

Planning Year 2018-2019  
Implementation September 2019-June 2022



***HAZELWOOD***

School Improvement Plan



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

September 2017-June 2020

## 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			
<b>HAZELWOOD ELEMENTARY SCHOOL</b>			
Date of SIP Team District Goal Review: TBD			
SIP Team Members:			
Sally Colburn	Jennifer Harris	Tori Sauerbier	Holly Donnelly
Erin Scott	Gary Morris	Amy Kaleta	Jen Harris
Kathy Raphael	Mary Anderson	Tricia Wharton	Lisa Cavalieri
Hannah Brenlan	Scott Wickstrom	Sandra Ferguson	Tom Dudley
Chris Odell	TBN- Parent	Shelli Sappa	Kris Kistler
Aidan Ray			

<b>School Improvement Team Signatures: Spring 2019</b>		
<b>Date Submitted:</b>		
<b>Name</b>	<b>Title/Position</b>	<b>Signature</b>
Sally Colburn	Principal - Goal 2 Lead	
Tom Dudley	Assistant Principal  Goal 3	
Shellie Sappa	Parent  Goal 3	
Kris Kistler Aidan Ray	Classified  Kris - Goal 1  Aidan - Goal 2	
Chris Odell	Community Member	
Erin Scott	Staff-Goal 1 Lead	
Kathy Raphael	Staff-Goal 1	
Hannah Brenlan	Staff-Goal 3	
Jennifer Harris	Staff-Goal 2	
Gary Morris	Staff-Goal 2	
Mary Anderson	Staff-Goal 1	
Scott Wickstrom	Staff-Goal 3	
Tori Sauerbier	Staff- Goal 3 Lead	
Amy Kaleta	Staff- Goal 2	
Tricia Wharton	Staff-Goal 1	

SIP Template

Sandra Ferguson	Staff-Goal 2	
Holly Donnelly	Staff-Goal 3	
Carol Scofield	Staff-Goal 3	
Lisa Cavaliere	Staff-Goal 1	
<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		
Robyn Mulenga	School Board	
Laura Theimer	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

## **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**

The Hazelwood community teaches the critical skills for life-long success and engages students in their own academic achievement by providing time, resources and support systems to accelerate learning.

## **School Vision**

The vision of Hazelwood Elementary is to engage students in their own learning and empower each of them to achieve their full potential. Engage, Empower, Achieve!

## **Background Information**

WAC 180-16-220

### **Requirements for School Improvement Plan**

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

## **Stakeholder Input**

Hazelwood staff are provided the opportunity to volunteer to be part of any and all committees in the building. As a result we have a large SIP Leadership team which provides representation of each grade level group and each specialist group within the building. Additionally, we have community representation as part of our team via a non-parent volunteer in our building.

SIP Leadership team meets on a monthly basis on the last Friday of the month. The SIP leadership team involved in the review of the data, discuss of strategies and planning for professional development. If additional meeting time is needed for a goal group or for any other reason the people involved in that group arrange for the time to complete the work with the building administration.

Updates on the work of the SIP team is provided via Building Leadership Team meetings and Staff Meetings.

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

All staff at Hazelwood Elementary meet the requirements of highly qualified staff.

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

Staff meetings at Hazelwood Elementary were converted from business meetings to professional development meetings. Meetings occur twice a month with topics relevant to current building initiatives. Topics included but not limited to: District curriculum adoptions, research-based best instructional practices, District Strategic Plan, Deep Equity, No Excuses University, and Positive Behavior Intervention Systems.

New teachers meet with building principal on topics of both interest and need in addition to the regular staff meetings. New teachers are provided a mentor for their first year if they qualify. PLC work supports the integration of new teachers into the Hazelwood way of doing things.

### COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

## Executive Summary

### Demographic data

Hazelwood demographics have stabilized in the last 3 years. Hazelwood was undergoing rapid changes in free/reduced applications and racial/ethnic diversity until 2014-2015 school year. A stabilization of the student population aligns with the closing of Hazelwood to waivers by the Auburn School District Board of Directors.

Year	Hyperlink
2013-2014	<a href="#">Demographics State Report Card 13-14</a>
2014-2015	<a href="#">Demographics State Report Card 14-15</a>
2015-2016	<a href="#">Demographics State Report Card 15-16</a>
2016-2017	<a href="#">Demographics State Report Card 16-17</a>
2017-2018	<a href="#">Demographics State Report Card 17-18</a>

### Discipline

*Student handbooks which teach and explain the student expectations are distributed every fall. The student expectations handbook is reviewed annually with staff. CEE data indicates that 80% of students believe that Hazelwood provides a “Supportive Learning Environment.”*

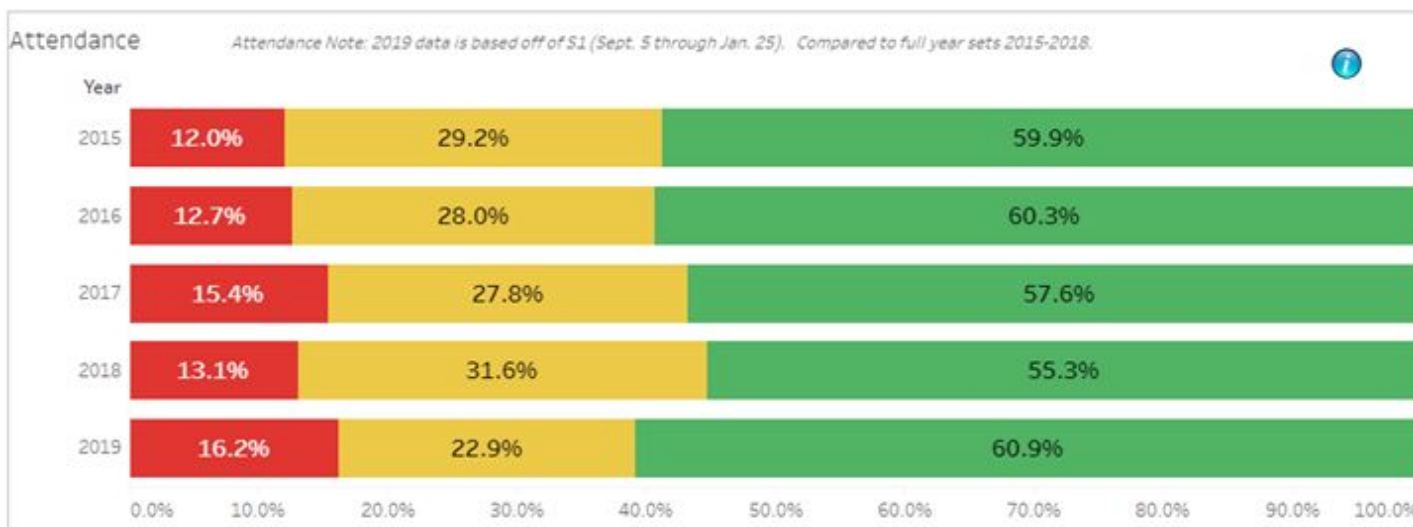
- *Within the category of Supportive Learning Environment the two items receiving the lowest scores are: 90% Student success is celebrated at this school and 90% Work I do in this school is useful and interesting to me.*
- *Within in the subcategory “Self Management” the lowest score area is “ I can calm myself down when I am excited or upset.”*

## Attendance

Hazelwood implemented Attendance Incentive Programs both for individual students and at the classroom level. Students with perfect attendance at the end of each month are recognized and receive a small plastic charm for their attendance bracelets. Classrooms are recognized for perfect attendance at increments of ten days of perfect attendance. Hallway displays are visible and exciting for students to look at as they seek to find their classroom or their name listed. Perfect attendance at Hazelwood means being at school, on time, and not leaving early. All three criteria must be met for the day’s attendance to be considered perfect.

Absence reports are used approximately every 20 school days to identify students who are “at risk” in regard to attendance and to monitor individual attendance progress. Tardiness reports are used approximately every 30 school days to identify students of concern and monitor their progress. These lists of students are tiered and then actions are determined, which could include communication with the family and additional interventions to improve attendance.

[Link to attendance data in Tableau](#)



At risk (AR) = 10% or more school days missed  
 Moderate risk (MR) = 5-9% of school days missed  
 On target (OT) = 0-4% of school days missed

**Previous school year - in black**

**Current school year – as of January 25**

Student group	Year	Total students	At risk % (# of students)	Moderate risk % (# of students)	On target % (# of students)
All	2015	623	12.0% (74)	29.2% (180)	59.9% (369)
All	2016	608	12.7% (75)	28.0% (166)	60.3% (357)
All	2017	609	15.4% (93)	27.8% (168)	57.6% (348)

<b>All</b>	<b>2018</b>	<b>611</b>	<b>13.1% (80)</b>	<b>31.6% (193)</b>	<b>55.3% (338)</b>
<b>All</b>	<b>2019, Jan 25</b>	<b>611</b>	<b>16.2% (99)</b>	<b>22.9% (140)</b>	<b>60.9% (372)</b>
Low Income	2015	341	14.5% (49)	33.4% (113)	53.0% (179)
Low Income	2016	315	16.4% (51)	26.7% (83)	58.2% (181)
Low Income	2017	310	19.9% (61)	30.4% (93)	51.0% (156)
<b>Low Income</b>	<b>2018</b>	<b>279</b>	<b>15.4% (43)</b>	<b>34.8% (97)</b>	<b>49.8% (139)</b>
<b>Low Income</b>	<b>2019, Jan 25</b>	<b>260</b>	<b>18.1% (47)</b>	<b>22.7% (59)</b>	<b>59.2% (154)</b>
English Learners (EL)	2015	173	9.6% (16)	32.9% (55)	61.1% (102)
English Learners (EL)	2016	146	17.9% (26)	26.2% (38)	56.6% (82)
English Learners (EL)	2017	147	15.0% (22)	32.0% (47)	53.1% (78)
<b>English Learners (EL)</b>	<b>2018</b>	<b>129</b>	<b>10.9% (14)</b>	<b>33.3% (43)</b>	<b>55.8% (72)</b>
<b>English Learners (EL)</b>	<b>2019, Jan 25</b>	<b>130</b>	<b>16.2% (21)</b>	<b>24.6% (32)</b>	<b>59.2% (77)</b>
Special Ed	2015	66	6.1% (4)	24.2% (16)	69.7% (46)
Special Ed	2016	54	11.5% (6)	30.8% (16)	61.5% (32)
Special Ed	2017	62	14.8% (9)	32.8% (20)	54.1% (33)
<b>Special Ed</b>	<b>2018</b>	<b>59</b>	<b>18.6% (11)</b>	<b>33.9% (20)</b>	<b>47.5% (28)</b>
<b>Special Ed</b>	<b>2019, Jan 25</b>	<b>62</b>	<b>21.0% (13)</b>	<b>21.0% (13)</b>	<b>58.1% (36)</b>
American Indian	2015	5	0	20.0% (1)	80.0% (4)
American Indian	2016	9	22.2% (2)	22.2% (2)	55.6% (5)
American Indian	2017	7	0	28.6% (2)	71.4% (5)
<b>American Indian</b>	<b>2018</b>	<b>9</b>	<b>0</b>	<b>44.4% (4)</b>	<b>55.6% (5)</b>
<b>American Indian</b>	<b>2019, Jan 25</b>	<b>7</b>	<b>42.9% (3)</b>	<b>28.6% (2)</b>	<b>28.6% (2)</b>
Asian	2015	40	10.0% (4)	20.0% (8)	70.0% (28)
Asian	2016	45	11.1% (5)	31.1% (14)	57.8% (26)



SIP Template

Asian	2017	42	2.4% (1)	23.8 % (10)	73.8% (31)
<b>Asian</b>	<b>2018</b>	<b>51</b>	<b>11.8% (6)</b>	<b>25.5% (13)</b>	<b>62.7% (32)</b>
<b>Asian</b>	<b>2019, Jan 25</b>	<b>69</b>	<b>24.6% (17)</b>	<b>11.6% (8)</b>	<b>63.8% (44)</b>
Black	2015	14	7.1% (1)	35.7% (5)	57.1% (8)
Black	2016	10	20.0% (2)	10.0% (1)	70.0% (7)
Black	2017	24	18.2% (4)	36.4% (8)	54.5% (12)
<b>Black</b>	<b>2018</b>	<b>23</b>	<b>17.4% (4)</b>	<b>26.1% (6)</b>	<b>56.5% (13)</b>
<b>Black</b>	<b>2019, Jan 25</b>	<b>25</b>	<b>16.0% (4)</b>	<b>8.0% (2)</b>	<b>76.0% (19)</b>
Hispanic/Latino	2015	179	13.7% (24)	28.6% (50)	60.0% (105)
Hispanic/Latino	2016	166	14.5% (24)	25.5% (42)	60.6% (100)
Hispanic/Latino	2017	184	13.7% (25)	28.4% (52)	58.5% (107)
<b>Hispanic/Latino</b>	<b>2018</b>	<b>188</b>	<b>16.5% (31)</b>	<b>29.8% (56)</b>	<b>53.7% (101)</b>
<b>Hispanic/Latino</b>	<b>2019, Jan 25</b>	<b>180</b>	<b>17.8% (32)</b>	<b>22.8% (41)</b>	<b>59.4% (107)</b>
Multiple Races	2015	46	17.4% (8)	26.1% (12)	56.5% (26)
Multiple Races	2016	39	10.5% (4)	34.2% (13)	57.9% (22)
Multiple Races	2017	55	22.2% (12)	24.1% (13)	55.6% (30)
<b>Multiple Races</b>	<b>2018</b>	<b>60</b>	<b>10.0% (6)</b>	<b>33.3% (20)</b>	<b>56.7% (34)</b>
<b>Multiple Races</b>	<b>2019, Jan 25</b>	<b>52</b>	<b>19.2% (10)</b>	<b>17.3% (9)</b>	<b>63.5% (33)</b>
Pacific Islander	2015	14	14.3% (2)	42.9% (6)	42.9% (6)
Pacific Islander	2016	20	26.3% (5)	47.4% (9)	31.6% (6)
Pacific Islander	2017	13	30.8 % (4)	23.1% (3)	46.2% (6)ade
<b>Pacific Islander</b>	<b>2018</b>	<b>3</b>	<b>33.3% (1)</b>	<b>33.3% (1)</b>	<b>33.3% (1)</b>
<b>Pacific Islander</b>	<b>2019, Jan 25</b>	<b>3</b>	<b>33.3% (1)</b>	<b>0</b>	<b>66.7% (2)</b>
White	2015	325	10.9% (35)	30.4% (98)	59.6% (192)

White	2016	309	10.8% (33)	27.8% (85)	62.4% (191)
White	2017	284	16.6% (47)	28.3% (80)	55.5% (157)
<b>White</b>	<b>2018</b>	<b>277</b>	<b>11.6% (32)</b>	<b>33.6% (93)</b>	<b>54.9% (152)</b>
<b>White</b>	<b>2019, Jan 25</b>	<b>275</b>	<b>11.6% (32)</b>	<b>28.4% (78)</b>	<b>60.0% (165)</b>

## Data Analysis- DIBELS

DIBELS results were disaggregated over 5 years by grade level to identify trends. In kindergarten, significant decreases appear in the number of students scoring Intensive on the composite score in the Spring compared to the Fall. The most noticeable drop was from 23% intensive to 0% intensive in 2015-2016, while the least was from 16% to 1% the following year. At the first grade level on average each year, the number of students achieving benchmark improves by roughly ten percentage points from the Fall to the Spring benchmark. In second grade, on average there is a 9 percentage point improvement in the number of students at benchmark in the Spring compared to the Fall. In each of the five years reviewed at third grade, there has been a decrease in the number of students making the ORF benchmark in the Spring compared to the Fall. At 4th and 5th grades the number of students scoring at benchmark in both the Fall and the Spring of each school year has remained static, with little movement toward more students reaching benchmark. However, on a positive note, the trend over the past five years at these two grades has been a small but steady reduction in the number of students entering the grade levels scoring intensive in accuracy.

K	1st	2nd	3rd	4th	5th
2014 <a href="#">Dibels 2014 K</a>	2014 <a href="#">Dibels 2014 1st</a>	2014 <a href="#">Dibels 2014 2nd</a>	2014 <a href="#">Dibels 2014 3rd</a>	2014 <a href="#">Dibels 2014 4th</a>	2014 <a href="#">Dibels 2014 5th</a>
2015 <a href="#">Dibels 2015 K</a>	2015 <a href="#">Dibels 2015 1st</a>	2015 <a href="#">Dibels 2015 2nd</a>	2015 <a href="#">Dibels 2015 3rd</a>	2015 <a href="#">Dibels 2015 4th</a>	2015 <a href="#">Dibels 2015 5th</a>
2016 <a href="#">Dibels 2016 K</a>	2016 <a href="#">Dibels 2016 1st</a>	2016 <a href="#">Dibels 2016 2nd</a>	2016 <a href="#">Dibels 2016 3rd</a>	2016 <a href="#">Dibels 2016 4th</a>	2016 <a href="#">Dibels 2016 5th</a>
2017 <a href="#">Dibels 2017 K</a>	2017 <a href="#">Dibels 2017 1st</a>	2017 <a href="#">Dibels 2017 2nd</a>	2017 <a href="#">Dibels 2017 3rd</a>	2017 <a href="#">Dibels 2017 4th</a>	2017 <a href="#">Dibels 2017 5th</a>

<a href="#">2018 Dibels 2018 K</a>	<a href="#">2018 Dibels 2018 1st</a>	<a href="#">2018 Dibels 2018 2nd</a>	<a href="#">2018 Dibels 2018 3rd</a>	<a href="#">2018 Dibels 2018 4th</a>	<a href="#">2018 Dibels 2018 5th</a>
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## Data Analysis- i-Ready (Reading and Math)

Hazelwood is completing its third year with i-Ready Math and second year with i-Ready Reading. Data needs to be pulled at the end of the year because the system does not support multiple year data mining. Data below represents Winter 2019 assessment. Hazelwood has modified its implementation plan this year to incorporate lesson completion as a weekly target with 30 minutes of participation. This change has produced an increase in the number of lessons passed and when Spring 2019 diagnostic is completed, we anticipate a reduction in the number of students two or more and one level below.

### 2018-2019

#### Performance

##### Reading

##### Math

Student Group	One Level Below	Two or More Levels Below	On level	Above Level		One level below	Two or More Levels Below	On Level	Above Level
Hispanic	70	18	115	1		92	15	66	0
Am. Indian / Alaska Native	6	0	5	0		2	0	5	0
Asian	27	7	13	2		22	2	48	0
Black / African Am	9	0	16	0		11	0	14	0
Native Hawaiian / Pac. Islander	0	1	4	1		2	1	2	0
White	140	33	274	16		167	33	263	0

## Data Analysis- ELPA21 (ELL Data)

The 2019 ELPA21 results show 18.66% of students in the Proficient area, compared to the 2018 ELPA21 results which show 24.8% of students performing at the Proficient area. Our Emerging students were within .57% percentage points between 2018 and 2019. 2018 was 4.65% Emerging and 2019 was 5.22% Emerging.

[ELPA21 2018 to 2019 data comparison](#)

## Data Analysis- CEE Perceptual Survey

Data results for staff:

Bottom 5 areas:

16%	This district places emphasis on social emotional learning in addition to core academic learning
17%	We receive training on instruction to support social emotional learning
14%	There is a willingness to address conflict in this school
7%	My colleagues welcome new ideas and change
26%	Peer observations/coaching and feedback is a tool we use to improve instruction

Data results for students:

Bottom 5 areas:

26%	I see people like me in the books and materials used in my classroom
19%	Students are involved in decisions about things that affect them in this school
8%	In my classes, students are busy doing schoolwork
21%	Most students are respectful of others at this school
34%	My parents/family participate in events or activities at this school

The CEE data indicates the need to increase work on developing a culturally responsive learning environment for students and staff. Additionally, staff need training on supporting students with a diversity of social emotional needs.

## SBA ELA (MSP/HSPE)

ELA data has remained static in grades 3 and 4, while 5 grade continues to decline in their performance. Third grade has consistently had the highest benchmark percentage, while 4th grade has consistently had the lowest benchmark rate. Implementation of student engagement strategies should support increased student performance in future assessments.

Percent meeting standard from OSPI Report Card

Year	Grade 3	Grade 4	Grade 5
2014-15	81.6	64.1	83.4
2015-16	76.3	70.4	75.2
2016-17	74.2	63.1	77.0

2017-18	80.5	61.9	66.9
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[OSPI State Report Card ELA Data](#)

### SBA Math (MSP/EOC)

From the 2014-15 school year through the 2017-18 school year, Hazelwood's SBA math data has remained steady, with between 70.2% and 75.4% of students meeting standard. Math SBA performance in grades 3-5 has moved both up and down over those four school years, with no clear trend in either direction.

In 2017-18, subgroups performing below the school meeting standard rate of 70.4% include Hispanic/Latino of any race(s) at 54.2%, males at 65.4%, English learners at 42.5%, low income at 60.0%, and students with disabilities at 28.5%.

[Link to math data from OSPI state report card](#)

Percent meeting standard from OSPI Query:

Year	Grade 3	Grade 4	Grade 5
2014-15	76.1	76.4	69.7
2015-16	80.4	71.6	72.4
2016-17	74.3	75.7	67.0
2017-18	81.6	63.0	68.9

### MSP Science/EOC Biology

Hazelwood's state science assessment performance increased from 2014-15 to 2015-16 from 61.1% meeting standard to 67.6%, and then peaked at 75.0% reaching standard in 2016-2017. Performance then decreased in 2017-18 to 61.8%.

In 2017-18, subgroups performing below the school meeting standard rate of 61.8% include Hispanic/Latino of any race(s) at 47.0%, two or more races at 58.8%, males at 50.0%, English learners at 18.1%, and low income at 45.6%.

[Link to science data from OSPI state report card](#)

Percent meeting standard from OSPI Query:

Year	Grade 5
2014-15	61.1
2015-16	67.6

2016-17	75.0
2017-18	61.8

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

Does not apply at the elementary level

### Parent Engagement – SWT 2/LAP

We provide multiple opportunities for family engagement. Our Read Naturally fluency program is supported by parent volunteers. We conduct an annual back-to-school Open House, an additional LAP Open House during conferences, a Family STEM night in the spring, and a LAP “showcase of program” during the winter months, where parents are invited to participate in their child’s LAP class and then attend a debriefing with the LAP teacher. Families are invited to help us celebrate achievement at our BUG assemblies. Students also receive certificates/notification for student AR achievement and for good attendance. We maintain celebration bulletin boards for attendance and i-Ready “lessons passed.” We provide a weekly newsletter to parents and maintain a Facebook page. LAP students receive a monthly “Parents as Partners” newsletter. The Building administrators maintain open door drop in availability for parents. Staff are increasingly using technology-based communication tools for parents, i.e. Bloomz, Remind, and electronic newsletters.

### Student Transitions – SWT 2 & 3/LAP

1. Fifth grade transition to middle school includes Middle School Counselor presentations to 5th grade students in the 5th grade classrooms.
2. Fifth grade field trip to middle school to meet principal, counselors and other staff members at the middle school. Year 1 - June 2019
3. Fifth grade Resource Room students field trip to Middle School with Resource Room teacher. Tour of building, classroom and meet & greet with Resource Room Teacher.
4. Several support services are in place for assisting the transition from early childhood to the Hazelwood full day kindergarten program. The HZ Reading Specialist participates yearly in the Auburn School District Early Learning Fair, which typically occurs in March and is designed to assist parents and children in the transition process. Incoming kindergarteners are screened by our District assessment team in the spring, and up to 20 students identified by academic need are offered a 12 day jumpstart transition to kindergarten experience in August prior to the start of the kindergarten year. ECE teachers meet with all kindergarten teachers during a April PLC to enhance the transition for incoming ECE students.

### Assessment Decisions – SWT 3/LAP

1. Grade level teams meet on a weekly basis during PLC time to review assessment data from grade level common assessments, benchmark assessments and progress monitoring data.
2. Data Review Nights occur a minimum of 3 times a year with review of DIBELS, i-Ready Reading and Math and relevant SBA data.
3. Building Leadership Team reviews assessment calendar for upcoming school year.

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

Students are identified for eligibility for LAP/T-I and are rank ordered. Students in kindergarten through grade 5 who score below standard for grade level using multiple measures of performance, including the statewide student assessments or other assessments/performance tools administered by the school/district, receive LAP/T-I services dependent on their ranking. Students with greatest academic deficits in basic skills as identified by statewide, school and/or district assessments or other performance measures are served in LAP/T-I.

Dibels progress monitoring occurs for all students monthly. I-Ready Reading and Math Diagnostics occur each trimester. Growth monitoring occurs at the midpoint for each trimester. EL, Title/LAP, and SPED all coordinate with core classroom programs to assure that students access as many supports as available and appropriate. The tracking of this coordination takes place on a weekly basis and is collected and distributed to programs leaders and the counselor.

### **Prioritized Challenges**

#### **ELA**

- Students regress in reading fluency after extended vacations such as summer break.
- Fewer students in grade 3 meet the End of Year Fluency Benchmark compared to the number of students meeting at the Beginning of the year Benchmark in grade 3.
- SBA disaggregated results indicate that students performing at or near and below standard also performed below standard in Listening Comprehension for grades 3, 4, and 5.
- In the intermediate grade levels (3, 4, 5) a majority of students scoring in the intensive level are not moving to strategic or benchmark.
- Forty-five percent of students are performing below benchmark on I-Ready Reading diagnostic in the area of vocabulary.
- Forty percent of students are performing below benchmark on I-Ready Reading diagnostic in the area of comprehension both in literature and informational text.
- There is significant disparity between the performance of our male and female students on ELA SBA. In particular the performance of our Hispanic male students is below fifty percent at benchmark. This is 15 percentage points below whole school performance.

#### **MATH**

- There is significant disparity between the performance of our male and female students on MATH SBA. In particular, the performance of our Hispanic male students is below fifty percent at benchmark. This is 19 percentage points below whole school performance.
- Forty-five percent of students are performing below benchmark on i-Ready Reading diagnostic in the area of vocabulary which leads to the inference that students' understanding of math vocabulary is impacted as well.
- Winter 2018 i-Ready results show that 35% of students in grades 3, 4, and 5 are at risk of performing below benchmark on Math SBA.
- 93% of the fourth and fifth grade students who are at risk for attendance did not pass SBA Math.

## SIP Template

- SBA results in 2017-2018, indicate that in grades 3, 4, and 5, Hazelwood students perform lower than the District in the Claim of Concepts and Procedures.

### **GOAL 3**

- CEE data indicates that 75% of students in grades 4 and 5 who completed the survey responded positively to “I am treated with as much respect as other students.”
- CEE data indicates that 66% of students in grades 4 and 5 who completed the survey responded positively to “Most students are respectful of others at this school.”
- CEE data indicates that 34% of students in grades 4 and 5 who completed the survey responded positively to “I see people like me in the books and materials used in my classroom.”
- CEE data indicates that 51% of students in grades 4 and 5 who completed the survey responded positively to “My school explicitly teaches me ways to talk about race/culture.”
- CEE data indicates that 75% of students in grades 4 and 5 who completed the survey responded positively to “I can resist doing something when I know I shouldn’t do it.”
- CEE data indicates that 67% of students in grades 4 and 5 who completed the survey responded positively to “I can calm myself down when I am excited or upset.”

### **SMART Goal 1:**

The percent of students meeting or exceeding standard on the state or national reading assessments will increase each year with the goal of 100% of all students meeting or exceeding standard.

### **SMART Goal 2:**

The percent of students meeting or exceeding standard on the state or national reading assessments will increase each year with the goal of 100% of all students meeting or exceeding standard.

### **SMART Goal 3:**

We will build a learning community that provides for equity in education as measured by results of the CEE survey, increasing the percentage of positive student responses to the statements, “Most students are respectful of others at this school,” “I can calm myself down when I am excited or upset” and “I see people like me in books and materials used in my classroom” by 7 percentage points each.



SMART Goal 1			
Subject Area: READING			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	<a href="#">OSPI School Report Card</a>		
Our Reality: <i>(based on assessment data analysis)</i>	ELA results have not seen significant growth/improvement in grade 3 and 4 while 5th grade is in steady decline.		
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of students meeting or exceeding standard on the state or national reading assessments will increase each year with the goal of 100% of all students meeting or exceeding standard.		
Action Plan			
Action Step <b>SWT 2 &amp; 3/LAP #1 Academic Vocabulary</b>	Maintain consistent and reliable use of Academic Vocabulary instructional strategies from Wonders, Anita Archer and <u>Bringing Words to Life: Robust Vocabulary Instruction</u> .		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD Build Teacher Capacity
<p><b>August</b> Reinforce and strengthen the connection between Wonders vocabulary protocol and the Anita Archer vocabulary protocol.</p> <p>Review deep processing vocabulary activities from <u>Bringing Words to Life: Robust Vocabulary Instruction</u>.</p>	<p>Use of Anita Archer protocol with Wonders vocabulary</p>	<p>Training with practice in August in-service</p>	<p>3 hours</p> <ol style="list-style-type: none"> <li>1. Create deep processing vocabulary strategies for Wonders week 1-2</li> </ol>
<p><i>September-December</i></p> <p>Walk-throughs</p> <p>Vocabulary instruction on i-Ready</p> <p>Use of Wonders vocabulary assessments</p> <p>Documentation in PLC notes regarding vocabulary instruction</p>	<p>In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:</p> <p>Building Leadership Team - once a month Data Night - once in each trimester PLC meeting - 1st of each month</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>

	<p>Data to be reviewed:</p> <ul style="list-style-type: none"> <li>● i-Ready Reading baseline scores on Fall Diagnostic</li> <li>● Results from Wonders assessments for vocabulary.</li> <li>● i-Ready Growth report for Reading</li> </ul>		
<p><i>January - March</i></p> <p>Walk-throughs</p> <p>Use of Wonders vocabulary assessments</p> <p>Documentation in PLC notes regarding vocabulary instruction</p>	<p>In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:</p> <p>Building Leadership Team - once a month          Data Night - once in each trimester          PLC meeting - 1st of each month</p> <p>Data to be reviewed:</p> <ul style="list-style-type: none"> <li>● i-Ready Reading scores on Winter Diagnostic</li> <li>● Results from Wonders assessments for vocabulary.</li> <li>● Walkthrough data collection.</li> <li>● i-Ready Growth Report</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>

<p><i>April-June</i></p> <p>Walk-throughs</p> <p>Use of Wonders vocabulary assessments</p> <p>Documentation in PLC notes regarding vocabulary instruction</p>	<p>In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:</p> <p>Building Leadership Team - once a month Data Night - once in each trimester PLC meeting - 1st of each month</p> <p>Data to be reviewed:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading scores on Spring Diagnostic</li> <li>• Walkthrough data collection.</li> <li>• SBA Vocabulary performance if available</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><b>Action Step 2</b> <b>SWT 2 &amp; 3/LAP</b> #2 Collaborative Conversations</p>	<p>Introduction and implementation of instructional strategies to utilize collaborative conversations for enhanced student talk in the learning environment.</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i></p> <p>Train staff on components of Collaborative Conversations strategies.</p>	<p>Staff use of Collaborative Conversations strategies with students.</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Training with staff in August</p>
<p><i>September-December</i></p> <p>Walk Throughs</p> <p>Use the Wonders protocols for Collaboration Conversations</p>	<p>In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by</p>

<p>Teacher audit of Collaborative Conversations use in classrooms.</p> <p>Student use of Collaborative Conversation prompts.</p>	<p>Building Leadership Team - once a month</p> <p>Data Night - once in each trimester</p> <p>PLC meeting - 1st of each month - review of student performance data.</p> <ul style="list-style-type: none"> <li>● i-Ready Reading baseline scores on Fall Diagnostic</li> <li>● Walkthrough data collection.</li> <li>● Results from trimester self reporting on use of Collaboration Conversation prompts.</li> </ul>	<p>SIP ELA Leadership Team</p>	<p>building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><i>January - March</i></p> <p>Walk Throughs</p> <p>Use the Wonders protocols for Collaboration Conversations</p> <p>Teacher audit of use of collaborative conversations use in classrooms</p> <p>Student use of collaborative conversation prompts.</p>	<p>In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:</p> <p>Building Leadership Team - once a month</p> <p>Data Night - once in each trimester</p> <p>PLC meeting - 1st of each month - review of student performance data.</p> <ul style="list-style-type: none"> <li>● i-Ready Reading baseline scores on the Fall Diagnostic compared with Winter</li> <li>● Walkthrough data collection.</li> <li>● Results from trimester self reporting on use of collaboration</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>

	conversation prompts.		
<p><i>April-June</i></p> <p>Walk Throughs</p> <p>Use the Wonders protocols for Collaboration Conversations</p> <p>Teacher audit of collaborative conversations use in classrooms.</p> <p>Student use of Collaborative Conversation prompts.</p>	<p>In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:</p> <p>Building Leadership Team - once a month Data Night - once in each trimester PLC meeting - 1st of each month - review of student performance data.</p> <ul style="list-style-type: none"> <li>● i-Ready Reading scores on Spring Diagnostic</li> <li>● Walkthrough data collection.</li> <li>● Results from trimester self reporting on use of Collaboration Conversation prompts.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>

**Alignment to District Improvement:**  
**EMPOWER**  
**2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills.**

- Support the development of these competencies by leveraging all content area coursework (including the arts, career and technical education, etc.) and extracurricular opportunities.

**EDUCATE**  
**1. Hold ourselves accountable for each student’s learning and graduation.**

- Achieve 100% on time or extended graduation rate for students.
- Partner with students who need additional time and support to meet grade level goals to have input in and access to achieve these goals.
- Recognize student growth and accomplishments in academics, extracurricular activities and behavior.

<p><b>Action Step 3</b>  <b>SWT 2 &amp; 3/LAP</b>                  #3 Reciprocal Teaching</p>	<p>Maintain consistent and reliable use of the research based comprehension strategy Reciprocal Teaching</p>
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Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><b>August</b> Review, refine, and reinforce the components of Reciprocal Teaching and the interconnectedness of the 4 components</p>	<p>Use of Reciprocal Teaching instructional strategy with Wonders text</p>	<p>Instructional Support Team</p>	<p>Training with practice in August in-service</p> <p>Review of 4 components with RT and practice the inter-relationship of the components.</p>
<p><i>September-December</i> Teacher self audit of use of Reciprocal Teaching instructional strategy for comprehension with grade level text Student use of Reciprocal Teaching terminology</p>	<ul style="list-style-type: none"> <li>● Walkthrough data collection.</li> <li>● Results from trimester self reporting on Reciprocal Teaching instructional strategy implementation.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><i>January-March</i> Teacher self audit of use of Reciprocal Teaching as an instructional strategy for comprehension with grade level text Student use of Reciprocal Teaching terminology</p>	<ul style="list-style-type: none"> <li>● Results from trimester self reporting on Reciprocal Teaching instructional strategy implementation.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><i>April-June</i> Teacher self audit of use of the Reciprocal Teaching instructional strategy for comprehension of grade level text</p>	<ul style="list-style-type: none"> <li>● Results from trimester self reporting on Reciprocal Teaching instructional strategy implementation.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>

## SIP Template

Student use of Reciprocal Teaching terminology			
<p>Alignment to District Improvement:</p> <p><b>3. Involve students in establishing ownership for their own learning.</b></p> <ul style="list-style-type: none"><li>• Apply practices that reflect a growth-mindset in the belief that each student can achieve at high levels.</li><li>• Cultivate each student’s purpose for learning by providing meaningful academic support, tools and resources.</li></ul>			

<p><b>Action Step 4</b>  <b>SWT 2 &amp; 3/LAP</b>  <b>ELA Implementation Plan</b></p>	<p>We will strengthen the use of instructional time, and commit to 60-75 minutes of core and 30-45 minutes of flexible leveled skill groups.</p>		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>August</i></p> <p>Develop initial grade-level specific agreements for approximate number of minutes to be devoted to critical instructional components in order to ensure students meet reading standards</p>	<p>Each grade submits initial outline of minutes to be devoted to various instructional components key to reaching grade level standards.</p>	<p>Grade level team leaders, classroom teachers</p>	
<p><i>September-December</i></p> <p>Follow District Instructional Calendar</p> <p>Coordination of instruction with CORE team, EL, Title/LAP, SPED</p> <p>K-1 foundational skills (print concepts, phonemic awareness, phonics, word recognition, fluency) and listening comprehension</p> <p>2-3 foundational skills (phonics, high frequency words, structural analysis, fluency) listening, reading comprehension, research and writing</p> <p>4-5 foundational skills (multisyllabic words, structural analysis, fluency) Greek and Latin roots, listening comprehension, reading comprehension, research and writing</p>	<p>PLC Conversations and notes focusing on the 4 questions, using results of DIBELS progress monitoring, i-Ready scores, and Wonders assessments.</p> <p>Weekly completion of communication/pacing guide</p> <p>Grade level team leaders report monthly to Building Leadership Team:          “ Our K team has focused 10 minutes daily on phonemic awareness, 30 minutes on ....., etc. _____ is going well. _____ is a challenge. Our team needs....”</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>



SIP Template

<p><i>January-March</i></p> <p>Follow District Instructional Calendar</p> <p>Adjust grade-level specific agreements for approximate number of minutes to be devoted to various instructional components, based on student progress toward grade-level standards. .</p> <p>K-1 foundational skills (print concepts, phonemic awareness, phonics, word recognition, fluency) and listening comprehension</p> <p>2-3 foundational skills (phonics, high frequency words, structural analysis, fluency) listening, reading comprehension, reading comprehension, research and writing</p> <p>4-5 foundational skills (multisyllabic words, structural analysis, fluency) Greek and Latin roots, listening comprehension, reading comprehension, research and writing</p>	<p>At a staff meeting, teams develop, record and share revised grade level agreements of time allocated to help students meet standard.</p> <p>PLC Conversations and notes focusing on the 4 questions, using results of DIBELS progress monitoring, i-Ready scores, and Wonders assessments.</p> <p>Weekly completion of communication/pacing guide</p> <p>Grade level team leaders report monthly to Building Leadership Team:          “ Our K team has focused 10 minutes daily on phonemic awareness, 30 minutes on ....., etc. _____ is going well. _____ is a challenge. Our team needs....”</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><i>April-June</i></p> <p>Follow District Instructional Calendar</p> <p>Adjust grade-level specific agreements for approximate number of minutes to be devoted to various instructional components, based on student</p>	<p>At a staff meeting, teams develop, record and share revised grade level agreements for allocated minutes for helping students meet standard.</p> <p>PLC Conversations and notes focusing on the 4</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p>

<p>progress toward grade level standards.</p> <p>K-1 foundational skills (print concepts, phonemic awareness, phonics, word recognition, fluency) and listening comprehension</p> <p>2-3 foundational skills (phonics, high frequency words, structural analysis, fluency) listening, reading comprehension, reading comprehension, research and writing</p> <p>4-5 foundational skills (phonics, multisyllabic words, structural analysis, fluency) Greek and Latin roots, listening comprehension, reading comprehension, research and writing</p>	<p>questions, using results of DIBELS progress monitoring, i-Ready scores, and Wonders assessments.</p> <p>Weekly completion of communication/pacing guide</p> <p>Grade level team leaders report monthly to Building Leadership Team:          “ Our K team has focused 10 minutes daily on phonemic awareness, 30 minutes on ....., etc. _____ is going well. _____ is a challenge. Our team needs....”</p>		<p>School Improvement Leadership Team</p>
<p>Alignment to District Improvement:  <b>EMPOWER</b>  <b>2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills.</b></p> <ul style="list-style-type: none"> <li>• Support the development of these competencies by leveraging all content area coursework (including the arts, career and technical education, etc.) and extracurricular opportunities.</li> </ul>			

<b>SMART Goal 2</b>			
Subject Area: MATH			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	<a href="#">OSPI School Report Card</a>		
Our Reality: <i>(based on assessment data analysis)</i>	From the 2014-15 school year through the 2017-18 school year, Hazelwood's SBA math data has remained steady, with between 70.2% and 75.4% of students meeting standard. Each grade level of grades 3-5 has moved up and down over those four school years with no clear trend in either direction.		
Our SMART Goal: <i>(based on target population and your reality)</i>	The percent of students meeting or exceeding standard on the state or national math assessments will increase each year with the goal of 100% of all students meeting or exceeding standard.		
<b>Action Plan</b>			
Action Step <b>SWT 2 &amp; 3/LAP</b> # 1 Academic Vocabulary for Math	Maintain consistent and reliable use of Academic Vocabulary instructional strategies endorsed by Anita Archer, <a href="#">Robust Vocabulary Instruction</a> , and <a href="#">Visible Learning for Mathematics</a> .		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<i>August</i>  Review deep processing vocabulary activities from <a href="#">Bringing Words to Life: Robust Vocabulary Instruction</a> and Anita Archer's vocabulary introduction protocol.	Use of Anita Archer's vocabulary introduction protocol, use of deep processing vocabulary strategies and Visible Learning for Mathematics strategies	Instructional Support Team  Assistant Principal  Principal  SIP Math Leadership Team	2 hour training on review of Anita Archer vocabulary strategies, and Robust Vocabulary Instruction.
<i>September-December</i>  Teachers will incorporate the structured use of academic vocabulary into their lessons  Teachers will incorporate academic mathematical vocabulary in grade level common assessments	Review of data results during: Building Leadership Team - once a month Data Night - once in each trimester PLC meeting - 1st of each month - review of student performance data.	Instructional Support Team  Assistant Principal  Principal  SIP Math Leadership Team	Ongoing through bi-monthly staff meetings.  Regularly scheduled walkthroughs by building administration  Data gathering from Building Leadership team

SIP Template

<p>Teachers will implement a cycle of continuous review of academic and tier 2 vocabulary words</p>	<p>Purpose: Review of student performance results and determine intervention strategies for students below benchmark</p> <ul style="list-style-type: none"> <li>● I-Ready Math baseline scores on Fall Diagnostic</li> <li>● Results from assessments for vocabulary.</li> <li>● Walkthrough data collection.</li> </ul>		<p>School Improvement Leadership Team</p>
<p><i>January - March</i></p> <p>Teachers will incorporate the structured use of academic vocabulary into their lessons</p> <p>Teachers will incorporate academic mathematical vocabulary in grade level common assessments</p> <p>Teachers will implement a cycle of continuous review of academic and tier 2 vocabulary words</p>	<p>Review of data results during:            Building Leadership Team - once a month            Data Night - once in each trimester            PLC meeting - 1st of each month - review of student performance data.            Purpose: Review of student performance results and determine intervention strategies for students below benchmark</p> <ul style="list-style-type: none"> <li>● I-Ready Math scores on Winter Diagnostic</li> <li>● Results from assessments for vocabulary.</li> <li>● Walkthrough data collection.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP Math Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><i>April-June</i></p> <p>Teachers will incorporate the structured use of academic vocabulary into their lessons</p> <p>Teachers will incorporate academic mathematical</p>	<p>Review of data results during:            Building Leadership Team - once a month            Data Night - once in each trimester</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p>

SIP Template

<p>vocabulary in grade level common assessments</p> <p>Teachers will implement a cycle of continuous review of academic and tier 2 vocabulary words</p>	<p>PLC meeting - 1st of each month - review of student performance data. Purpose: Review of student performance results and determine intervention strategies for students below benchmark</p> <ul style="list-style-type: none"> <li>● I-Ready Math baseline scores on Fall Diagnostic</li> <li>● Results from assessments for vocabulary.</li> <li>● Walkthrough data collection.</li> </ul>	<p>SIP Math Leadership Team</p>	<p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><b>Action Step</b> <b>SWT 2 &amp; 3/LAP</b> #2 Collaborative conversations for Math</p>	<p>Implementation of collaborative conversations protocols in mathematics.</p>		
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p><i>August</i></p> <p>Train staff on components of Collaborative Conversations strategies.</p>	<p>Staff use of Collaborative Conversations strategies with students.</p>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP ELA Leadership Team</p>	<p>Training with staff in August</p>
<p><i>September-December</i></p> <p>Teachers will implement protocols for Collaborative Conversations during math instructional time.</p> <p>Walk Throughs</p> <p>Use of the Wonders protocols for Collaborative Conversations that are applicable for math</p>	<ul style="list-style-type: none"> <li>● Results from trimester self reporting on use of Collaboration Conversation prompts.</li> <li>● Results from Walk through tool usage</li> <li>● Observation and self report by teacher of student use of Collaborative Conversation prompts.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP Math Leadership team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>

<p>Teacher audit of Collaborative Conversations use in classrooms.</p> <p>Student use of Collaborative Conversation prompts.</p>			
<p><i>January-March</i></p> <p>Teachers will implement protocols for Collaborative Conversations during math instructional time.</p> <p>Walk Throughs</p> <p>Use of the Wonders protocols for Collaborative Conversations that are applicable for math</p> <p>Teacher audit of Collaborative Conversations use in classrooms.</p> <p>Student use of Collaborative Conversation prompts.</p>	<ul style="list-style-type: none"> <li>● Results from trimester self reporting on use of Collaboration Conversation prompts.</li> <li>● Results from Walk through tool usage</li> <li>● Observation and self report by teacher of student use of Collaborative Conversation prompts.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP Math Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p><i>April-June</i></p> <p>Teachers will continue using protocols for Collaborative Conversations during math instructional time.</p> <p>Walk Throughs</p> <p>Use the Wonders protocols for Collaborative Conversations that are applicable for math</p> <p>Teacher audit of Collaborative Conversations use in classrooms.</p> <p>Student use of Collaborative Conversation prompts.</p>	<ul style="list-style-type: none"> <li>● Results from trimester self reporting on use of Collaboration Conversation prompts.</li> <li>● Results from Walk through tool usage</li> <li>● Observation and self report by teacher of student use of Collaborative Conversation prompts.</li> </ul>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP Math Leadership Team</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>

Alignment to District Improvement:

**2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills.**

- Support the development of these competencies by leveraging all content area coursework (including the arts, career and technical education, etc.) and extracurricular opportunities.

### SMART Goal 3

Subject Area: Equity in Education

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

[OSPI School Report Card](#)

Our Reality: (based on assessment data analysis)

CEE data current results:  
 “Most students are respectful of others at this school”  
 66% positive  
 “I can calm myself down when I am excited or upset”  
 67% positive  
 “I see people like me in books and materials used in my classroom.”  
 34% positive

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

We will build a learning community that provides for equity in education as measured by results of the CEE survey, increasing the percentage of positive student responses by ten percentage points each to the following statements:  
 “I am treated with as much respect as other students.”  
 “I can calm myself down when I am excited or upset.” “I see people like me in books and materials used in my classroom.”

### Action Plan

**Action Step SWT 2 & 3/LAP Achieving equity**

Hazelwood will positively support equity in education and the social/emotional well-being of students via the the utilization of Growth Mindset research, Second Steps, and Culturally Responsive Teaching practices.

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Inservice: 1. Sound Discipline Building Resiliency I 2. Second Steps & How to lead a Class Meeting	1. Participation in training for SDBR1 2. Participation in SS and Class Meeting 3. Completion of Fall CRT Audit.	Instructional Support Team  Assistant Principal	4 hours Sound Discipline in August 3 hours Culturally Responsive Teaching training

SIP Template

<ol style="list-style-type: none"> <li>3. CRT Classroom Audit and Needs</li> <li>4. Update or create at least one “getting to know” you classroom activity to become more culturally responsive.</li> </ol>	<ol style="list-style-type: none"> <li>4. Copy of updated “getting to know” activity provided to deep equity grade level representative.</li> </ol>	<p>Principal</p> <p>SIP Goal 3 Leadership Team</p> <p>School Counselor</p>	
<p>September-December</p> <ol style="list-style-type: none"> <li>1. PLC discussion and decisions on Sound Discipline Building Resiliency 1 of strategies to use for various situations</li> <li>2. Class meetings to teach students calming strategies.</li> <li>3. Review of CRT results and needs assessments for individual grade levels and classrooms.</li> <li>4. Implement activities/strategies for learning classmates names. Check in on “getting to know” activity for student’s knowledge of classmate names.</li> <li>5. SEL Student and Staff survey</li> </ol>	<ol style="list-style-type: none"> <li>1. PLC notes</li> <li>2. Schedule of class meeting day of week and time.</li> <li>3. Second Step lesson pacing sheet.</li> <li>4. Needs request submitted to Deep Equity Leadership team for support.</li> <li>5. Check in on “getting to know” activity for student’s knowledge of classmate names.</li> <li>6. SEL survey completed for baseline data.</li> </ol>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP Goal 3 Leadership Team</p> <p>School Counselor</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p>January-April</p> <ol style="list-style-type: none"> <li>1. SEL Student Survey</li> <li>2. SEL Staff Survey</li> <li>3. Class meetings</li> <li>4. School wide student focused Deep equity activity</li> </ol>	<ol style="list-style-type: none"> <li>1. SEL survey results compiled and shared in December staff meeting.</li> <li>2. Submit critical topics from class meeting to counselor for support or resources monthly or as needed.</li> <li>3. School wide display of student equity activity.</li> </ol>	<p>Instructional Support Team</p> <p>Assistant Principal</p> <p>Principal</p> <p>SIP Goal 3 Leadership Team</p> <p>School Counselor</p>	<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>



<p><b>April-June</b></p> <p>1. SCBR2 training dependent on August training Part 1</p>			<p>Ongoing through bi-monthly staff meetings.</p> <p>Regularly scheduled walkthroughs by building administration</p> <p>Data gathering from Building Leadership team</p> <p>School Improvement Leadership Team</p>
<p>Alignment to District Improvement:</p> <p><b>1. Build student, family and community relationships and partnerships</b></p> <ul style="list-style-type: none"> <li>• Create a culturally responsive, inclusive and welcoming environment across the district.</li> </ul> <p><b>2. Create safe and supportive learning environments that result in high levels of daily attendance and engagement.</b></p> <ul style="list-style-type: none"> <li>• Create an environment that is culturally inclusive of students, staff and families.</li> <li>• Address student safety through social, emotional and physical wellness.</li> </ul> <p><b>2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills</b></p> <ul style="list-style-type: none"> <li>• Strengthen students' character, civic development and social emotional learning</li> </ul>			

**Planning and Implementation Calendar – SWT 2 & 3/LAP****Planning and Implementation Calendar for 2019-2020**

Month	Building 28 + 6 principal's hours	Staff Meetings	BLT Meetings	SIP Leadership Team	NEU	Deep Equity
June						
August	8-26-19 Goal 3 8-27-19 Goal 1 8-28-19 SIP Launch					
September	9-26-19 Goal 1 & 2	9-12-19	9-26-19	9-11-19		09-25-19
October		10-03-19 10-24-19	10-10-19 10-31-19	10-16-19	10-02-19 10-30-19	10-23-19
November		11-07-19		11-06-19	11-27-19	11-20-19
December	12 -00-19 Goal 3	12-19-19	12-05-19	12-04-19		12-18-19
January		01-23-20	01-09-20 01-30-20	01-22-20	01-08-20	01-29-20
February	02-06-20 Goal 1 & 2	02-06-20	02-27-20	02-26-20	02-05-20	
March	03-00-20 Goal 3	03-05-20 03-26-20	03-12-20	03-25-20	03-11-20	03-04-20
April	04-02-20 Goal 1 & 2	04-23-20	04-02-20	04-29-20	04-22-20	04-01-20
May		05-14-20	05-21-20		05-20-20	05-13-20
June	06-11-20 Goal 1 & 2	06-04-20	06-11-20	06-03-20	06-17-20	06-10-20

**More detail of Professional Development, Staff Work, Building Committee Work**

Month	Building 28 + 6 principal's hours	Description
June		

<p>August</p> <p>8-26-19 Goal 3</p> <p>8-27-19 Goal 1</p> <p>8-28-19 SIP Launch</p>	<p align="center"><b>[HAZELWOOD DESIGNATED TIME Part of PDTIP Plan for 2019-2020</b></p> <p align="center"><b>Approved</b></p> <p><i>Building Determined Hours - Participation in hours is part of the teacher's contract.</i>  <b>Failure to attend or to sign in will result in paycheck deduction on August paycheck.</b></p> <table border="1"> <thead> <tr> <th>Date/Time</th> <th>Title</th> <th>Description - Location</th> <th>Clock Hours</th> <th>Total Hours for the day</th> <th>Form</th> </tr> </thead> <tbody> <tr> <td>08-26-19 Monday 8:00-4:00 pm</td> <td>Building Determined Day</td> <td>8:00-8:30 am Welcome to 2019-2020 8:30-10:30 am - Doug Curry – Next Steps 10:30 – 12:00 pm Culturally Responsive Teaching/I AM Poem 1:00-4:00 pm – Building Resiliency I – Sound Discipline</td> <td>7</td> <td>8.0</td> <td>Sign-in</td> </tr> <tr> <td>08-28-19 Wednesday Opposite Superintendent's address</td> <td>Building Determined Day</td> <td>12:30 – 4:00 pm Start of School Building Information ESSA performance SIP Update SEL Survey</td> <td>3.5</td> <td>3.5</td> <td>Sign-in</td> </tr> <tr> <td>08-29-19 Thursday 8:00-4:00 pm</td> <td>Building Determined Day</td> <td>Wrap up from 8/26 and 8/29 Follow up from LID day PM – Emergency Prep, Conference Feedback – NEU, Visible Learning, Math, other</td> <td>7</td> <td>8.0</td> <td></td> </tr> <tr> <td>04-30-20 05-28-20</td> <td>Building Determined Day</td> <td>New Adoption Preview</td> <td>0</td> <td>4.5</td> <td></td> </tr> <tr> <td>Thursday 09-26-19 02-06-20 04-02-20 06-11-20 3:45 – 4:45 pm (1.0 hours each)</td> <td>Building Determined Day</td> <td>Data Nights</td> <td>4.0</td> <td>4.0</td> <td>Sign-in</td> </tr> <tr> <td align="right" colspan="4"><b>TOTAL</b></td> <td><b>28</b></td> <td></td> </tr> </tbody> </table> <p><b>OTHER CONTRACTED DAYS - Participation in hours is part of the teacher's contract.</b>  <b>Failure to attend or to sign in will result in paycheck deduction on August paycheck.</b></p> <table border="1"> <thead> <tr> <th>Date/Time</th> <th>Title</th> <th>Description</th> <th>Total Hours for the day per contract</th> <th>Clock Hours</th> <th>Total Hours for the day</th> <th>Form</th> </tr> </thead> <tbody> <tr> <td>08-27-19 Tuesday</td> <td>District Mtg.</td> <td>Elementary Day</td> <td>7</td> <td>TBD by district</td> <td>7</td> <td>Sign-in</td> </tr> <tr> <td>08-28-19 Wednesday</td> <td>District / <del>Princ.</del> Designated Time</td> <td>8:00-9:30 BLDG. 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Staff need addressing national need does not remove of approved hours.</b></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Date &amp; Time</th> <th>Description - Location</th> <th>Length of Day</th> <th># of Clock Hours</th> <th>Total Hours for the Day</th> <th>Form</th> </tr> </thead> <tbody> <tr> <td>State Walker #1</td> <td>10-11-2019</td> <td></td> <td>7 school Day</td> <td>0</td> <td>7</td> <td>Regular Work Day – If not building for training complete tab Form</td> </tr> <tr> <td>State Walker #2</td> <td>05-09-2020</td> <td></td> <td>7 school Day</td> <td>0</td> <td>7</td> <td>Regular Work Day – If not building for training complete tab Form</td> </tr> <tr> <td>State Walker #3</td> <td>05-04-2020</td> <td></td> <td>7 school Day</td> <td>0</td> <td>7</td> <td>Regular Work Day – If not building for training complete tab Form</td> </tr> </tbody> </table> <p align="center"><b>Individual Responsibility Contract Reminder (Part of AEA contract)</b>  <b>Each employee is responsible to maintain records in the event of an audit.</b></p> <p><small>** Failure Referral/Notice Opinion (Page 6 of AEA Contract)      All as part of the AEA contract for Individual Responsibility Contract remains as described in contract may be devoted to various related services. The decision to do so will be made once annually and for the district is binding. Example: If a staff member has 40 hours, this member may choose to work equivalent hours for various and be left with 20 hours to be worked.      *** AEA's is a signed affidavit that is filed on the Principal at the beginning of your school year with your Title V agreement.</small></p>	Date/Time	Title	Description - Location	Clock Hours	Total Hours for the day	Form	08-26-19 Monday 8:00-4:00 pm	Building Determined Day	8:00-8:30 am Welcome to 2019-2020 8:30-10:30 am - Doug Curry – Next Steps 10:30 – 12:00 pm Culturally Responsive Teaching/I AM Poem 1:00-4:00 pm – Building Resiliency I – Sound Discipline	7	8.0	Sign-in	08-28-19 Wednesday Opposite Superintendent's address	Building Determined Day	12:30 – 4:00 pm Start of School Building Information ESSA performance SIP Update SEL Survey	3.5	3.5	Sign-in	08-29-19 Thursday 8:00-4:00 pm	Building Determined Day	Wrap up from 8/26 and 8/29 Follow up from LID day PM – Emergency Prep, Conference Feedback – NEU, Visible Learning, Math, other	7	8.0		04-30-20 05-28-20	Building Determined Day	New Adoption Preview	0	4.5		Thursday 09-26-19 02-06-20 04-02-20 06-11-20 3:45 – 4:45 pm (1.0 hours each)	Building Determined Day	Data Nights	4.0	4.0	Sign-in	<b>TOTAL</b>				<b>28</b>		Date/Time	Title	Description	Total Hours for the day per contract	Clock Hours	Total Hours for the day	Form	08-27-19 Tuesday	District Mtg.	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### AGENDA



**Date: Monday, August 26, 2019**  
**Time: 8:00 – 4:00 pm**  
**Location: Library**

**Required Attendees:** Certificated Staff  
 All staff are invited to attend any staff meeting or committee meeting

**Please read prior to meeting:** None  
**Please bring:** Previous "I AM

Sign in if you are applying for clock hours.

Guest: None

Time	What	Who
8:00-8:30	Welcome and Introductions	
8:30 – 9:30	Next steps on How to Train a Llama Review building agreements – Show me Your Plan – What exactly does that look like? School Signal – Hazelwood – Orcas  Breakfast off desks at 8:50 – does that need to change?  Two more agreements to add for 2019-2020: 1 2	Sally
9:30-9:45	Break	
9:45-10:45	Culturally Responsive Teaching – I am Poem work	Tricia and Hannah
10:45 – 11:00	Prep for bus ride –	Jacket, money for lunch or your sack lunch
11:00 – 12:00	Bus Tour of Hazelwood attendance area – Diversity Awareness Becoming Culturally Aware and Responsive	Sally and Tom
12:00-12:30	Lunch at Lake Meridian Shopping Area – Diversity – Select a restaurant that stretches your understanding of foods and culture.	On your own – about 40 minutes
12:45-1:00	Return to Hazelwood	Don't miss the bus
1:00 – 4:00 pm	Sound Discipline – Building Resiliency I	Sound Discipline Presenters

### AGENDA



**Date: Wednesday, August 28, 2019**

**Time: 8:00 – 9:30 District Hours – 1.5 hours**  
**9:30 – 11:30 Superintendent's Address at PAC – District Hours – 2 hours**  
**12:30 – 4:00 Building Hours - 4 hours**

**Location: Library**

**Required Attendees:** Certificated Staff  
 All staff are invited to attend any staff meeting or committee meeting


**Please read prior to meeting:** None  
**Please bring:**

Sign in if you are applying for clock hours.

Guest: None

Time	What	Who
8:00-8:30	Quick Debrief on Tuesday LID Learning	Sally
8:30-9:30	SIP on a Page – Highlights of the new SIP Plan	Tom
9:30	Travel to PAC	
10:00-11:30	Superintendent's Address	
12:30 – 1:15	SIP Goal One Focus	
1:15 – 2:30	SIP Goal Two Focus	
2:30-3:30	SIP Goal Three Focus	
3:30-4:00	Implementation Timelines for SIP plan and beyond Next critical steps for student learning	

		<p><b>AGENDA</b></p>  <p><b>Date: Thursday 29, 2019</b>  <b>Time: 8:00 – 4:00</b>  <b>Location: Library</b></p> <p><b>Required Attendees:</b> Certificated Staff          All staff are invited to attend any staff meeting or committee meeting</p> <p><b>Please read prior to meeting:</b> None  <b>Please bring:</b></p> <p>Sign in if you are applying for clock hours.</p> <p>Guest: None</p> <table border="1"> <thead> <tr> <th>Time</th> <th>What</th> <th>Who</th> </tr> </thead> <tbody> <tr> <td>8:00 – 9:00</td> <td>Start Up Business Key information</td> <td>Sally</td> </tr> <tr> <td>9:00 – 10:00</td> <td>Social Emotion Learning</td> <td>Tori</td> </tr> <tr> <td>10:00 -11:00</td> <td>Building Commitment Halls</td> <td>Sally</td> </tr> <tr> <td>11:00</td> <td>PTA Sponsored Lunch</td> <td></td> </tr> <tr> <td>12:00 – 4:00</td> <td>Emergency Preparation - Fire Extinguisher Training - Drill information - Stop the Bleed</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Time	What	Who	8:00 – 9:00	Start Up Business Key information	Sally	9:00 – 10:00	Social Emotion Learning	Tori	10:00 -11:00	Building Commitment Halls	Sally	11:00	PTA Sponsored Lunch		12:00 – 4:00	Emergency Preparation - Fire Extinguisher Training - Drill information - Stop the Bleed							
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<p>September</p>	<p>9-26-19 Goal 1 &amp; 2</p>	<p><b>AGENDA</b></p>  <p><b>Date: September 26, 2019</b>  <b>February 6, 2020</b>  <b>April 2, 2020</b>  <b>June 11, 2020</b></p> <p><b>Time: 3:40-4:40 pm</b></p> <p><b>Location: Library</b></p> <p><b>Required Attendees:</b> Certificated Staff          All staff are invited to attend any staff meeting or committee meeting</p> <p><b>Please read prior to meeting:</b> None  <b>Please bring:</b></p> <p>Sign in if you are applying for clock hours.</p> <p>Guest: None</p> <table border="1"> <thead> <tr> <th>Time</th> <th>What</th> <th>Who</th> </tr> </thead> <tbody> <tr> <td>3:40-3:50</td> <td>Review of DIBELS / i-Ready results</td> <td>Erin and Sally</td> </tr> <tr> <td>3:50-4:00</td> <td>Goal 1 ELA / Reading Disconnect from classroom assessments results</td> <td></td> </tr> <tr> <td>4:00-4:10</td> <td>Strategic and below – what’s next</td> <td></td> </tr> <tr> <td>4:10 – 4:20</td> <td>Goal 2 Math Disconnect from classroom assessments results</td> <td></td> </tr> <tr> <td>4:20-4:30</td> <td>Strategic and below – what’s next</td> <td></td> </tr> <tr> <td></td> <td>Classroom</td> <td></td> </tr> </tbody> </table>	Time	What	Who	3:40-3:50	Review of DIBELS / i-Ready results	Erin and Sally	3:50-4:00	Goal 1 ELA / Reading Disconnect from classroom assessments results		4:00-4:10	Strategic and below – what’s next		4:10 – 4:20	Goal 2 Math Disconnect from classroom assessments results		4:20-4:30	Strategic and below – what’s next			Classroom	
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Hazelwood Elementary School

Data Review **Individual Teacher Form**

For PLC

**Bring completed to PLC Meeting**

What do we want student(s) to know and/or be able to do?

SMART Goal

\_\_\_\_\_ % of all students will score at standard or advanced on \_\_\_\_\_

(page of learning target)

as measured by \_\_\_\_\_ given on or during the week of \_\_\_\_\_

(page of assessment)

How do we know if they learned it?

Class Data Collection

Teacher	Total # of Students	Total # Adv or Bench	Total # Strategic	Total Intensive

What do we do if they are not learning it?

Target Students

STRATEGIC Students	INTENSIVE Students

What do we do if they are learning it?

Target Students

Benchmark Students	Advanced Students

Scoring Guide for this assessment

% or raw score:

Advanced (4) \_\_\_\_\_

Benchmark (3) \_\_\_\_\_

Strategic (2) \_\_\_\_\_

Intensive (1) \_\_\_\_\_

Hazelwood Elementary School

## Data Team Review – Group Analysis

For PLC

Grade \_\_\_\_\_ Date \_\_\_\_\_

**Roles: (5 minutes)**

Facilitator: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Recorder: \_\_\_\_\_

Scoring Guide for this assessment

% or raw score:

Advanced (4) \_\_\_\_\_

Benchmark (3) \_\_\_\_\_

Strategic (2) \_\_\_\_\_

Intensive (1) \_\_\_\_\_

\_\_\_\_ All members present

\_\_\_\_ Missing members

**SMART Goal – Learning Target**

\_\_\_\_\_ % of all students will score at standard or advanced on \_\_\_\_\_  
(Standard or learning target)

as measured by \_\_\_\_\_ given on or during the week of \_\_\_\_\_.  
(Name of assessment)

**STEP ONE: Getting the DATA Down (5 minutes)**

Class Data Collection

Teacher	Total # of Students	Total # Adv or Bench	Total # Strategic	Total Intensive
<b>TOTALS:</b>				

\_\_\_\_\_ We met our goal! \_\_\_\_\_ We did not meet our goal.

**STEP TWO: Strengths and Obstacles (10 minutes)**

Analysis the strengths of the proficient students and the obstacles for the non-proficient students

Strengths of Proficient	Obstacles for Non-proficient

Look for trends or patterns that will identify the specific areas of need

**STEP THREE: Revised and/or NEW SMART Goal – Learning Target (5 minutes)**

\_\_\_\_\_ % of all students will score at standard or advanced on \_\_\_\_\_  
(Standard or learning target)

as measured by \_\_\_\_\_ given on or during the week of \_\_\_\_\_.  
(Name of assessment)

		<div style="border: 1px solid black; padding: 10px;"> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <p><b>STEP FOUR: Brainstorm Instructional Strategies (10 minutes)</b> High Yield Strategies ("The Doing") not a worksheet</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"></td><td style="width: 95%;"></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table> <p><small>Agreed on () two or three instructional strategies that everyone will use.</small></p> <p><b>STEP FIVE: Identify Results Indicators (5 minutes)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td style="width: 50%;">Strategy:</td> <td style="width: 50%;">Strategy:</td> </tr> <tr> <td>Evidence we are doing it:</td> <td>Evidence we are doing it:</td> </tr> <tr> <td>Evidence that it is working:</td> <td>Evidence that it is working:</td> </tr> <tr style="background-color: #cccccc;"> <td>Strategy:</td> <td>Strategy:</td> </tr> <tr> <td>Evidence we are doing it:</td> <td>Evidence we are doing it:</td> </tr> <tr> <td>Evidence that it is working:</td> <td>Evidence that it is working:</td> </tr> </table> <p><small>DEBRIEF: How well did the process work?</small></p> </div>													Strategy:	Strategy:	Evidence we are doing it:	Evidence we are doing it:	Evidence that it is working:	Evidence that it is working:	Strategy:	Strategy:	Evidence we are doing it:	Evidence we are doing it:	Evidence that it is working:	Evidence that it is working:
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Evidence that it is working:	Evidence that it is working:																									
Strategy:	Strategy:																									
Evidence we are doing it:	Evidence we are doing it:																									
Evidence that it is working:	Evidence that it is working:																									
October																										
November																										
December	12 -00-19 Goal 3	Review of Student Survey for SIP Sample survey: Equity in Education Student Survey																								
January																										
February	02-06-20 Goal 1 & 2	Same format as September 26th with current WINTER data																								
March	03-00-20 Goal 3	Review of Student Survey for SIP Sample survey: Equity in Education Student Survey Compare results																								
April	04-02-20 Goal 1 & 2	Same format as September 26th with current SPRING data																								
May																										
June	06-11-20 Goal 1 & 2	Same format as September 26th with end of year data - share in multiple formats for this year's teacher and next year's teacher.																								



SIP Template

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Month	Staff Meetings	Description
June		
August		
September	9-12-19	Launch of PLC Review of Building and Team Norms Feedback from members attending Courageous Conversations Discussion on Building Decision Making Model
October	10-03-19	Feedback on Visible Learning Conference Vote on Building Decision Making Model
	10-24-19	Parent Conference Preparation
November	11-07-19	Annual Medical Training - Use of EPI Pen, Life threatening allergies Goal 3 or District Goal of Parent Engagement - When to use Remind, Make the Phone Call or send an email.
December	12-05-19	Assessment capable learners - both staff and students Assessment analysis system before and after student assessment
	12-19-19	Levy Presentation - Dr. Spiccaiti NEU - What's most important from Leadership Conference
January	01-23-20	Review of SIP Equity in Education Survey results  Overview of vocabulary instructional strategies and tools Goal 2 grade level Math vocabulary
February	02-06-20	Prep for after school DATA review - i-Ready Data - by instructional strand in math and reading
March	03-05-20	Vocabulary - Opportunity Gap data sharing Bringing words to life (Beck, McKeown, Kucan) - strategies
	03-26-20	Anita Archer - Vocabulary instructional strategies - Explicit Instruction video training
April	04-23-20	Goal 2 - Math Pilot final decision Goal 2 - Vocabulary needed by grade level
May	05-14-20	
June	06-04-20	Review of SBA results Review of i-Ready final assessment data.

SIP Template

<b>Month</b>	<b>BLT Meetings</b>	<b>Description</b>
June		
August		
September	9-26-19	
October	10-10-19 10-31-19	
November		
December	12-05-19	
January	01-09-20 01-30-20	
February	02-27-20	
March	03-12-20	
April	04-02-20	
May	05-21-20	
June	06-11-20	

<b>Month</b>	<b>SIP Leadership Team</b>	<b>Description</b>
June		
August		
September	9-11-19	Review of Goal Why Documents for Goal 1, 2, 3 Determine formal and informal leadership structure for the work  Discussion on how to collect and track implementation strategies.
October	10-16-19	1st draft of Goal 3 survey shared with team for edits
November	11-06-19	Discussion of vocabulary needs by teams and grade level Determine process for enlarging fonts and next steps for instructional monitoring of implementation of vocabulary instruction - Google form document shared by administration to track data.
December	12-04-19	Review of rubric Next steps for SIP plan

SIP Template

January	01-22-20	Review of feedback from SIP revisions  Plan for review of Reciprocal Teaching components - Check on instructional use ideas by staff.  Check in on Book Study starting 1st of February - Visible Learning Literacy and Math, Helping Children Succeed, Bringing Words to Life
February	02-26-20	Should know about Math Pilot Plan inservice training for April
March	03-25-20	Goal 2 Finalize inservice planning Goal 1 Plan for inservice on Academic Conversations
April	04-29-20	Review of progress from 2019-2020 Plan next steps for 2020-2021
May		
June	06-03-20	Finalize plan for 2020-2021

Month	NEU	Description
June		
August		
September		
October	10-02-19 10-30-19	
November	11-27-19	
December		
January	01-08-20	
February	02-05-20	
March	03-11-20	
April	04-22-20	
May	05-20-20	

# SIP Template

June	06-17-20	
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Month	Deep Equity	Description
June		
August		
September	09-25-19	
October	10-23-19	
November	11-20-19	
December	12-18-19	
January	01-29-20	
February		
March	03-04-20	
April	04-01-20	
May	05-13-20	
June	06-10-20	

**Budget – SWT- 4/LAP**

Insert Budget Page here.