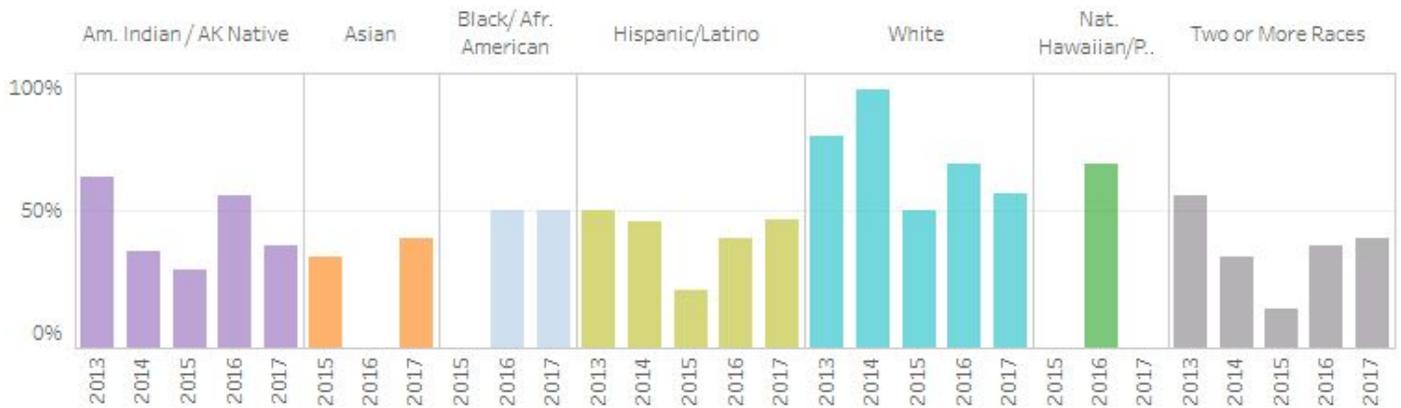
Below Std

- In grades 3-5 there is a smaller percentage of EL students scoring a level 4 in all claims compared to all students.
- 4th graders in the EL subgroup have a higher percentage of students scoring a level 1 than all students:
33% of EL students scored a level 1 in 2015 compared to 13% of all students.
33% of EL students scored a level 1 in 2016 compared to 24% of all students.
33% of EL students scored a level 1 in 2017 compared to 20% of all students.
- 4th graders in the EL subgroup have a lower percentage of level 4's compared to all students:
17% of EL students scored a level 4 in 2015 compared to 25% of all students.
8% of EL students scored a level 4 in 2016 compared to 21% of all students.
6% of EL students scored a level 4 in 2017 compared to 26% of all students.
- The 4th grade EL subgroup has the largest percentage of students scoring a level 1 on the problem solving/modeling/data analysis claim with 58% scoring a level 1 in 2015, 42% in 2016, and 50% in 2017 compared to all students with 26% scoring a level 1 in 2015, 39% in 2016, and 31% in 2017.

MSP Science/EOC Biology



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The staff reviewed MSP science data for the years 2014-2017, disaggregated by ethnicity, low income, SPED, and EL. The trends most notable are:

- Over the last 5 years, the 5th grade science data has dropped and then slowly recovered from 53% meeting proficiency in 2014 to 30% in 2015 to 45% reaching proficiency in 2017.
- The White subgroup pass percentage exceeds the average pass percentage and all other subgroups; however, over time the pass percentage for the White subgroup has decreased from 94% passing in 2014 to only 56% passing in 2017.
- The EL subgroup has the largest opportunity gap:

Gap Between EL Students and All Students Meeting Proficiency on the Science MSP				
	2014	2015	2016	2017
All Students	53%	27%	48%	45%
EL Students	50%	9%	23%	8%
Opportunity Gap	-3%	-18%	-25%	-37%

Parent Engagement – SWT 2/LAP

The Chinook staff participates in the following activities to engage and involve parents and families in their student's learning:

For All Parents and Families:

- Open House
- Parent CEE survey
- Parent-Teacher Conferences (fall and as needed)
- Trimester Report Cards
- Assessment Data-Reports for parents
- Parent Volunteers
- Trait of the Month awards
- Invitation to select assemblies
- Chinook Newsletters, school-level and grade-level newsletters
- *Parents Make the Difference* newsletters (sent home via Peachjar by LAP)
- Eagle Reading Program
- School Break work packets
- Skyward Family Access
- Phone calls, notes, emails home
- Facebook, website postings, and fliers sent home about upcoming activities
- School BBQ
- Parent Advisory Committee
- Roll Up Night
- King County Library System presentations
- King County Library System summer reading program
- Skate Night
- McTeacher Night
- Auburn Food Bank Drive

For Specific Groups of Parents:

- Important documents translated into home language
- Kindergarten Conferences, WA Kids conferences for Kindergarten students
- Welcome to Kindergarten night for incoming Kindergarten families
- Student Learning Plans for LAP students
- School-Parent Compact for LAP students
- IEP Progress Reports for Special Education students
- EL information and progress reports for EL students
- DIBELs assessment letters
- Self Manager Lunches
- Case Study meetings

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- Science Fair for 4th grade students
- 5th grade camp orientation
- 5th grade graduation
- Spanish family information night
- LAP parent survey

Student Transitions – SWT 2 & 3/LAP

At Chinook, many systems and events are in place to ensure successful transitions from pre-K to K, from 5th grade to middle school, and between grades within the school.

Early Childhood to Kindergarten

- Open House (September)
- Kindergarten welcome and WA Kids conferences (September)
- Kindergarten welcome night for incoming kindergarten students (May)
- Jumpstart testing (May)
- Roll Up Night (June)
- Jumpstart kindergarten summer school (August)

Between Grades

- Staff Classroom Placement Meeting (June)
- Roll Up Night (June)
- Welcome postcards, letters or phone calls (August-September)
- Tier 2 student support meeting (August)
- Open House (September)

5th Grade to Middle School

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

Assessment Decisions – SWT 3/LAP

Chinook staff uses assessment results from DIBELS, SBA, Smarter Balanced ICAs, iReady, and ELPA21 as summative measures to make instructional decisions for students in literacy and math. In addition to the summative assessments, formative measures are used as additional data points when making instructional decisions. These formative measures include assessments such as DIBELS progress monitoring, Smarter Balanced IABs, comprehension assessments, curriculum assessments, and teacher created assessments.

Summative assessment data is analyzed both at the building level and at the grade level each school year to create instructional groups and curricular decisions. As the year progresses, formative assessment is also used to modify group placement, pacing, and curriculum. PLCs and data meetings provide a time for grade level teachers, administrators, and all instructional support staff to analyze data for the purpose of determining students who need additional, or different, intervention and students who are on track to meet or exceed standards.

Effective, Timely Assistance – SWT 2 &3/LAP

Teachers and support staff collect and record student data (benchmark and progress monitoring) in grade level data sheets for both reading and math. This data is used in several ways to help guide instruction and make decisions and changes so all students are receiving appropriate instruction. Our most struggling readers are identified and rank ordered to receive targeted, intensive LAP instruction. Every 6 weeks, we have grade level data meetings, that include both classroom teachers and all support staff, to review data, curriculum, instructional groupings, and individual students. Adjustments in grouping and instructional materials are made based on the data. This is also when all staff ensures the instruction within core, walk to read, EL groups, LAP, special education, and any other interventions are all aligning and build upon each other. PLCs also provide a time for grade levels to continue the review of formative data with some support staff, plan instruction or interventions to align with other groups, and modify pacing.

Prioritized Challenges

Staff reviewed data for the years 2014-2017, disaggregated by low income, SPED, EL, and ethnicity. As staff listed noticings, they also began marking trends that were occurring. After the noticing lists were made for each set of data, staff then looked at the trends between grade levels to see if there were common trends within a strand of data. The common trends were then pulled out as top priorities that needed to become part of our school's list of challenges. Below, you will see the trends that were common within each set of data.

SMART Goal 1 (ELA):

The percentage of all students in grades 3-5 meeting standard on the SBA ELA assessment will increase from 51% to 65% by 2021.

- The number of students who have met proficiency in grades 3-5 have not recovered since switching from the MSP assessment to the SBA assessment from 3rd grade. On the 2014 MSP, 81% met proficiency and in 2017 SBA, 36% met proficiency. In 4th grade, 90% met proficiency on the 2014 MSP and in 2017, 56% met proficiency on the SBA. In 5th grade, 79% met proficiency on the 2014 MSP and on the 2017 SBA, 61% met proficiency.
- From 2014-2017, our EL and American Indian/Alaska Native students continue to be less proficient on MSP Reading/SBA ELA in grades 3-5 compared to the combined proficiency of all students and students with Two or More races.
- The gap between EL students and the combined percentage of all students has increased from 2014-2017 in grades 3-5.
- The gap between American Indian/Alaskan Native students and the combined percentage of all students has been present from 2014-2017 in grade 4.

SMART Goal 2 (Math):

The percentage of all students in grades 3-5 meeting standard on the SBA Math assessment will increase from 53% to 63% by 2021. (score is our average score-53% goal is adding 10%)

- 3rd grade has had a downward trend in the the number of students meeting proficiency in math from 2014-2017. The proficiency rate went from 83% proficient in 2014, to 67% in 2015, 63% in 2016, and is currently at 56% in 2017.
- The opportunity gap between the 3rd grade American Indian/Alaskan Native group and all students has increased from 2014-17 from 3% in 2014 to 25% in 2017.
- 4th grade has had a downward trend in the number of students meeting proficiency in math from 2014-17. 67% of students were proficient in 2014, 62% in 2015, 44% in 2016, and 50% in 2017.
- The 4th grade EL opportunity gap between the sub-group and all students has remained consistent over time.
- The 4th grade American Indian/Alaskan Native sub-group has a downward trend. Also, over the past two years, the trend of a negative opportunity gap has begun between this sub-group and all students.
- The 5th grade EL opportunity gap between the sub-group and all students has remained consistent over time.

SMART Goal 3 (Equity):

By June 2021, the opportunity gap between our EL subgroup and American Indian/Alaskan Native subgroup compared to all students will decrease by 15% in both math and reading, as measured by SBA.

- From 2014-2017, our EL and American Indian/Alaska Native students continue to be less proficient on MSP Reading/SBA ELA in grades 3-5 compared to the combined proficiency of all students and students with Two or More Races.
- The gap between EL students and the combined percentage of all students has increased from 2014-2017 in grades 3-5.
- The gap between American Indian/Alaskan Native students and the combined percentage of all students has been present from 2014-2017 in grade 4.

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- The opportunity gap between the 3rd grade American Indian/Alaskan Native group and all students has increased from 2014-17 from 3% in 2014 to 25% in 2017.
- The 4th grade EL opportunity gap between the sub-group and all students has remained consistent over time.
- The 4th grade American Indian/Alaskan Native sub-group has had a downward trend. Also, over the past two years, the trend of a negative opportunity gap has begun between this sub-group and the all students sub-group.
- The 5th grade EL opportunity gap between the sub-group and all students has remained consistent over time.

SMART Goal 1 (ELA):

The percentage of all students in grades 3-5 meeting standard on the SBA ELA assessment will increase from 51% to 65% by 2021. (score is our average score-51% goal is adding 10% to the state average-55%)

SMART Goal 2 (Math):

The percentage of all students in grades 3-5 meeting standard on the SBA Math assessment will increase from 53% to 63% by 2021. (score is our average score-53% goal is adding 10%)

SMART Goal 3 (Equity):

By June 2021, the opportunity gap between our EL subgroup and American Indian/Alaskan Native subgroup compared to all students will decrease by 15% in both math and reading as measured by SBA. (average gap in 3-5 math is 17.8% gap based on the trend data we noted, average gap in 3-5 ela is 21.75% based on trend data from SBA).

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<ul style="list-style-type: none"> ● K-2 teachers will focus on putting emphasis on wait time and turn and talk. ● 3-5 teachers will focus on putting emphasis on wait time/turn and talk/say more. <p>K-2 teachers will create common language and instructional routines for teaching foundational skills (phonological awareness and phonics) so all kids know the same routines which will then allow them to focus more on the skills.</p> <p>K-2 teachers will work to scaffold their lessons to allow all kids to have access to more advanced materials.</p> <p>3-5 teachers will work to align the new ELA core curriculum with targets and purposely build in scaffolding that supports all kids in being able to do the thinking needed, with a focus on Targets 1-3 and 8-10.</p>	<p>Instructional Specialist will begin creating a bank of videos of Chinook teachers using Talk Moves.</p> <p>Through observation, all teachers will sound the same when teaching foundational skills. DIBELs scores will show an increase in the number of kids gaining foundational skills.</p> <p>Through formative assessments, all students will be mastering grade level skills.</p> <p>Through observation, students in all subgroups will be participating in core ELA lessons and teacher lessons will be using Talk Moves to enhance student thinking. Common</p>	<p>engagement and Talk Moves.</p> <p>Instructional Specialist communicate with teachers using Talk Moves, go in and record, upload to Google folder that is shared with all staff.</p> <p>Reading Specialist, Instructional Specialist, Grade Level Advocates, EL Specialist. Principal and Assistant Principal observations with both certified and classified staff.</p> <p>Grade Level Advocates, Principal, Assistant Principal, Instructional Specialist</p> <p>Instructional Specialist, Grade Level Advocates</p>	<p>3 hours during curriculum alignment work</p> <p>3 hours of curriculum alignment/target work building hours</p> <p>PLCs- Grade Level Advocates will teach their grade level text coding focused on placing a ? where confusion happens in a text.</p>
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<p>3-5 teachers will teach their kids text coding so students know they should be engaged in their text as they are reading.</p>	<p>formative assessments will present the impact instruction is having on learning.</p> <p>Students will be marking text as they read to show where they struggled in the text.</p>		
<p><i>December- February</i> Teachers will purposely plan lessons including the Talk Moves focused on their other’s thinking (revoicing/agree and disagree) to enhance ELA instruction.</p> <ul style="list-style-type: none"> ● K-2 teachers will focus on putting emphasis on say more and revoicing. ● 3-5 teachers will focus on putting emphasis on revoicing, agree/disagree. <p>K-2 Teachers will acquire common vocabulary strategies focused on helping kids use and remember new words.</p> <p>3-5 Teachers will work to align the new ELA core curriculum with targets and purposely build in scaffolding that supports all kids in being able to</p>	<p>Principal and Assistant Principal will look for Talk Moves being used in classrooms.</p> <p>Instructional Specialist will continue creating a bank of videos of Chinook teachers using Talk Moves.</p> <p>Formative assessment and classroom observations will show an increase in word knowledge in all students.</p> <p>Through observation, students in all subgroups will be participating in core ELA lessons and teacher lessons will</p>	<p>Principal, Assistant Principal, Instructional Specialist</p> <p>Grade Level Advocates, Instructional Specialist, EL Specialist</p> <p>Grade Level Advocates, Instructional Specialist, Principal</p>	<p>1 ½ hours of curriculum alignment building hours</p> <p>1 ½ hours of curriculum alignment building hours/ 1 hour GLAD strategy training</p> <p>3 hours of curriculum alignment/target work building hours</p>

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<p>do the thinking needed, with a focus on Targets 5/12 and 7/14.</p>	<p>be using Talk Moves to enhance student thinking. Common formative assessments will present the impact instruction is having on learning.</p>		
<p><i>March-April</i> Teachers will purposely plan lessons including the Talk Moves focused on connecting their thinking with other’s thinking (adding on) to enhance ELA instruction.</p> <ul style="list-style-type: none"> ● K-2 teachers will focus on putting emphasis on (agree/disagree). ● 3-5 teachers will focus on putting emphasis on adding to. <p>K-2 Teachers will acquire comprehension strategies focused on helping kids think about the text including text coding.</p> <p>3-5 Teachers will work to align the new ELA core curriculum with targets and purposely build in scaffolding that supports all kids in being able to do the thinking needed, with a focus on Targets 4/11 and 6/13.</p>	<p>Principal and Assistant Principal will look for Talk Moves being used in classrooms.</p> <p>Instructional Specialist will continue creating a bank of videos of Chinook teachers using Talk Moves.</p> <p>Formative assessment and classroom observations will show an increase in comprehension in all students.</p> <p>Through observation, students in all subgroups will be participating in core ELA lessons and teacher lessons will be using Talk Moves to enhance student thinking. Common formative assessments will present the impact instruction is having on learning.</p>	<p>Principal, Assistant Principal, Instructional Specialist</p> <p>Grade Level Advocates, Instructional Specialist, EL Specialist</p> <p>Grade Level Advocates, Instructional Specialist, and Principal</p>	<p>1 ½ hours of curriculum alignment building hours</p> <p>3 hours of curriculum alignment/target work building hours</p>

<p><i>May-June</i> Teachers will purposely plan lessons including the Talk Moves focused on connecting their thinking with other's thinking (all combined) to enhance ELA instruction.</p> <p>K-5 Teachers will calendar out next year's pacing for ELA based on the year's learning.</p>	<p>Principal and Assistant Principal will look for Talk Moves being used in classrooms.</p> <p>Instructional Specialist will continue creating a bank of videos of Chinook teachers using Talk Moves.</p>	<p>Principal, Assistant Principal, and Instructional Specialist</p> <p>Grade Level Advocates, Instructional Specialist, and Principal</p>	<p>PLCs</p> <p>2 hours instructional calendaring building hours</p>
<p>Action Step SWT 2 & 3/LAP</p>	<p>Teachers will increase student motivation by having students take ownership over their own learning.</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>

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<p><i>August</i></p> <p>Grade level teams set up a document that will be used by students to record current scores and new goals.</p>	<p>The goal card document will be in a shared folder and be meaningfully directed towards the end goal for the grade level and be flexible based on kid's own need.</p>	<p>Grade Level Advocates, teachers</p>	<p>August building hours (20 minutes)</p>
<p><i>September-November</i></p> <p>September: Teachers will help students begin their goal card by sharing their benchmark reading score from DIBELS and setting a meaningful goal.</p> <p>October/November: Teachers will update student goal cards monthly using progress monitoring.</p> <p>Teachers will reward kids with a small treat/item each time they meet their growth goal.</p>	<p>Each student will have a goal card that has a starting data point and their next goal.</p> <p>Students cards will show growth data for October and November.</p> <p>All students who met the growth data point will get a reward item from their teacher.</p> <p>Reading data sheet will show who made their goal and who did not. Motivation Team will share with BLT the percentage of kids who made their growth goal.</p>	<p>Grade Level Advocates, teachers</p> <p>Motivation Team</p>	
<p><i>December- February</i></p> <p>December/February: Teachers will update student goal cards monthly using progress monitoring.</p>	<p>Students cards will show growth data for December, January, and February.</p>	<p>Grade Level Advocates, teachers</p>	

<p>Teachers will reward kids monthly with a small treat/item each time they meet their growth goal.</p>	<p>All students who met the growth data point will get a reward item from their teacher.</p> <p>Reading data sheet will show who made their goal and who did not. Motivation Team will share with BLT the percentage of kids who made their growth goal.</p>	<p>Motivation Team</p>	
<p><i>March-April</i></p> <p>March/April: Teachers will update student goal cards monthly using progress monitoring.</p> <p>Teachers will reward kids monthly with a small treat/item each time they meet their growth goal.</p>	<p>Students cards will show growth data for March and April.</p> <p>All students who met the growth data point will get a reward item from their teacher.</p> <p>Reading data sheet will show who made their goal and who did not. Motivation Team will share with BLT the percentage of kids who made their growth goal.</p>	<p>Grade Level Advocates, teachers</p> <p>Motivation Team</p>	
<p><i>May-June</i></p> <p>May and June: Teachers will update student goal cards monthly using progress monitoring.</p> <p>Teachers will reward kids monthly with a small treat/item each time they meet their growth goal.</p>	<p>Students cards will show growth data for May and June.</p> <p>All students who met the growth data point will get a reward item from their teacher.</p>	<p>Grade Level Advocates, teachers</p>	

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	<p>Reading data sheet will show who made their goal and who did not. Motivation Team will share with BLT the percentage of kids who made their growth goal.</p>	<p>Motivation Team</p>	
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Alignment to District Improvement:

Engage: Connect students to their schools and learning.

Involve students in establishing ownership for their own learning.

Establish practices to stretch students in their learning.

Empower: Enable students and staff to thrive now and in the future.

Leverage 1:1 technology to empower students in communication, critical thinking, collaboration, creativity and digital citizenship.

Educate: Ensure relevant learning, high achievement and graduation for each student.

Recognize student growth and accomplishments in academics, extracurricular activities and behavior.

Leverage technology, activities and instructional strategies that lead to improved student outcomes.

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<p><i>September-November</i></p> <p>Teachers will purposely plan lessons including the Talk Moves focused on their own thinking (wait time/turn and talk/say more) to enhance math instruction.</p> <ul style="list-style-type: none"> • K-2 teachers will focus on putting emphasis on wait time and turn and talk. • 3-5 teachers will focus on putting emphasis on wait time/turn and talk/say more. <p>K-5 teachers will give all kids the math I-Ready diagnostic and begin 45 minutes a week of I-Ready math during the school day for kids who are at or below grade level.</p>	<p>Principal and Assistant Principal will look for Talk Moves being used in classrooms.</p> <p>Instructional Specialist will begin creating a bank of videos of Chinook teachers using Talk Moves.</p> <p>Grade level advocates will utilize student usage reports. They will update their grade level teams.</p> <p>Through math I-Ready reports, teachers will see student growth in weakest areas.</p>	<p>Administration walk-throughs focused on student engagement and Talk Moves.</p> <p>Instructional Specialist communicate with teachers using Talk Moves, go in and record, upload to Google folder that is shared with all staff.</p> <p>Reading Specialist, Instructional Specialist, Grade Level Advocates, Principal, Assistant Principal</p> <p>Grade Level Advocates, Principal, Assistant Principal, Instructional Specialist</p>	<p>1 ½ hours during curriculum alignment work</p> <p>PLCs</p>
<p><i>December- February</i></p> <p>Teachers will purposely plan lessons including the Talk Moves focused on their other’s thinking (revoicing/agree and disagree) to enhance math instruction.</p> <ul style="list-style-type: none"> • K-2 teachers will focus on putting emphasis on say more and revoicing. • 3-5 teachers will focus on putting emphasis on revoicing, agree/disagree. 	<p>Principal/Assistant Principal will look for Talk Moves being used in classrooms.</p> <p>Instructional Specialist will continue creating a bank of videos of</p>	<p>Principal, Assistant Principal, Instructional Specialist</p>	<p>1 ½ hours of curriculum alignment building hours</p>

<p>K-5 teachers will begin small group differentiated instruction based on student need. Students who are at or below grade level will have 45 minutes a week using math I-Ready.</p> <p>K-5 Teachers will give the I-Ready math diagnostic and use the growth data to determine effectiveness of instruction.</p>	<p>Chinook teachers using Talk Moves.</p> <p>Common formative assessments will present the impact instruction is having on learning. I-Ready reports will show growth of students in weak areas.</p> <p>Students will be showing growth in the areas that I-Ready has focused on.</p>	<p>Grade Level Advocates and Instructional Specialist</p> <p>Grade Level Advocates, Instructional Specialist, Principal</p>	<p>PLCs</p>
<p><i>March-April</i></p> <p>Teachers will purposely plan lessons including the Talk Moves focused on connecting their thinking with other's thinking (adding on) to enhance math instruction.</p> <ul style="list-style-type: none"> ● K-2 teachers will focus on putting emphasis on (agree/disagree). ● 3-5 teachers will focus on putting emphasis on adding to. <p>K-5 Teachers will continue differentiated small group math at least 30 minutes a day. Students who are at or below grade level will use I-Ready 45 minutes a week.</p>	<p>Principal and Assistant Principal will look for Talk Moves being used in classrooms.</p> <p>Instructional Specialist will continue creating a bank of videos of Chinook teachers using Talk Moves.</p> <p>Common formative assessments will present the impact instruction is having on learning.</p>	<p>Principal, Assistant Principal, Instructional Specialist</p> <p>Grade Level Advocates, Instructional Specialist</p>	<p>1 ½ hours of curriculum alignment building hours</p> <p>PLCs</p>

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<p><i>May-June</i> Teachers will purposely plan lessons including the Talk Moves focused on connecting their thinking with other's thinking (all combined) to enhance math instruction.</p> <p>K-5 teachers will calendar out next year's pacing for math based on the year's learning.</p>		<p>Principal and Assistant Principal will look for Talk Moves being used in classrooms.</p> <p>Instructional Specialist will continue creating a bank of videos of Chinook teachers using Talk Moves.</p>	<p>Principal, Assistant Principal, Instructional Specialist</p>	<p>PLCs</p> <p>2 hours building hours instructional calendaring</p>
<p>Action Step <i>SWT 2 & 3/LAP</i></p>		<p>Teachers will increase student motivation by having students take ownership over their own learning.</p>		
<p>Evidence of Implementation</p>		<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i> Grade level teams set up a document that will be used by students to record current scores and new goals.</p>		<p>The goal card document will be in a shared folder and be meaningfully directed towards the end goal for the grade level and be flexible based on kid's own need.</p>	<p>Grade Level Advocates, teachers</p>	<p>August building hours (20 minutes)</p>
<p><i>September-November</i></p> <p>September: Teachers will help students begin their goal card by sharing their math fact scores and setting a meaningful goal.</p> <p>October/November: Teachers will update student goal cards monthly using progress monitoring.</p> <p>Teachers will reward kids monthly with a small treat/item each time they meet their growth goal.</p>		<p>Each student will have a goal card that has a starting data point and their next goal.</p> <p>Students cards will show growth data for October and November.</p> <p>All students who met the growth data point will get a reward item from their teacher.</p>	<p>Grade Level Advocates, teachers</p>	

	<p>Math data sheet will show who made their goal and who did not. Motivation Team will share with BLT the percentage of kids who made their growth goal.</p>	<p>Motivation Team</p>	
<p><i>December- February</i> December/February: Teachers will update student goal cards monthly using progress monitoring.</p> <p>Teachers will reward kids monthly with a small treat/item each time they meet their growth goal.</p>	<p>Students cards will show growth data for December, January, and February.</p> <p>All students who met the growth data point will get a reward item from their teacher.</p> <p>Math data sheet will show who made their goal and who did not. Motivation Team will share with BLT the percentage of kids who made their growth goal.</p>	<p>Grade Level Advocates, teachers</p> <p>Motivation Team</p>	
<p><i>March-April</i> March/April: Teachers will update student goal cards monthly using progress monitoring.</p> <p>Teachers will reward kids monthly with a small treat/item each time they meet their growth goal.</p>	<p>Students cards will show growth data for March and April.</p> <p>All students who met the growth data point will get a reward item from their teacher.</p> <p>Math data sheet will show who made their goal and who did not. Motivation</p>	<p>Grade Level Advocates, teachers</p> <p>Motivation Team</p>	

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	Team will share with BLT the percentage of kids who made their growth goal.		
<p><i>May-June</i></p> <p>May and June: Teachers will update student goal cards monthly using progress monitoring.</p> <p>Teachers will reward kids monthly with a small treat/item each time they meet their growth goal.</p>	<p>Students cards will show growth data for May and June.</p> <p>All students who met the growth data point will get a reward item from their teacher.</p> <p>Math data sheet will show who made their goal and who did not. Motivation Team will share with BLT the percentage of kids who made their growth goal.</p>	<p>Grade Level Advocates/teachers .</p> <p>Motivation Team</p>	
<p>Alignment to District Improvement:</p> <p>Alignment to District Improvement:</p> <p>Engage: Connect students to their schools and learning. Involve students in establishing ownership for their own learning. Establish practices to stretch students in their learning.</p> <p>Empower: Enable students and staff to thrive now and in the future. Leverage 1:1 technology to empower students in communication, critical thinking, collaboration, creativity and digital citizenship.</p> <p>Educate: Ensure relevant learning, high achievement and graduation for each student. Recognize student growth and accomplishments in academics, extracurricular activities and behavior. Leverage technology, activities and instructional strategies that lead to improved student outcomes.</p>			

SMART Goal 3			
Subject Area: Equity			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	EL Student Subgroup and American Indian/Alaskan Native Subgroup		
Our Reality: <i>(based on assessment data analysis)</i>	The average opportunity gap between our EL subgroup and our American Indian/Alaskan Native subgroup and all students is: 17.3% for math (16.58%el, 18% NA) and 23% for ela (23.17% el, 22.83% NA).		
Our SMART Goal: <i>(based on target population and your reality)</i>	By June 2021, the opportunity gap between our EL subgroup and American Indian/Alaskan Native subgroup compared to all students will decrease by 15% in both math and reading as measured by SBA.		
Action Plan			
Action Step SWT 2 & 3/LAP	Teachers will increase our EL and American Indian/Alaskan Native students' thinking through research-based instructional strategies and purposeful, data-driven collaboration.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Share opportunity gap data.</p> <p>Staff gets list of what specific students are in these sub-groups.</p> <p>Master schedule built so that all students are getting instruction in all claims/all reading components.</p>	<p>All kids can be observed participating in reading, writing, vocabulary, and comprehension.</p>	<p>Principal, Instructional Specialist, EL Specialist</p> <p>Leadership team</p>	<p>August building hours (1 hour focused on data)</p>
<p><i>September-November</i></p> <p>Staff will provide an after school program focused on literacy/language grades K-5 for the EL and American Indian/Alaskan Native students. (October-December)</p>	<p>Through formative assessments focused on comprehension and writing and DIBELS reading data, students in the EL subgroup and American Indian/Alaskan Native subgroup will make significant growth.</p>	<p>EL Specialist, LAP coordinator, and Instructional Specialist, district level family support resources</p>	

<p>3-5 teachers will participate in curriculum alignment focused on building content knowledge through scaffolded vocabulary and comprehension using culturally relevant text.</p>	<p>Through observation teachers will be using scaffolded questions to build comprehension. They will also be using visual representation of vocabulary words and sentence starters to help all students respond in correct context.</p>	<p>Instructional Specialist, teachers, Grade Level Advocates, Principal, Assistant Principal.</p>	
<p>K-2 teachers will provide a scaffolded Tier 1 core reading block providing all students with instruction in grade level phonics, fluency, vocabulary, comprehension and writing. Sept/Oct. focused on foundational skills. Nov. focused on vocabulary.</p>	<p>Students will be observed having effective, explicit instruction with repetitive practice, as needed. K-2 teachers will begin using sentence starters as a support.</p>	<p>Instructional Specialist, teachers, Grade Level Advocates, principal, Assistant Principal.</p>	<p>Building curriculum alignment hours</p>
<p>Teachers will participate in GLAD strategy training for grades K-2.</p>	<p>Through principal walk-throughs, GLAD strategies will start to become part of vocabulary and reading comprehension lessons.</p>	<p>GLAD trainer of trainers (Peter Lamb?)</p>	
<p><i>December- February</i> 3-5 teachers will participate in curriculum alignment focused on building content knowledge through scaffolded vocabulary and comprehension using culturally relevant text.</p> <p>K-2 teachers will provide a scaffolded Tier 1 core reading block providing all students with instruction in grade level phonics, fluency, vocabulary, comprehension and writing.</p>	<p>Through observation teachers will be using scaffolded questions to build comprehension. They will also be using visual representation of vocabulary words and sentence starters to help all students respond in correct context.</p> <p>Students will be observed having effective, explicit instruction with repetitive practice, as needed. K-2</p>	<p>Instructional Specialist, teachers, Grade Level Advocates, Principal, Assistant Principal.</p> <p>Instructional Specialist, teachers, Grade Level Advocates,</p>	<p>Building curriculum alignment hours</p>

<ul style="list-style-type: none"> • Dec./Jan. focused on vocabulary • February focused on comprehension. <p>EL support staff and LAP support staff will provide pre-teaching of core skills to our Tier 3 K-2 students to allow these students access to complex materials at their grade level and further build their content knowledge.</p>	<p>teachers will use sentence starters as a support.</p> <p>In Tier 3 reading support, kids will be observed participating in instruction pre-teaching phonics, vocabulary, and content reading for the core reading block.</p>	<p>Principal, Assistant Principal</p> <p>EL Specialist, LAP Specialist, Instructional Specialist</p>	<p>LAP and EL para-educator meetings and professional development</p>
<p><i>March-April</i></p> <p>3-5 teachers will participate in curriculum alignment focused on building content knowledge through scaffolded vocabulary and comprehension using culturally relevant text.</p> <p>K-2 teachers will provide a scaffolded Tier 1 core reading block providing all students with instruction in grade level phonics, fluency, vocabulary, comprehension and writing.</p> <ul style="list-style-type: none"> • March focused on comprehension • April focused on writing <p>EL support staff and LAP support staff will provide pre-teaching of core skills to our Tier 3 K-2 students to allow these students access to complex materials at their grade level and further build their content knowledge.</p>	<p>Through observation teachers will be using scaffolded questions to build comprehension. They will also be using visual representation of vocabulary words and sentence starters to help all students respond in correct context.</p> <p>Students will be observed having effective, explicit instruction with repetitive practice, as needed. K-2 teachers will use sentence starters as a support.</p> <p>In Tier 3 reading support, kids will be observed participating in instruction pre-teaching phonics, vocabulary, content reading for the core reading block</p>	<p>Instructional Specialist, teachers, Grade Level Advocates, Principal, Assistant Principal.</p> <p>Instructional Specialist, teachers, Grade Level Advocates, Principal, Assistant Principal.</p> <p>EL Specialist, LAP Specialist, Instructional Specialist</p>	<p>Building curriculum alignment hours</p> <p>LAP and ELL para-educator meetings and professional development</p>

<p><i>May-June</i> 3-5 teachers will participate in curriculum alignment focused on building content knowledge through scaffolded vocabulary and comprehension using culturally relevant text.</p> <p>K-2 teachers will provide a scaffolded tier 1 core reading block providing all students with instruction in grade level phonics, fluency, vocabulary, comprehension and writing.</p> <ul style="list-style-type: none"> • May focused on writing <p>EL support staff and LAP support staff will provide pre-teaching of core skills to our Tier 3 K-2 students to allow these students access to complex materials at their grade level and further build their content knowledge.</p>	<p>Through observation teachers will be using scaffolded questions to build comprehension. They will also be using visual representation of vocabulary words and sentence starters to help all students respond in correct context.</p> <p>Students will be observed having effective, explicit instruction with repetitive practice, as needed. K-2 teachers will use sentence starters as a support.</p> <p>In Tier 3 reading support, kids will be observed participating in instruction pre-teaching phonics, vocabulary, and content reading for the core reading block.</p>	<p>Instructional Specialist, teachers, Grade Level Advocates, Principal, Assistant Principal</p> <p>EL Specialist, LAP Specialist, Instructional Specialist</p>	<p>Building curriculum alignment hours</p> <p>LAP and ELL para-educator meetings and professional development</p>
<p>Action Step <i>SWT 2 & 3/LAP</i></p>	<p>Teachers will increase American Indian/Native Alaskan student motivation by having the students take ownership over their own learning.</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i> Book study focused on helping students from trauma backgrounds be successful in general ed classrooms.</p>	<p>Staff will have a background of working with trauma-affected students.</p>	<p>Counselor and Motivation Team</p>	

<p>Create student Motivation Team comprised of members of the equity team.</p> <p>August Nuts/Bolts focused on the chapter titled "Motivation" in <i>Help for Billy</i>.</p>	<p>The team will lead the continued focus on trauma-affected students.</p>	<p>BLT and Motivation Team.</p>	
<p><i>September-November</i></p> <p>Continue book study of <i>Help for Billy</i> focused on the chapter titled "Transitions" (Ch. 8)</p> <p>Consultation with Robin Pratt, Native American Education Coordinator, and Denise Daniels, Assistant Director of Equity, Outreach, and Engagement to help motivate American Indian/ Native Alaskan parents to attend conferences.</p>	<p>Teachers will participate in professional development focused on transition times and the effect on trauma-affected students.</p> <p>Motivation set up for our mid-year conferences focused on student growth.</p>	<p>Motivation Team, Principal, BLT</p> <p>Principal, BLT</p>	<p>Staff meeting</p>
<p><i>December- February</i></p> <p>Continue book study of <i>Help for Billy</i> looking at the chapters titled "Belief Systems" (Ch.5/6)</p> <p>Mid-year conferences focused on American Indian/Alaskan Native students who have made minimal progress.</p>	<p>Teachers will participate in professional development focused on belief systems about trauma-affected students.</p> <p>Parents and their students will meet with teachers and go over growth goals for the year.</p>	<p>Motivation Team, principal, BLT</p> <p>Teachers, Grade Level Advocates, district family communication directors</p>	<p>Staff meeting</p> <p>Building hours (2)</p>
<p><i>March-April</i></p> <p>Continue book study of <i>Help for Billy</i> looking at the chapter named "Teachers" (Ch.9).</p>	<p>Teachers will participate in professional development focused on teachers and how they can support trauma-affected students.</p>	<p>Motivation Team, Principal, BLT</p>	<p>Staff meeting</p>

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<p><i>May-June</i></p> <p>Continue book study of <i>Help for Billy</i> looking at the chapter named "Transitions" (Ch.8)</p>	<p>Teachers will participate in professional development focused on transitions and how they effect trauma-affected students.</p>	<p>Motivation Team, Principal, BLT</p>	<p>Staff meeting</p>
<p>Alignment to District Improvement:</p> <p>Engage: Connect students to their schools and learning. Develop ways for families and students to serve as authentic partners in education. Involve students in establishing ownership for their own learning.</p> <p>Educate: Ensure relevant learning, high achievement and graduation for each student. Maximize learning time for all students through the use of culturally responsive classroom and school management strategies. Ensure equitable access to learning opportunities.</p>			

Planning and Implementation Calendar for 2018 - 19 – SWT 2 & 3/LAP

Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/Waiver Days	Title extra hours
June 2018			Setting building hours plan for 2018.		
August 2018	<p>27th: Data, Review Talk Moves, SIP Plan (7 hours)</p> <p>29th: ELA Core Curriculum Alignment (3 hours)</p>		Create team focused on student motivation -equity team members involved?(sp ecifically focused on Amer. Ind.)	28th: ELA Core Adoption Training	
September 2018	<p>3rd week: Data Meetings (1 ½)</p> <p>K-2: Foundational Skills/ELA Core alignment (1 ½)</p> <p>3-5: ELA Core Material/Target Alignment (1 ½)</p>	Tier 1 focus (2 meetings 30 minutes)	Supporting purposeful collaboration during PLC Data Review		
October 2018	3rd week: Data Meetings (1)	Tier 1 focus (2 meetings 30 minutes)	Update on PLCs progress		

	K-2: Foundational Skills/ELA Core alignment (1 ½) 3-5: ELA Core Material/Target Alignment (1 ½) PBIS Tier 2 (1)		Check in with Motivation Team		
November 2018	K-2: GLAD Strategies (1)	Equity/ Motivation Team (30 minutes)	Update on PLCs progress Check in with student Motivation Team ICA testing set up Data Review		
December 2018	K-2: Vocabulary/ELA Core alignment (1 ½) 3-5: ELA Core Material/Target Alignment (1 ½)	Equity/ Motivation Team			
January 2019	3rd Week: Data Meeting (1) 4th Week: K-2: Vocabulary/ELA Core alignment (1 ½) 3-5: ELA Core Material/Target Alignment (1 ½) PBIS Tier 2 (1) Mid-year conferences for minimal progress made by American Indian/Alaskan Native students. (2 hours)	Tier 1 focus (30 minutes) ICA Schedule/ Testing	Progress on SIP action steps Motivation Team update ICA set up completed		
February 2019	4th Week: K-2: Comprehension/ELA Core alignment (1 ½) 3-5: ELA Core Material/Target Alignment (1 ½)	Equity/ Motivation Team	Data Review		
March 2019	1st week: Data Meetings (1) K-2: Comprehension/ELA Core alignment (1 ½) 3-5: ELA Core Material/Target Alignment (1 ½)	Equity/ Motivation Team			

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April 2019	4th week: Data meeting (½) K-2: Writing/ELA Core alignment (1 ½) 3-5: ELA Core Material/Target Alignment (1 ½) SBA Planning (3-5) (1)	Equity/ Motivation Team			
May 2019		Equity/ Motivation Team			
June 2019	Creating positive and safe class lists (1) Instructional calendaring (2)	Equity/ Motivation Team			

Budget – SWT- 4/LAP

Insert Budget Page here.