

SIP Template

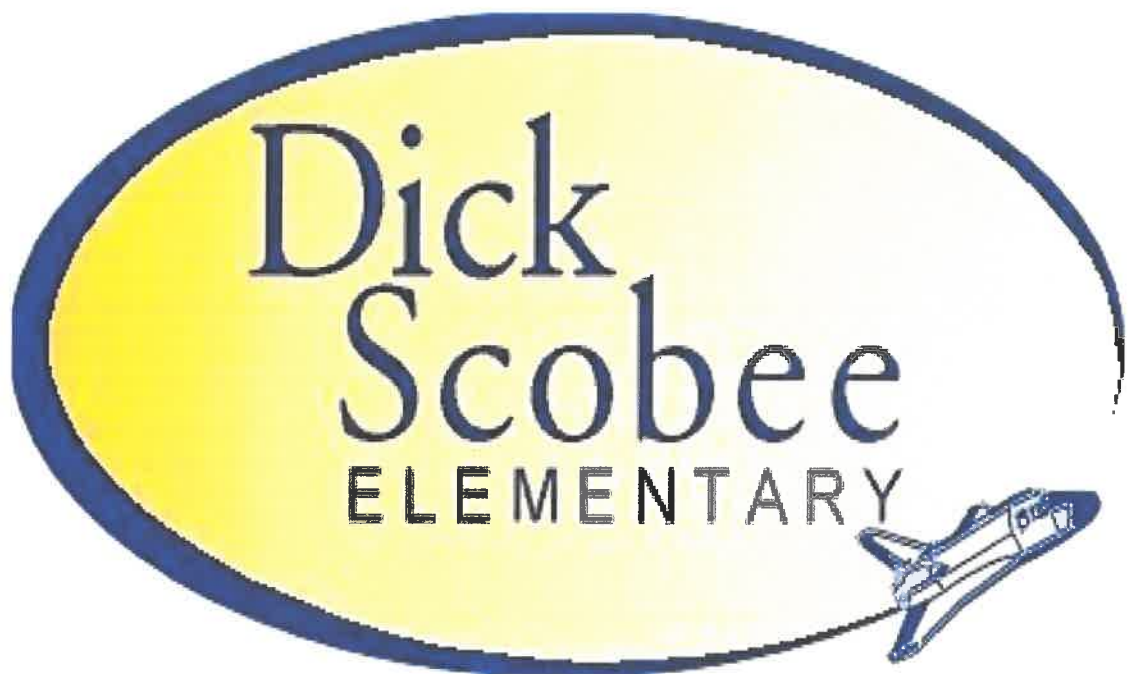
Planning Year 2015-2016

Implementation September 2016-June 2019

***Dick Scobee Elementary***

**School Improvement Plan**

**Schoolwide Title I**



September 2016-June 2019  
Auburn School District Strategic Plan

***Aspiration:***

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

***District Goal 1: Student Achievement***

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

***District Goal 2: Community Engagements***

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

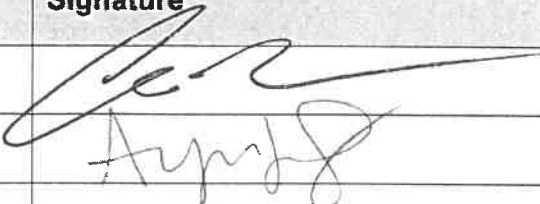
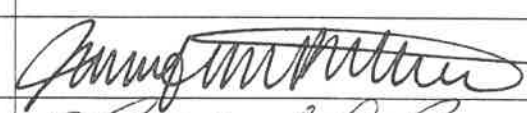
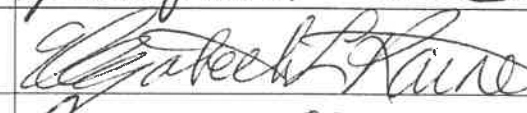
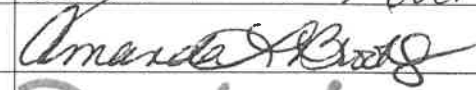
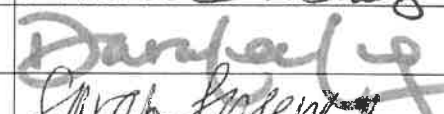
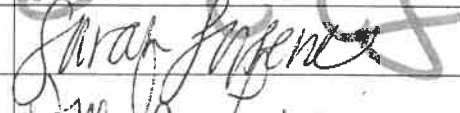
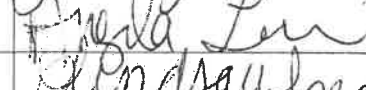
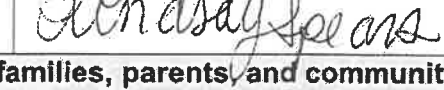
***District Goal 3: Policies and Resource Management***

Auburn School District policies and resources are aligned to the strategic plan.




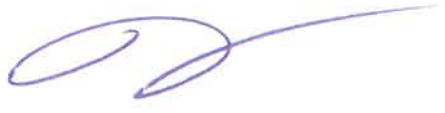
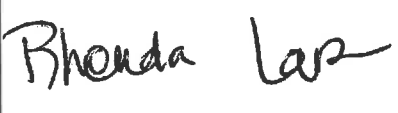


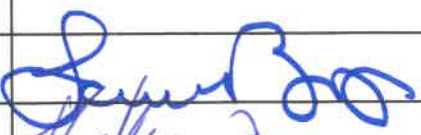
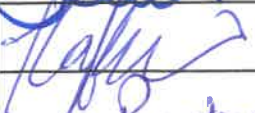

School:			
DICK SCOBEE ELEMENTARY			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Adam Couch Principal	Jennifer Riestra Instructional Specialist ELA Chair	Amanda Brooks 2nd Grade Teacher Math Chair	Beth Raines Student Support Specialist Environment Chair
	Sandra Robinson K	Melissa Rude K	Stephanie Jensen K
	Janine Glenn K	Dara Lindberg K	Julie Scholzen 1
	Veronica Dwyer 1	Sarah Lysene 1	Courtney Tiemann 1
	Ashley Eronemo 2	Angela Lavine 3	McKinzie Long 3
	Aimee Wisener 3	Brianna Jensen 4	Amanda Baehr 5

### SIP Template

	Glenn Jenkins 4	Leann Ringler 5	Mark Ziegler 4
	Lindsay Spears 4/5	Tim Pfab Tech Specialist	Lacey Orr RR
	Katie Pomeroy RR	Paula Greuling Music	David Moynihan Counselor
	Heather Clerget Reading Specialist	Lynda Meheula ECE	Kim Goad PE
	Stephanie Long TOSA	Naila Aliyeva ELL	Amy Oliphant 2/3
	Laurel McCormick ECE	Keri Weygint 2	Linda Harmaning Library
	Judy Jones 1		
	Zach Garner ELL		
	Ayrion Hawkins (Parent)	Rheanna Durnbaugh (Parent)	Kristin Wells (Parent)

School Improvement Team Signatures 2015-2016			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Adam Couch	Principal	 April 8	
Ayrion Hawkins	Parent		
	Student		
Shak Sanders	Community Member		
Jennifer Riestra	Staff	      	
Beth Raines	Staff		
Amanda Brooks	Staff		
Dara Lindberg	Staff		
Sarah Lysene	Staff		
Angie Lavine	Staff		
Lindsay Spears	Staff		
<b>Each team must include staff, students, families, parents, and community members.</b>			

**Signatures for Approval**

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

## Executive Summary – SWT 1/LAP

### Comprehensive Needs Assessment

#### Auburn School District Mission

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

#### Auburn School District Vision

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

#### School Mission

*Motto: Only as far as we dream can we go!*

At Dick Scobee Elementary School, we empower students to learn – no excuses!

We are committed to our belief statements:

- Students and staff will pursue learning and will meet high standards.
- All students must take an active part in their education.
- Students learn best when students, parents, and staff work together.
- High expectations and hard work lead to success.
- Each and every individual will be held in high regard and treated with respect by students, staff and community.
- A safe and healthy environment promotes learning.

#### School Vision

At Dick Scobee Elementary we empower students to learn – no excuses!

## SIP Template

### 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

Dick Scobee staff members were organized into three sub committees (Reading, Math, and Environment). These SIP teams met on a monthly basis in sub groups to work on each step of the SIP process. First, historical schoolwide data was reviewed by each sub group during a staff data carousel/review meeting. Committees then researched, developed action steps or SMART Goals and an Action Plan was developed. The plan was shared with stakeholders for agreement and approval.

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

*Insert Principal Attestation*

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

### Demographic

Students served by Dick Scobee Elementary school represent some of the greatest challenges in the Auburn School District. Eighty percent of all students qualify for free and reduced lunch; family mobility rate is thirty-eight percent; and over twenty-five percent of our students qualify for ELL (English Language Learners) services. As of October 1st, 2014, Dick Scobee Students were 11.4% Asian/Pacific Islander, 10.1% black, 25.3% Hispanic, 40.4% White, and 12.5% Two or More Races. A large portion of our parents are residents of a King County Housing Authority apartment complex. Many of these families speak little to no English at home creating a greater challenge than our student percentages would indicate. Trends for demographics for the last 5 years are described in the table below:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-1016
<b>Free/Reduced Lunch</b>	61.6%	68.3%	73.8%	77.6%	82.3%
<b>ELL</b>	20.4%	24.7%	27.5%	29.4%	25.7%
<b>White</b>	53.5%	49.2%	49%	46.2	40.4%

### Discipline

During the 2013-2014 school year there were 308 office referrals recorded in Skyward. In 2014-2015, there were 1,218 recorded. As of April 25th, 2016 our current office discipline referrals were 523. The SIP team



## SIP Template

noticed there are many discrepancies within the discipline data. In 2014-2015, our Student Support Specialist was added to our personnel that helped deal with discipline issues, which resulted in a more consistent and effective referral process. This would account for the spike in referrals from 2013-2014 to 2014-2015.

## Attendance

During the 2013-2014 school year the absence rate was 6.33%, compared to the tardy rate of 4.01%. This relates to the absence rate of 7.80% and 4.40% tardies throughout the 2014-2015 school year. Our current absence rate is 7.80%, with a tardy rate of 3.8% (as of 2<sup>nd</sup> trimester for 2015-2016). As our demographics have changed (by looking at our free and reduced lunch rate), our SIP team noticed that our attendance and tardy percentages rise. Even though our building has taken steps to increase attendance rates, this still continues to be a struggle for our building.

## DIBELS

At Dick Scobee, we participated in a data carousel around ELA data. We used DIBELS, MSP and SBA scores to analyze the needs of our building. We compared scores from 2011-2012 to 2014-2015. Specifically in DIBELS, we compared the number of intensive and benchmark students in September versus June, and how that growth compared to not only our school but the district as well. When we looked at the state assessment results, we compared the number of students passing between our school, district, and the state. We then looked at the difference between Dick Scobee versus the state and Auburn School District. Our data carousel also included analysis of specific subgroups within our building including: 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students, Special Education, ELL, Hispanic, Male and Female students.

## WELPA (ELPA 21)

At Dick Scobee Elementary, our ELL students perform low on the WELPA (ELPA 21) assessment. Our most recent data shows that we retain a larger number of students on Level 1-3, but do not often move students to Level 4. This results in low exit numbers and we often have ELL students that we monitor through additional assessments to see if they need additional ELL support. We have also consistently increased in our total number of ELL students that are being served each year.

## CEE Perceptual Survey

The CEE Perceptual Survey demonstrated significant gains in all areas. In particular, in Parent and Community Involvement which has historically been an area of struggle. In 2012, this area scored 40%, whereas in 2014 this grew to a total of 60% (a gain of 20%). Areas where we continue to need improvement are Cultural Responsiveness, Collaboration and Communication and District Support for Improvement.

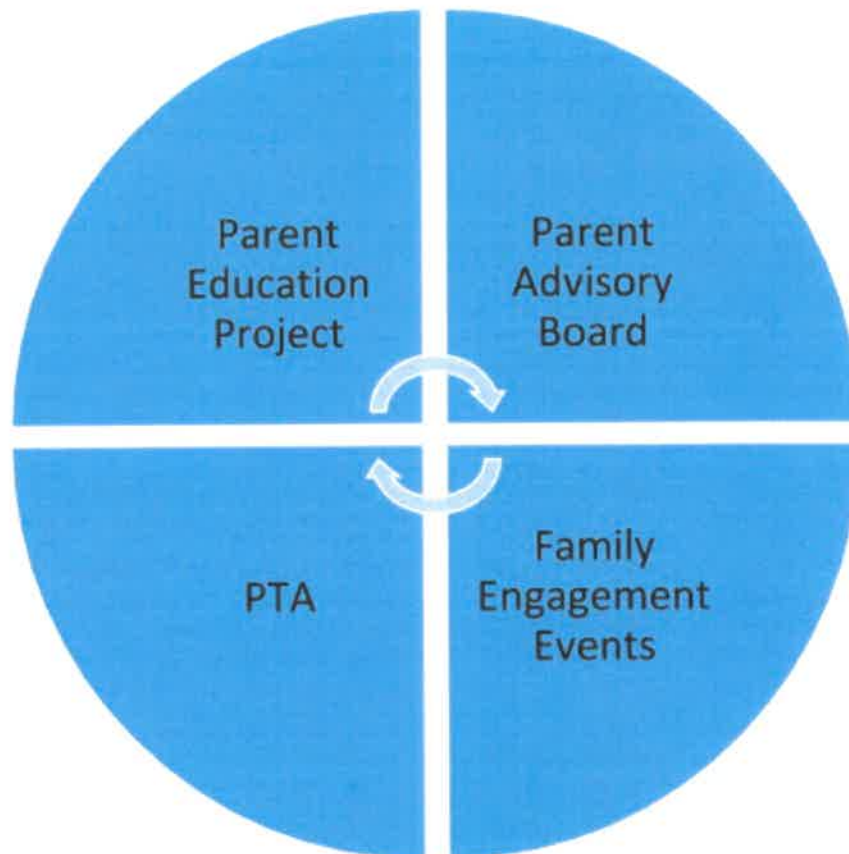
## SBA ELA & Math

When we looked at the state assessment results, we compared the number of students passing between our school, district, and the state. We then looked at the difference between our school versus the state, along with our school versus the district. Our data carousel also included analysis of specific subgroups within our building including: 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students, Special Education, ELL, Hispanic, Male and Female students.



## Parent Involvement – SWT 2/LAP

**Dick Scobee** Elementary has a four-pronged approach to Parent Involvement:



### Parent

#### **Education Project**

This is a series of classes that parents and guardians are invited to attend. The goal is to create capacity within our families to be able to successfully support their child in navigating the public education system. The class topics are described below:

- 8 Sessions
  - Understanding the Public School System
  - Basic Education Rights and School Policy
  - Communicating with Your Childs' School
  - School Discipline Process
  - Bullying, Intimidation, and Harassment
  - Cyber-safety and Social Media

## SIP Template

- Attendance and Academics
- Support and Special Services
- Becoming an Academic Partner (advocacy, recruitment, & feedback)

### **Parent Advisory Board**

This is a small group of parents who represent a cross-section of our student demographics. The purpose of this group is to be a voice for parents, a voice to parents, and to provide authentic input for decisions made in the school house. These individuals also serve on our School Improvement Plan Committees.

### **Family Engagement Events**

We host monthly events for our students and families to gather together for a range of purposes. Some of the events are simply fun and focused on family connection like our Winter Wonderland Craft Night. Some of the events are planned to support parents in the area of academic resources such as how to help their child with reading and math at home. Every spring, through a team made up of both staff and parents, a Multicultural Night is planned. This is an opportunity for our families to share with one another the unique contributions of their cultures.

### **PTA**

The Parent Teacher Association is created by parents/teachers to raise money and support student learning, enrichment, and the goals of the school. They support field trips, incentives, movie nights and much more.

## **Assessment Decisions – SWT 1/LAP**

In ELA, DIBELS is our primary filter for establishing leveled reading CORE groups as well as our Tier II leveled reading groups. Both words per minute and accuracy data are analyzed for these decisions. While DIBELS is the primary filter in K-2, additional assessments are also used to drive instruction. Early Reading Intervention (ERI) assessment results are analyzed in Kindergarten, whereas Read Well unit assessment results are discussed in grades 1-2. While DIBELS is also a primary filter in grades 3-5, they also use MAPS and SBA scores for additional information. All grade levels use Common Formative Assessments to make instructional decisions regarding the progress of students and/or need for additional remediation. At various grade levels additional diagnostic assessments are used to target specific deficits for students for the purpose of targeted assistance.

In Math, Common Formative Assessments, Unit Pre-Assessments, and district provided Engage New York Summative Assessments are used for grades K-5. Additionally, we utilize building wide monthly fact fluency assessments. MAPS and SBA results are also analyzed for grades 3-5 in order to provide information regarding systemic needs and targeted support for students.

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

### SIP Template

Through our routine monitoring of grade level and building wide data, interventions and acceleration is planned, implemented, and monitored. In both ELA and Math there is weekly data, monthly progress monitoring, and building wide data meetings three times a year. Our building utilizes instructional coaching cycles through the use of a building Instruction Specialist, Principal, and Student Support Specialist. There has been a culture of co-teaching, collaboration and peer observation developed as well.

**Please see system maps on subsequent pages:**

## Prioritized Challenges

To provide consistency, all three SIP sub-committees utilized the same strategies to prioritize our challenges for our building. Each sub-committee met to analyze the data from each area, which also included parent input. By using the data, each sub-committee compiled a list of strengths and weaknesses. At the conclusion of that meeting, the sub-committee chairs then organized all of the ideas from team members and looked for commonalities. As we continued to analyze the results, the sub-committee chairs then produced a document that listed common strengths and weaknesses to each team. The areas that were consistently recognized by the team provided the direction to create each SMART goal. The SMART goals were then taken back to each sub-committee for confirmation and then ideas for action steps were compiled. The sub-committee chairs were then able to enter the suggestions into an Action Step Prioritization tool, which helped to aid in ranking of highest need. From that tool, action steps were finalized and then shared back with building staff.

### ELA

- Our male third grade state assessment scores have declined by 21.7% from 2012-2015.
- In 2014-15 3rd grade gained 13% more intensive students from the start of the year to the end of year.
- In 2014-2015 the number of benchmark 3rd graders (as measured by DIBELS) fell 22% from start of year to end of year.
- Historically, our 3<sup>rd</sup> grade students struggle with reaching benchmark in fluency. Research shows that students who struggle with reading fluency, generally have more difficulty comprehending what is read because their focus is on decoding all the words instead of understanding what those words mean. As a building, we need to get our students to read fluently prior to reaching 3<sup>rd</sup> grade, in order for those students to spend more time reading to learn and focusing on comprehension strategies.

### Math

- Male 3<sup>rd</sup> grade students decreased from 76% passing the math MSP in 2012-2013 to 45% passing in 2014-2015.
- In 4<sup>th</sup> grade, male students are still 9.8% lower than the state average on MSP in 2014-2015.
- On average, 5<sup>th</sup> grade male scores have dropped by over 15% from 2012-2013. There was only a 1% difference in scores between 2013-2014 and 2014-2015, which accounts for the change in standards and state test.
- On average, the discrepancies between 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> male and female scores for the state versus the district, varied between 1-3% over two years. At Dick Scobee, the male scores have continued to drop and have reached an 11% difference compared to the female scores in math.

## Environment

- In the top 5 referrals for 2014/15 there was a significant gain in the areas of non-compliance, physical aggression, inappropriate behavior, and disrespect.
- Based on student data from the CEE survey, 34% of students believe they cannot change how smart they are.
- In October of 2012 there was about 2.5 office referrals per day compared to October of 2014 in which there was about 6.5 per day.
- Although we have brought the absentee rate down overall, we are currently at 52% (total number of day missed schoolwide).
- On average in 2013-2014, males missed approximately 2,000 intensive instructional hours (4) per day due to absences. Compared to 2014-2015, males missed approximately 600 intensive instructional hours due to absences. Despite the decrease, absences still continue to be an issue.

## SIP Template

### SMART Goal 1:

We will improve the percentage of 3<sup>rd</sup> graders meeting standard from 60% in 2014-2015 to 81% in 2017-2018 as measured by the Smarter Balance Computer Adaptive Test (CAT).

### SMART Goal 2:

Male scores will improve by 7% from spring of 2015 to spring of 2018 as measured by the Smarter Balance math assessment.

### SMART Goal 3:

Out of class time score will decrease by 15% from 82.9 in spring of 2015 to 70.47 in spring of 2018. (This score is generated through the following formula:

Attendance Score + Behavior Score + Calendar Score = "Out of class time score"

Attendance	Behavior	Calendar	Total "Intended Hours"
$\frac{(\text{Absences} + (\text{Tardies} * .33))}{\text{Total Enrollment}}$  = Avg # hrs lost/student/year	$\frac{\text{Total ODR's / Enrollment} * .5}{}$  = Avg # hrs lost/student/year	$\begin{aligned} &\text{Last full day of school} \\ &+ \text{PLC's (1 hr ea)} \\ &+ (\# \text{ of field trips } 8 \\ &\quad 4.25) \\ &+ (\# \text{ of assemblies } * 2 \\ &\quad \text{hrs}) \end{aligned}$  = Avg # hrs lost/student/year	$\begin{aligned} &(177 \text{ Days} * 4.25 \text{ learning} \\ &\text{hrs/day}) \\ &- 5 \text{ hrs} \\ &\quad (\text{Conferences/Thanksgiving}) \\ &- 8.5 \text{ hrs (1 day and Last day)} \end{aligned}$  = 738.75 hrs of real intended learning time

# Needs Assessment Data Documents

- o DIBELS
- o MAP
- o WELPA
- o CEE Spider Chart
- o Discipline (including Office Discipline Referrals)
- o Demographics
- o Attendance Data (Skyward)
- o SBA
- o MSP
- o Other data



SIP Template

## SMART Goal 1

## Subject Area: ELA

<b>School Name:</b>	Dick Scobee Elementary
<b>Target Population</b> <i>on- based on demographic, discipline and attendance data analysis:</i>	All students at Dick Scobee Elementary
<b>Our Reality</b> <i>-based on assessment data analysis:</i>	Our 3 <sup>rd</sup> grade students continue to struggle in the area of DIBELS fluency and state assessment results.
<b>Our SMART Goal</b> <i>-based on target population and your reality:</i>	We will improve the percentage of 3 <sup>rd</sup> graders meeting standard from 60% in 2014-2015 to 81% in 2017-2018 as measured by the Smarter Balance Computer Adaptive Test (CAT).
<b>Action Plan</b>	

<b>Action Step</b> <i>SWT 2,3,4/LAP</i>	Year 1: Develop and use a consistent format for Reading First Templates in teaching phonics skills.			
<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Timeline</b>	<b>Resources</b>	<b>Responsibility</b>

## SIP Template

<ul style="list-style-type: none"> <li>• All ELA instructors will implement and regularly use the consistent format in teaching phonics skills through Reading First Templates.</li> <li>• Every instructional staff member will be trained and expected to use templates and instruction of syllabication (as appropriate to skill level of students). Sign-in Sheets</li> <li>• Chart Paper and/or PowerPoints supporting templates.</li> <li>• Consistent gestures</li> <li>• PLC sharing of strategies and successes/challenges</li> <li>• Principal and/or Assistant Principal and Instructional Specialist walk throughs</li> <li>• Monitor and analyze accuracy</li> </ul>	<p>Accuracy scores will increase as measured by DIBELS Template skills would be populated based on results from Decoding Survey</p>	<p>Fall Training on Reading First Templates &amp; Syllabication</p> <p>Initial implementation in September &amp; October</p> <p>Starting in October Observations &amp; Feedback by Principal, Assistant Principal or Instructional Specialist</p> <p>Starting in October staff will watch template videos during staff meetings every other month</p> <p>Coaching Cycles</p> <p>Additional PD/Revisit Progress in January</p> <p>Ongoing observations/feedback</p> <p>Year 1 check in at the end of the year (June)</p>	<p>Evelyn Probert (district trainer)</p> <p>PLC time/Building Hours</p> <p>August In-Services</p> <p>Staff Meetings</p> <p>Instructional Specialist</p> <p>Ongoing coaching and support</p> <p>Peer Observations</p> <p>Video</p> <p>Technology Coordinator</p>	<p><b>Implementation:</b></p> <p>SIP</p> <p>BLT</p> <p><b>Demonstration:</b></p> <p>Principal/Assistant Principal</p> <p>Teachers and Para Educators</p> <p>Grade Level Teams</p>
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## SIP Template

<p>scores from DIBELS benchmark and progress monitoring assessments.</p> <ul style="list-style-type: none"> <li>Students in grades 3-5 who score below a 95% accuracy will be given the Diagnostic Decoding Survey (3 times per year) to identify phonics skills that students are not solid in.</li> </ul>				
<b>Action Step SWT 2,3,4/LAP</b>	<b>Year 2: Teach and implement skills for deeper questioning strategies.</b>			
<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Timeline</b>	<b>Resources</b>	<b>Responsibility</b>
<p>All staff training around questioning strategies (sign-in sheets)</p> <p>Improved quality and quantity of DOK in the questions observed during observations</p> <p>Student questioning will improve</p>	<p>Increased comprehension scores as measured by District Passages and SBA (Grades 3-5)</p> <p>Increase in math problem solving scores as measured by SBA, IAB's, and Problem Solving work</p>	<p>August of 2017 Training</p> <p>October '17-June '18 Classroom data collected and reported</p>	<p>Building Hours</p> <p>Staff Meetings</p> <p>Building Funds</p> <p>Anchor Charts</p>	<p><b>Implementation:</b> SIP</p> <p>BLT</p> <p><b>Demonstration:</b> Principal/Assistant Principal</p> <p>Teachers and Para Educators</p>

### SIP Template

Scaffolding provided  
for DOK 3 & 4  
questions

Release of scaffolding  
over course of year

Grade Level  
Teams

Alignment to District Improvement Plan Objectives:

## SMART Goal 2

**Subject Area: Math**

<b>School Name:</b>	Dick Scobee Elementary
<b>Target Population-</b> <i>based on demographic, discipline and attendance data analysis:</i>	All students at Dick Scobee Elementary
<b>Our Reality-</b> <i>based on assessment data analysis:</i>	Male math scores have consistently decreased within our population and is falling further behind state and district scores as well.
<b>Our SMART Goal-</b> <i>based on target population and your reality:</i>	Male scores will improve by 7% from Spring of 2015 to Spring of 2018 as measured by the Smarter Balance math assessment.

## Action Plan

<b>Action Step</b> <i>SWT</i> <b>2,3,4/LAP</b>	Develop and use a schoolwide plan focused on grit and resilience goals.			
<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Timeline</b>	<b>Resources</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>Create a committee that is interested in researching and leading this work</li> <li>Identify and use a Resiliency Quiz to gather data on this area</li> <li>Professional development around the topic including</li> </ul>	<ul style="list-style-type: none"> <li>Math scores will begin to increase (problem solving or end of unit assessments)</li> <li>Scores on the Resiliency Quiz will increase</li> <li>Number of minutes observed with “focused attention” will increase</li> <li>Baseline data on number of students meeting goals</li> </ul>	9-1-2016 Sound Discipline Training Fall  10-1-2016 Grit/Resiliency Survey Tool Selected  10-1-2016 Committee will be formed in Aug or September  10-15-2016	Sound Discipline Training  Second Step Curriculum  Building Hours  Staff Meetings  BIS  SSS  Counselor	<b>Implementation:</b> Principal/Assistant Principal  SIP  BLT  <b>Demonstration:</b> Teachers and Para Educators  Grade Level Teams  PBIS Committee

## SIP Template

<p>lessons, activities, and common messaging</p> <ul style="list-style-type: none"> <li>Clearly define as a staff expectations for what “Focused Attention” looks like and sounds like for each grade level</li> <li>Develop a continuum of expectations around the number of minutes students can attend to a task with “Focused Attention.” Which also includes a student goal setting piece as motivation for students</li> <li>Goal setting tools for each grade level in the areas of Math, ELA, &amp; SEL</li> <li>Parent informational letter regarding expectations</li> </ul>		<p>Grit/Resiliency Survey Administered</p> <p>11-1-2016 Committee will push out what “Focused Attention” expectations will look like in October (share with parents during Nov. conferences)</p> <p>2-1-2017 Progress Monitoring data regarding “focused attention” minutes and number of goals met/on track</p> <p>6-16-2017 Grit/Resiliency Survey Administered</p> <p>6-15-2017 Second Step Curriculum taught Fall-End of Year</p>		
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# SIP Template

and definition will be created and shared at conferences				
<b>Action Step SWT 2,3,4/LAP</b>	<b>Staff will utilize math focused technology apps within teaching.</b>			
Evidence of Implementation	Evidence of Impact	Timeline	Resources	Responsibility
<ul style="list-style-type: none"> <li>Year 1, staff will research and pilot a variety of math apps/Electronic Programs to use both on Chromebooks and on Tablets.</li> <li>A committee will be formed to look at a list of effective apps/Electronic Programs to use building wide.</li> <li>The committee will create a menu of options from that list to share with all staff, students, and parents</li> </ul>	<p>Student scores for fact fluency will increase.</p> <p>Approved Apps/Electronic Programs listed on building and classroom websites</p> <p>Student scores on end of unit assessments will increase.</p> <p>Results from focused study</p>	<p>2016-2017 school year will be used for research, piloting, and creating a committee to look more specifically at this action step.</p> <p>1-1-2017 Rubric for rating Apps/Electronic Programs will be identified</p> <p>Spring of 2017 the technology menu will be available to all staff.</p> <p>Committee will identify apps and conduct a study. They will review the results and communicate them to staff.</p>	<p>Chromebooks</p> <p>Tablets</p> <p>Internet</p> <p>WiFi</p> <p>Building Budget</p> <p>Software Budget</p>	<p>Principal/Assistant Principal</p> <p>Instructional Technology Teacher</p> <p>Instructional Technology Support Specialist</p> <p>Grade Level Teams</p>

### SIP Template

through the school website.

- Conduct a focused study on Apps/Electronic Programs

Alignment to District Improvement Plan Objectives:

### SMART Goal 3

**Subject Area: Environment**

<b>School Name:</b>	Dick Scobee Elementary
<b>Target Population-</b> <i>based on demographic, discipline and attendance data analysis:</i>	All Students at Dick Scobee Elementary
<b>Our Reality-</b> <i>based on assessment data analysis:</i>	Due to our large number of free and reduced lunch students (82%), we constantly deal with families who come from poverty and other types of trauma. Research shows that these students struggle and perform at a lower academic and social level than peers who do not share the same experiences.
<b>Our SMART Goal-</b> <i>based on target population and your reality:</i>	Out of class time score will decrease by 15% from 82.9 in spring of 2015 to 70.47 in spring of 2018.
<b>Action Plan</b>	

<b>Action Step</b> <b>SWT</b> <b>2,3,4/LAP</b>	Year 1: Develop and use additional Tier 1 and Tier 2 strategies to support all students, including students affected by trauma.			
<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Timeline</b>	<b>Resources</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>Staff will develop a deeper understanding of trauma and how it affects children.</li> <li>Staff will learn to identify different types of trauma and how to interact with students.</li> <li>Staff will understand the difference between encouragement and praise and</li> </ul>	<p>Students will be able to identify where they are emotionally in a difficult situation/emotional escalation.</p> <p>Staff will be able to appropriately respond to students with trauma.</p> <p>Staff will be able to de-escalate a situation with students and be able to</p>	<p>Initial Sound Discipline Training during Aug LID days</p> <p>Identify staff meetings throughout the year to revisit, discuss, and share strategies</p>	<p>Sound Discipline Consultant/Presenter</p> <p>Principal/Assistant Principal</p> <p>BIS</p> <p>Student Support Specialist</p> <p>Resource Room Staff</p> <p>Behavior Team</p>	<p>Principal/Assistant Principal</p> <p>Certificated &amp; Classified Staff</p>

## SIP Template

<p>have common language to differentiate between the two.</p> <ul style="list-style-type: none"> <li>• Staff will develop and use common language with students to help them understand their feelings and emotions, which will result in students being able verbalize and process difficult situations.</li> <li>• Staff will learn tips and strategies for how to successfully de-escalate a situation and will be able to support the student in that process.</li> </ul>	<p>appropriately intervene.</p> <p>Staff will proactively be aware and identify signs of escalation.</p> <p>Decrease Office Discipline Referrals</p>			
<p><b>Action Step SWT 2,3,4/LAP</b></p>		<p><b>We will develop parents' understanding of the importance of attendance through collaboration with Dick Scobee Elementary School.</b></p>		
<p><b>Evidence of Implementation</b></p>	<p><b>Evidence of Impact</b></p>	<p><b>Timeline</b></p>	<p><b>Resources</b></p>	<p><b>Responsibility</b></p>
<ul style="list-style-type: none"> <li>• Plan a presentation to parents at Open House to increase parent</li> </ul>	<p>Parents will have a better understanding of the impact that attendance has on</p>	<p>Open House in September</p> <p>Share system for rewarding during</p>	<p>BIS</p> <p>Counselor</p>	<p>Principal/Assistant Principal</p> <p>BIS</p>

## SIP Template

<p>awareness around attendance and lost instructional time</p> <ul style="list-style-type: none"> <li>● Create and use a more effective/descriptive attendance letter for parents</li> <li>● Create a system for Tier 2 and Tier 3 attendance students similar to CICO.</li> <li>● Continue student goal setting and incentive program for all students</li> </ul>	<p>student learning (as measured by parent survey)</p> <p>TII &amp; TIII will receive more interventions, instruction, &amp; academic growth</p>	<p>Nov. parent conferences (2016)</p> <p>Finalize and share the system for Tier 2 and Tier 3 students in Feb. 2017</p>	<p>Office Staff (Attendance)</p> <p>Rewards and Incentives</p>	<p>Counselor</p> <p>Office Staff (Attendance)</p> <p>Grade Level Teams</p>
Alignment to District Improvement Plan Objectives:				

## Planning and Implementation Calendar - SWT 2,3,4/LAP

Month	Building 28+6 principal's hours	Staff Meetings	BLT Meetings	District/Waiver Days	Other
June					
August	8-31 Template Training (Evelynn Probert) 3.5 hrs opposite District Determined  9-1 Sound Discipline 8:30-12:00				
September	Discuss/review Trauma related strategies and work  9-1 Sound Discipline 8:30-12:00  9-6 Back to School Night  September BLT – team will select the Resiliency/Grit tool  9-26 Teachers start using templates in their instruction	X			X     X
October	Start watching template videos at staff meetings every other month  10-14 Staff administers Universal Screener  10-14 BLT will create and share building wide definition of “Focused Attention” and Goal Setting Tools	X			X   X

## SIP Template

	10-17 Observations and feedback by Principal/AP/IS will take place with a focus on templates				X
	10-21 Resiliency/Grit Survey Administered				X
November	Whole staff review of ODR and Attendance Data	X			
	11-23 "Focused Attention" expectations and Attendance Information will be shared with families during conferences				X
	11-25 Instructional Tech Team formed and identifies a rubric for rating apps and electronic programs				X
December	Start watching template videos at staff meetings every other month	X			
January	Discuss/review Trauma related strategies and work	X			
	Additional PD related to Templates and check-in	X			
February	Start watching template videos at staff meetings every other month	X			
	Progress Monitoring Data re: "Focused Attention" Data and # of students who have met goals and/or on track	X			



### SIP Template

	Finalize and share attendance systems for TII and TIII students				
March	Whole staff review of ODR and Attendance Data	X			
April	Start watching template videos at staff meetings every other month	X			
May	Year 1 SIP Check-in  5-1 Begin Master Calendar for 2017-2018 (including year 2 SIP Action Steps)		X		
June	Whole staff review of ODR and Attendance Data  6-16 Administer Resiliency / Grit Post Survey	X			X