

Planning Year 2022-2023

Implementation September 2023-June 2026



Terminal Park Elementary **School Improvement Plan**

September 2023-June 2026

Auburn School District Strategic Plan 2022 - 2027

School Improvement Plan Adopted by the Auburn School Board of Directors on

insert school board approval date here.

Auburn School District Mission Statement: Our Common Work on Behalf of Students and Families

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

Auburn School District Vision: Our Aspirations Each student will have an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

Focused Foundational Priorities Key to SIP

SIP Template

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards.

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Foundation 3:

Skilled, Diverse Staff that Represent the Community

Priorities:

- Professional development to achieve the strategic priorities.

Foundation 4:

Innovative Systems & Structures

Priorities:

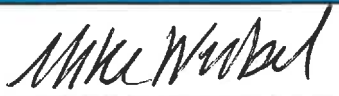
- Revamp and streamline systems to support students, families and staff.

Priorities:

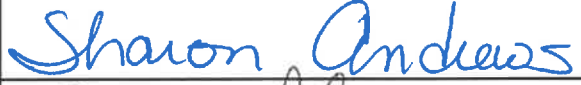
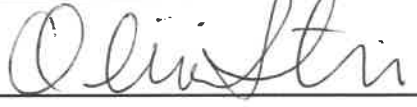
- Revamp and streamline systems to support students, families and staff.

Date Plan Reviewed by District Team

School Improvement Team Signatures 2022-2023

Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Michael Weibel	Principal		
Anna Grant	Parent/Guardian*		
Myka Grant	Student*		

SIP Template

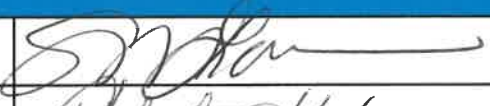
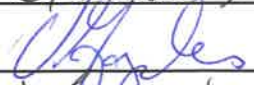
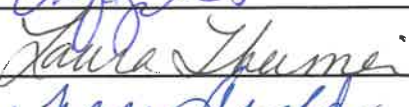
Elsa Rascon	Community Member*	
Devan Sweeney	Instructional Specialist	
Sharon Andrews	Title Reading Specialist	
Olivia Stucki	Resource Room Specialist	
Jennie Haynes	Transitional Kindergarten Teacher	
Shana Jenkins	1st Grade Teacher	
Cory Labrash	3rd Grade Teacher	

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

Stakeholder Input

Write a description of your SIP team's process, including when and the frequency of meetings, how all staff were involved in the process and how decisions were made.

Signatures for Approval

District Leadership		
Alan Spicciati	Superintendent	
School Board		
Sheilia McLaughlin	District Director 1	
Arlista Holman	District Director 2	
Valorie Gonzales	District Director 3	
Laura Theimer	District Director 4	
Tracy Arnold	District Director 5	

SIP Template

School Mission

Terminal Park embraces our diverse community where everyone is held to high expectations, equitable access, while promoting academic growth and inspiring lifelong success.

School Vision-

We are a welcoming community that engages and affirms each individual. We provide research-based education and strive to create a community that promotes collaboration, trust and respect for all. We understand and have compassion for others; therefore, we create environments that are safe, caring, consistent & support communication.

Parent Engagement – SWT 2/LAP

Terminal Park Elementary School and the Reading Intervention program recognize that children have successful educational experiences when parents and teachers work together to assist and support children in their academic endeavors. The following are ways that the Title program works in partnership with parents to promote the educational success of students.

How was my child selected for the program?

All students are given the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) which provides comprehensive information about your child's reading ability. Students are then selected and placed by need level utilizing the DIBELS score and by teacher recommendation. Students who are selected for reading intervention support will receive an additional 30 - 45 minutes of reading instruction 1-5 days a week.

Communication/School Climate: Communication is a key element in building a parent/school partnership. Throughout the course of the year, newsletters, phone calls, e-mails, REMIND messages and progress reports are provided to ensure school/parent communication.

Parent Education: Each month, a parent newsletter will be sent home with strategies for parents to support their children's educational needs. The monthly newsletter contains a section with suggestions for assisting readers in a variety of ways. Parent conferences also allow time for parents to receive assistance in how to support their child's learning.

Involvement in School: Parent involvement is encouraged. The Reading Intervention program has an open-door policy. Parents are welcome to come and observe their children participating in the program.

Learning at Home: The Reading Intervention program encourages students to practice reading skills at home with the help of their parents. Reading Intervention teachers will send home materials that support the curriculum if requested.

Extended Learning Opportunities: Students in Kindergarten through fifth grade may have the opportunity for learning beyond their regular school day.

Parent Input: All parents will have an opportunity to indicate activities that they feel would be helpful to them to support their children at home. At the end of the year, parents are surveyed to evaluate the activities provided.

Parent/Student/School Compact

SIP Template

Parents have an opportunity to provide input for our Parent/Student/School Compact form during Open House. The compact describes the school/home partnership to encourage and strengthen academic development. The school's responsibility is to provide quality instruction and a supportive learning environment. The compact emphasizes the responsibility that staff, students, and parents share in student progress.

Student Transitions – SWT 2 & 3/LAP

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

Transition from Pre K to Kindergarten: Student transitions start occurring as early as the month of January. We have our ECE, ECEAP & Transitional Kindergarten program staff working with our Special Education Teacher and our Kindergarten teachers to coordinate individualized transition plans for all ECE, ECEAP & Transitional Kindergarten students that will enter kindergarten in the fall. These plans are developed to accommodate each student's specific needs with timelines that will allow for introductions to their future kindergarten teacher and time for familiarizing themselves with the classroom change and new classroom procedures. These plans are developed to meet the needs of our incoming kindergarteners and adapted as needed. During this time we also schedule welcoming events for our families in the community to come learn about kindergarten and to schedule kindergarten testing.

Transition from 5th Grade to 6th Grade: The 5th grade teachers, counselor and special education teachers meet with middle school to discuss individual student needs. The middle school counselors and representatives come to the elementary school to help the 5th graders register for classes. Fifth graders visit the middle schools to see the campus and to become acquainted with the staff and procedures.

Our 5th grade teachers work the incoming Middle School on the following areas:

- Pass along Band/Orchestra sign up registration forms
- Counselor visit requests
- When allowed, will go to the school for an orientation assembly that gives the students with info regarding the school and AVID
- Completed reports about student concerns for the counselors
- Work with incoming school regarding students that need to be looked out for/not put with/could benefit from AVID
- Learning Resource Teacher accompanied 5th grade students with IEP's to Olympic Middle School. Each student was paired with a middle school "buddy" to attend one class session and lunch. Learning Resource Teacher collaborated with Middle School Resource Teacher during this time.
- Completed Roll Up Sheet for students

Assessment Decisions – SWT 3/LAP

Describe teacher involvement in analyzing assessment data to make instructional decisions for students not meeting standards in literacy and math.

Assessments are administered according to the district assessment calendar. We use formative assessments from district curriculum and classroom based assessments to meet standards. Data from these assessments are utilized during PLC meetings for instructional groupings and instruction. Three times per year we hold data carousel meetings with all certificated staff. Annually, we analyze SBA and WIDA data for decision making. Assessments administered include: SBA, DIBELS, iReady Math, iReady Reading, Really Great Reading (DDS & FFSS), Tri-Skills, Kindergarten Jumpstart Screening, WAKIDS, and Math Fact Fluency.

Effective, Timely Assistance – SWT 2 & 3/LAP

SIP Template

Describe tiered system of response to student needs using rank order lists. How are at risk students identified, served, and progress monitored? How are services across programs (Core, ELL, Title I/LAP, SpEd) aligned?

Our building conducts a Title/LAP program that addresses reading, writing, and/or mathematics, as well as readiness skills associated with these content areas. Students are identified for Title/LAP as those students in Transitional kindergarten through grade 5 who score below standard for his/her grade level using multiple measures of performance, including the statewide student assessments or other assessments and performance tools administered by the school or district and who is identified by the district to receive Title/LAP services.

Multiple Measures of Performance Include:

- Dynamic Indicators of Basic Early Literacy (DIBELS) screener Grades K-4
- Measurement of iReady Reading and Math Grades K-5
- Smarter Balanced Assessment Grades 3 & 4
- Tri-Skills for Kindergarten and Transitional Kindergarten
- RAN Assessments

Students with greatest academic deficits in basic skills as identified by statewide, school and/or district assessments or other performance measures are served in Title/LAP.

Prioritized Challenges

Explain how all staff were included in prioritizing challenge narratives:

Goal 1 Literacy:

List the 4 - 6 prioritized challenges

1. In the 2022 SBA, an average of 52% of 3rd, 4th & 5th grade students in ELA are level 1 or level 2 (disaggregated population without hi-cap: Students scoring in ELA level 1 or 2: fifth grade 72%, fourth grade 78%, & 81% third grade
2. In 2021-22 iReady, the average schoolwide percentage of tier 1 (on-grade level) students in reading for all grade levels is 35%.
3. iReady, Tier 1 students percentage is declining in subsequent years; 2019-20 Winter: vocabulary 45%, literature comprehension 50%, informational 45%, and in 2021-22 Winter: vocabulary 36%, literature comprehension 43%, informational 34%
4. In DIBELS all grades, between 2019-2021, the percentage of students at the benchmark at the start of the year remains the same, or with fewer students meeting the benchmark in the middle of the year.
 - 2022 Fall intensive fall 43 winter 40 spring 35
 - 2021 each trimester was 38% intensive
 - 2020> covid Intensive Fall 31% Winter 25%
 - 2019 Intensive DNext 51% Fall 29% mid 30% end
5. In DIBELS, Kindergarten starts each school year from 2020 to 2022 with approximately 80% of students at intensive.
6. In 2022, up to 38% fewer students were intensive at the end of the year compared to the beginning of the year.
7. In the 2019 winter benchmark, 40% were either intensive or strategic. In 2021, 50% were either intensive or strategic, in 2022 52% of students were either intensive or strategic

SIP Template

Goal 2 Math :

List the 4 - 6 prioritized challenges

1. In the 2022 SBA 53% or all 3rd, 4th, & 5th grade students in Math are level 1 or level 2
2. In 2022 SBA 78% of non-highcap 5th grade students in Math are level 1 or 2
3. In 2022 SBA 80% of non-highcap 4th grade students in Math are level 1 or 2
4. In 2022 SBA 74% of non-highcap 3rd grade students in Math are level 1 or 2
5. In 2021-22 math iReady, the average for 1-5th grades percentage of tier 1 (on-grade level) students levels is 38%.
6. In 2021-22 math iReady, geometry continues to be the domain of lowest total number of students(tier 2&3) meeting grade level expectations in Winter data. (2021-22 36%, 2020-21 36%, 2019-20 41%)

Goal 3 :

- Elementary & Middle School: Culturally Responsive Practices/Equitable Actions

List the 4 - 6 prioritized challenges

1. Amongst all students, the attendance percentage of “at risk” students increased from 25.5 in 2019 to 44.7 in 2022.
2. Across all demographic populations and since 2018, the attendance percentage of “Moderate risk” students has remained essentially the same, remaining near at 39% for all groups and during that time.
3. Per SWIS referral data collected, “minor” disrespectful behaviors remain highest referred despite the decrease.(2018=21.5% - 2022=17.3%) The overall number of behavior referrals has decreased from 1200 in 2018 to 750 in 2022.

2022 SWIS referral data collected by behavior reports

- physical aggression 22%
- defiance, insubordination, non-compliance 17.3%
- inappropriate location/out of bounds 13.3%

2018

- minor disrespect 21.5%
- minor defiance, insubordination, non-compliance 13.3%
- minor physical contact/physical aggression 12.8%

SMART(IE) Goal

Your SMART(IE) Goals and Action Steps must address your prioritized Challenge Narratives from your data analysis.

SMART(IE) Goal Definition - OSPI: Goals for improvement are specific, measurable, attainable, realistic, timebound, inclusive and equitable in describing what will be improved by how much, by when, and for what/whom.

SMARTIE Goal 1 - Literacy

SIP Template

The percentage of overall students who are scoring level 1 or level 2 on the SBA will decrease from 52% of students in 2022 to 20% of students by 2026.

SubGroup: The percentage of Hispanic students who are scoring level 1 or level 2 on the SBA will decrease from 68% of students in 2022 to 20%.

Describe alignment to District Strategic Plan Foundational Priorities:

SMARTIE Goal 2 - Math:

The percentage of overall students who are scoring level 1 or level 2 on the SBA will decrease from 53% of students in 2022 to 20% of students by 2026.

Subgroup: The percentage of Hispanic students who are scoring level 1 or level 2 on the SBA will decrease from 64% of students in 2022 to 20% by 2026.

Describe alignment to District Strategic Plan Foundational Priorities:

SMARTIE Goal 3:

The percentage of students displaying defiance, insubordination, and non-compliance as measured by SWIS teacher referrals, will decrease from 17.3% of overall referrals in 2022 to 7.3% of overall referrals in 2026.

Subgroup - Check with Data Team to help identify the subgroup

- Elementary & Middle School: Culturally Responsive Practices/Equitable Actions

Describe alignment to District Strategic Plan Foundational Priorities:

SMARTIE Goal 1(Literacy): The percentage of students grades 3-5 who are scoring level 1 or level 2, as measured by the state ELA assessment, will decrease from 52% of students in 2022 to 20% of students by 2026. SubGroup: The percentage of Hispanic students who are scoring level 1 or level 2, as measured by the state ELA assessment, will decrease from 68% of students in 2022 to 20% in 2026.			
Action Plan			
Action Step 1 SWT 2 & 3/LAP	Intentional lesson planning with standards aligned learning targets and success criteria. Students are reinforced for academic development. (Teacher Clarity 0.75, CRT 4-5)		
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?	

SIP Template

<i>August</i> Order Teacher Clarity Playbook PLC+ for new hires Teacher Clarity: Build teacher background knowledge; rationale; expectations for classroom practice Introduce Module 1 & 2 Teacher Clarity Playbook Teachers follow District Instructional Calendar	<i>Suggestion: Analyze Spring K-5 DIBELS and iReady, with special attention to subgroup</i> K-5 DIBELS Benchmark Assessments Data K-5 iReady Benchmark <i>Suggestion: Analyze Spring SBA dAta with special attention to subgroup</i> Whole staff SBA Scores Kindergarten Jumpstart Scores.	PLC+ teams schedule dates for data cycles & assessment review. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document). BLT members report back implementation success. K-5 teachers identify common data trends per grade level Spring 2023 Benchmark data. Data sheets located on TPK Google Drive>Data File
<i>September-Mid November</i> Teachers/Teams - identify first trimester standards, key concepts and learning progression skills to be taught and assessed Teachers implement Science of Reading (SoR) benchmark assessments and teach using Top 10 RGR Essentials. Teachers follow SoR instructional calendar, RGR and Wonders manuals are accessible and referenced during lessons. Students are reinforced for academic development (CRTP4) Teacher/Teams communicate current unit and standards via the TPK Pacing Guide Teachers use district chapter/unit assessments and record in shared document with building	K-5 DIBELS Benchmark assessments Data K-5 DIBELS Progress Monitoring assessments 2 - 5 Diagnostic Decoding Survey 1st - 1st Grade Foundational Skills Survey Blast / HD Word Progress Monitoring K-5 iReady Benchmark K-5 Wonders Data Unit assessments TK / Kindergarten - WAKids Data TK / Kindergarten - Tri-Skills	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document). BLT members report back implementation success. Teams collect and record benchmark and unit assessment data in the shared data document. Then, during PLC's, teams discuss assessment data and progress towards the standard in alignment with the district instructional calendar Use completed data cycle to inform instructional decisions for students not benefitting from core instruction. K-2 Teachers use Top 10 RGR Essential Reflective Questions for using RGR program materials

SIP Template

Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards		
<i>Mid-November- January</i> In January, teachers are introduced to Modules 3 & 4 identify success criteria and learning intentions Teachers/Teams - identify second trimester standards, concepts and learning progression skills to be taught and assessed Teachers use explicit instruction with high levels of student participation Teacher/Teams communicate current unit and standards via the TPK Pacing Guide Teachers use district chapter/unit assessments and record in shared document with building Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K-5 DIBELS Progress Monitoring assessments Blast / HD Word Progress Monitoring K-5 Wonders Data Unit assessments TK / Kindergarten - Tri-Skills	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction Grade level PLC+ complete data cycles and collaborate to identify instructional strategies for students not benefiting from instruction SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document). BLT members report back implementation success. Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. Use completed data cycle to inform instructional decisions for students not benefiting from core instruction
<i>February-April</i> Teachers verbally and visually communicate learning targets and success criteria to students	K-5 DIBELS Benchmark assessments Data K-5 DIBELS Progress Monitoring assessments 2 - 5 Diagnostic Decoding Survey	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction Grade level PLC+ complete data cycles and collaborate to identify instructional strategies for students not benefiting from instruction SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document).

SIP Template

	1st - 1st Grade Foundational Skills Survey Blast / HD Word Progress Monitoring K-5 iReady Benchmark K-5 Wonders Data Unit assessments TK / Kindergarten - Tri-Skills	BLT members report back implementation success. Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. Use completed data cycle to inform instructional decisions for students not benefitting from core instruction
<i>April-June</i> Full implementation of expectations for teacher practice Teachers/Teams - identify third trimester standards, concepts and learning progression skills to be taught and assessed Teachers use explicit instruction with high levels of student participation Teacher/Teams communicate current unit and standards via the TPK Pacing Guide Teachers use district chapter/unit assessments and record in shared document with building Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K-5 DIBELS Benchmark assessments Data K-5 DIBELS Progress Monitoring assessments 2 - 5 Diagnostic Decoding Survey 1st - 1st Grade Foundational Skills Survey Blast / HD Word Progress Monitoring K-5 iReady Benchmark K-5 Wonders Data Unit assessments TK / Kindergarten - Tri-Skills	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction Grade level PLC+ complete data cycles and collaborate to identify instructional strategies for students not benefitting from from instruction SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document). BLT members report back implementation success. Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. Use completed data cycle to inform instructional decisions for students not benefitting from core instruction
Action Step 2 SWT 2 & 3/LAP	Increase the effective use of data to respond to student learning needs. Instructional changes are made to accommodate differences. (RTI: Response to Intervention 1.07, CRT4-5)	

SIP Template

Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
<i>August</i> Initial PLC+ Meeting: - Determine Purpose of PLC - Understanding the guiding questions - Setting or revisiting operational and process norms - determine where meetings will take place - Assign roles - Establish assessment PLC calendar that aligns with instructional calendar Teachers analyze Spring 2023 benchmark data to identify “where we are?” and “where we are going?”	Spring 2023 Dibels and iReady Benchmark data. Whole staff SBA Scores Kindergarten Jumpstart Scores Student attendance data Student behavior data	Setting and visiting PLC norms and assigned roles to be turned in Assessment PLC Calendar in TPK drive Review District scope and sequence Use Data to analyze effectiveness of instruction from Dibels, iReady, SBA and the Really Great Reading Grouping Matrix TK-5 teachers identify common data trends per grade level Spring 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet Attendance team identifies the students with frequent absences to determine the interventions for support. Social Emotional Support data team identifies school wide behavior trends to determine the interventions for support. Teachers complete the Data Analysis PLC Protocol sheet
<i>September–Mid–November</i> Teachers align the standards to the Wonders chapter/unit assessment using the backwards design process and record the chapter/unit data in the building wide data sheet Teachers analyze the Benchmark and Progress Monitoring Data	K- 5 Dibels Benchmark K - 5 Dibels Progress Monitoring 2 - 5 Diagnostic Decoding Survey	Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document). BLT members report back implementation success.

SIP Template

Teachers/Teams - identify first trimester standards, concepts and learning progression skills to be taught and assessed Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	1st - 1st Grade Foundational Skills Survey Blast / HD Word Progress Monitoring K - 5 iReady Benchmark K - 5 Wonders Data Unit assessments TK / Kindergarten - WAKids Data TK / Kindergarten - Tri-Skills	TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet. Teachers complete the Data Analysis PLC Protocol sheet per data cycle Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson standards
<i>Mid-November- January</i> Teachers use the Wonders chapter/unit assessment and record in the building wide data sheet Teachers analyze the Benchmark and Progress Monitoring Data Teachers/Teams - identify first trimester standards, concepts and learning progression skills to be taught and assessed Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K- 5 Dibels Benchmark K - 5 Dibels Progress Monitoring 2 - 5 Diagnostic Decoding Survey 1st - 1st Grade Foundational Skills Survey Blast / HD Word Progress Monitoring K - 5 iReady Benchmark K - 5 Wonders Data Unit assessments TK / Kindergarten - Tri-Skills	Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document), BLT members report back implementation success. TK-5 teachers identify common data trends per grade level for fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet. Teachers complete the Data Analysis PLC Protocol sheet per data cycle Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson standards.

SIP Template

<i>February-April</i> Teachers use the Wonders chapter/unit assessment and record in the building wide data sheet Teachers analyze the Benchmark and Progress Monitoring Data Teachers/Teams - identify second trimester standards, concepts and learning progression skills to be taught and assessed Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K- 5 Dibels Benchmark K - 5 Dibels Progress Monitoring Blast / HD Word Progress Monitoring K - 5 iReady Benchmark K - 5 Wonders Data Unit assessments TK / Kindergarten - Tri-Skills	Review PLC Norms & Expectations Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document). BLT members report back implementation success. TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet Teachers complete the Data Analysis PLC Protocol sheet per data cycle Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson
<i>April-June</i> Teachers use the Wonders chapter/unit assessment and record in the building wide data sheet Teachers analyze the Benchmark and Progress Monitoring Data	K- 5 Dibels Benchmark K - 5 Dibels Progress Monitoring 2 - 5 Diagnostic Decoding Survey	Revisit PLC Norms & Expectations to ensure consistency and continuity. Vertical PLC's - plan what is expected for the beginning of the following year.

SIP Template

Teachers/Teams - identify third trimester standards, concepts and learning progression skills to be taught and assessed Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	1st - 1st Grade Foundational Skills Survey Blast / HD Word Progress Monitoring K - 5 iReady Benchmark K - 5 Wonders Data Unit assessments TK / Kindergarten - Tri-Skills	Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student ELA data in a building-wide document). BLT members report back implementation success. TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet Teachers complete the Data Analysis PLC Protocol sheet per data cycle Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson
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SIP Template

SMARTIE Goal 2 (Math):

The percentage of students who are scoring level 1 or level 2 as measured by the state math assessment, will decrease from 53% of students in 2022 to 20% of students by 2026. Subgroup: The percentage of Hispanic students who are scoring level 1 or level 2 as measured by the state math assessment, will decrease from 64% of students in 2022 to 20% by 2026.

Action Plan

Action Step 1
SWT 2 & 3/LAP

Intentional lesson planning with standards aligned learning targets and success criteria. Students are reinforced for academic development. (Teacher Clarity 0.75, CRT 4-5)

Evidence of Implementation (Teacher Practice)	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?
<i>August</i> Teacher Clarity: Build teacher background knowledge; rationale; expectations for classroom practice Introduce Module 1 & 2 Teacher Clarity Playbook Teachers follow district Instructional Calendar	K-5 iReady Spring Benchmark Whole staff SBA Scores Kindergarten Jumpstart Scores	PLC+ teams schedule dates for data cycles & assessment review. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success.corded & collected in building-wide shared data sheet K-5 teachers identify common data trends per grade level Spring 2023 Benchmark data. Data sheets located on TPK Google Drive>Data File
<i>September-Mid November</i> Teachers/Teams - identify first trimester standards, concepts and learning progression skills to be taught and assessed Teachers use explicit instruction with high levels of student participation	K-5 iReady Fall Benchmark K - 5 Big Ideas Unit assessments TK / Kindergarten - WAKids Data	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success.corded & collected in building-wide

SIP Template

Teacher/Teams communicate current unit and standards via the TPK Pacing Guide Teachers use district chapter/unit assessments and record in shared document with building Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards		shared data sheet Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. Use completed data cycle to inform instructional decisions for students not benefiting from core instruction
<i>Mid-November- January</i> In January, teachers are introduced to Modules 3 & 4 identify success criteria and learning intentions Teachers/Teams - identify second trimester standards, concepts and learning progression skills to be taught and assessed Teachers use explicit instruction with high levels of student participation Teacher/Teams communicate current unit and standards via the TPK Pacing Guide Teachers use district chapter/unit assessments and record in shared document with building Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K-5 Big Ideas Unit assessments	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction Grade level PLC+ complete data cycles and collaborate to identify instructional strategies for students not benefiting from instruction SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success, corded & collected in building-wide shared data sheet Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. Use completed data cycle to inform instructional decisions for students not benefiting from core instruction

SIP Template

<i>February-April</i> Teachers verbally and visually communicate learning targets and success criteria to students	K-5 iReady Winter Benchmark K-5 Big Ideas Unit assessments	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction Grade level PLC+ complete data cycles and collaborate to identify instructional strategies for students not benefiting from instruction SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success.corded & collected in building-wide shared data sheet Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. Use completed data cycle to inform instructional decisions for students not benefiting from core instruction
<i>April-June</i> Full implementation of expectations for teacher practice Teachers/Teams - identify third trimester standards, concepts and learning progression skills to be taught and assessed Teachers use explicit instruction with high levels of student participation Teacher/Teams communicate current unit and standards via the TP Pacing Guide Teachers use district chapter/unit assessments and record in shared document with building Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K-5 iReady Spring Benchmark K-5 Big Ideas Unit assessments	At the end of each unit, PLC+ teams carefully analyze student assessments to identify impact of instruction Grade level PLC+ complete data cycles and collaborate to identify instructional strategies for students not benefiting from instruction SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success.corded & collected in building-wide shared data sheet Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. Use completed data cycle to inform instructional decisions for students not benefiting from core instruction

SIP Template

Action Step 2 SWT 2 & 3/LAP	Increase the effective use of data to respond to student learning needs. Instructional changes are made to accommodate differences. (RTI: Response to Intervention 1.07, CRT5)		
Evidence of Implementation (Teacher Practice)	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?	
<i>August</i> Initial PLC+ Meeting: - Determine Purpose of PLC - Understanding the guiding questions - Setting or revisiting operational and process norms - determine where meetings will take place - Assign roles - Establish assessment PLC calendar that aligns with instructional calendar Teachers analyze Spring 2023 benchmark data to identify “where we are?” and “where we are going?”	Spring iReady Benchmark data. Whole staff SBA Scores Kindergarten Jumpstart Scores	Setting and visiting PLC norms and assigned roles to be turned in Assessment PLC Calendar in TPK drive Review District scope and sequence Use Data to analyze effectiveness of instruction K-5 teachers identify common data trends per grade level Spring 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet Teachers complete the Data Analysis PLC Protocol sheet	
<i>September–Mid–November</i> Teachers use the Big Ideas chapter/unit assessment and record in the building wide data sheet Teachers analyze the Benchmark data Teachers/Teams - identify first trimester standards, concepts and learning progression skills to be taught and assessed	K - 5 iReady Benchmark K - 5 Big Idea Unit assessment TK / Kindergarten - WAKids Data	Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success.	

SIP Template

Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet. Teachers complete the Data Analysis PLC Protocol sheet per data cycle Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson standards	TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet. Teachers complete the Data Analysis PLC Protocol sheet per data cycle. Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson standards.
<i>Mid-November- January</i> Teachers use the Big Ideas chapter/unit assessment and record in the building wide data sheet Teachers analyze the Benchmark and Data Teachers/Teams - identify second trimester standards, concepts and learning progression skills to be taught and assessed Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K - 5 Big Idea Unit assessment	Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success. TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet. Teachers complete the Data Analysis PLC Protocol sheet per data cycle. Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson standards.
<i>February-April</i> Teachers use the Big Ideas chapter/unit assessment and record in the building wide data sheet Teachers analyze the Benchmark and Progress Monitoring Data Teachers/Teams - identify second trimester standards, concepts and learning progression skills to be taught and assessed	K - 5 iReady Winter Benchmark K - 5 Big Ideas Unit assessment	Review PLC Norms & Expectations Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success.

SIP Template

Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards		TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet Teachers complete the Data Analysis PLC Protocol sheet per data cycle Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson
<i>April-June</i> Teachers use the Big Ideas chapter/unit assessment and record in the building wide data sheet Teachers analyze the Benchmark Data Teachers/Teams - identify third trimester standards, concepts and learning progression skills to be taught and assessed Teacher use data to identify what students already know and need to know to meet standards Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards	K - 5 iReady Spring Benchmark K - 5 Big Idea Unit assessment	Review PLC Norms & Expectations Vertical PLC's - plan what is expected for the beginning of following Teams record and collect in a shared file progress towards district instructional calendar in the TPK pacing document. SIP/BLT review bi-monthly team's record of (TPK Pacing guide, PLC Notes, Student math data in a building-wide document). BLT members report back implementation success. TK-5 teachers identify common data trends per grade level fall 2023 benchmark data. Data sheets located on TPK Google Drive>Data File Building-wide shared data sheet Teachers complete the Data Analysis PLC Protocol sheet per data cycle Teachers use key conclusions from Data Analysis PLC Protocol sheet to create review/reteach CORE lesson

SMARTIE Goal 3 The percentage of students displaying defiance, insubordination, and non-compliance as measured by SWIS teacher referrals, will decrease from 17.3% of overall referrals in 2022 to 7.3% of overall referrals in 2026.			
Action Plan			
Action Step 1 SWT 2 & 3/LAP	Use culturally responsive teaching practices to create a classroom culture of respect by teaching responsibility, independence, and self-regulation strategies consistent across the school. (Cel5D+ Classroom Routines & Rituals), CRT1-3, 6 & 7)		
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?	
<i>August</i> Teachers implement Belong Partners Pacing Guide Master schedule leaves time for class meeting Staff are shown building-wide behavior data process and expected to complete Behavior Referral Form (pink)	SWIS data from previous year Behavior Forms data Reviewing the Belong Partners Pacing Guide	Belong Partners data team monthly meetings	
<i>September-Mid-November</i> Teachers utilize the BELONG Partners Pacing Guide to create and foster a classroom connected community Teachers explain that the “cool down” Space is a safe way to regulate instead of “being in trouble”	SWIS Data Behavior Forms Data	The class is beginning to feel like a connected community Students utilize the cool down space as a safe way to regulate within the classroom Students refer to their classroom agreements to follow routines	

SIP Template

Teachers hold 20-30 minute class meetings with practice problems (3x weekly or more) - Teacher and students create Community Agreements - Teachers introduce and practice “Brain in the Hand” with students - teach and practice Bugs and Wishes lesson/ Glad, mad, sad, scared lesson - Wheel of Choice lesson - Responding in a helpful way lesson - Review and practice self-regulation strategies Whole class takes brief self-regulation breaks at least every hour, with student leadership		Students understand and demonstrate how to use “Brain in Hand” Students use Bugs and Wishes or have established ways to solve small problems Students are generally skilled at listening to each other & using helpful not hurtful language Students demonstrate individually chosen and practiced self-regulation strategies Students are leading class regulation breaks
<i>Mid-November- January</i> Review agreements to reinforce community and routines Teacher holds class meetings with real group and/or individual problems (3x a week or more) - review skills taught in prior class meetings Teachers are reinforcing and reviewing self-regulation strategies to increase student independence Whole class takes brief self-regulation breaks at least every hour, with student leadership	SWIS Data Behavior Forms Data	Class community is re-connected, agreements feel solid, routines are in place Students refer to their classroom agreements to follow routines Students use their problem solving skills and strategies during and outside of class meetings Students are proficient at helpful not hurtful communication Students self-monitor or remind one another of community agreements Students demonstrate individually chosen and practiced self-regulation strategies Students are leading class regulation breaks
<i>February-April</i> Review agreements to reinforce community and routines Teacher facilitates student-led class meetings with real group and/or individual problems (3x a week or more)	SWIS Data Behavior Forms Data	Students will be able to express a problem and work through the issue in a positive way. Class community is connected, agreements are solid, routines are in place

SIP Template

- review skills taught in prior class meetings Teachers are reinforcing and reviewing self-regulation strategies to increase student independence Whole class takes brief self-regulation breaks at least every hour, with student leadership		Students refer to their classroom agreements to follow routines Students use their problem solving skills and strategies during and outside of class meetings Students are proficient at helpful not hurtful communication Students self-monitor or remind one another of community agreements Students demonstrate individually chosen and practiced self-regulation strategies Students are leading class regulation breaks
<i>April-June</i> Review agreements to reinforce community and routines Teacher monitors student-led class meetings with real group and/or individual problems (3x a week or more) - review skills taught in prior class meetings Teachers are reinforcing and reviewing self-regulation strategies to increase student independence Whole class takes brief self-regulation breaks at least every hour, with student leadership	SWIS Data Behavior Forms Data	Students will lead a class meeting Class community is connected, agreements are solid, routines are in place Students refer to their classroom agreements to follow routines Students lead class meetings with roles, agendas, and problem solve active problems Students use their problem solving skills and strategies during and outside of class meetings Students are proficient at helpful not hurtful communication Students self-monitor or remind one another of community agreements Students demonstrate individually chosen and practiced self-regulation strategies Students are leading class regulation breaks

SIP Template

Action Step 2 SWT 2 & 3/LAP (Building Culture)	Building-wide systems and routines are managed with firm and consistent, caring control (Principle 6: Howard-Deep Equity, CRT1-3, 6 & 7)		
Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year	Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?	Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?	
<i>August</i> Staff will create consistent, common, expectations for behavior in common areas of the building Staff will implement consistent, common. expectation behaviors in common areas of the building <u>document</u> A team (SEL Data team) will be formed that meets monthly to monitor, discuss, analyze, and problem-solve building-wide behavioral data. SWIS software is used to organize and graph the behaviors by location, time, and student.	Office referral information. Office referral data can be analyzed regularly to observe patterns of behavior SEL Data team uses SWIS drilled down by location to identify student behavior patterns	Visual display of the expectations must be posted building wide. (Tiger Pledge, PLAN, 3R's Posters, Voice Levels, Daily Schedule, Classroom Agreements) Tiger Pledge self-evaluation form created by the SIP team using 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort	
<i>September-Mid-November</i> Teachers will Explicitly teach and maintain school-wide systems. <u>document</u> following the ES instructional scope and sequencer to their students.	SEL Data team uses SWIS drilled down by location to identify student behavior patterns Tiger Pledge self-evaluation data sheet	Sept: Introduce and review the Tiger Pledge and the Tiger Pledge self-evaluation form Oct: review the Tiger Pledge and complete the first Tiger Pledge self evaluation form Nov: Continue to review the Tiger pledge	

SIP Template

<i>Mid-November- January</i> Review Particular Routines: ● Nov. - Recess Routines and Rules ● Dec. - Substitute Expectations & Responding to Adults ● Jan. - Review expectations for walking in the halls, including stairways	SEL Data team uses SWIS drilled down by location to identify student behavior patterns Tiger Pledge self-evaluation data sheet	Nov: Review Recess Routines and rules and class self-evaluates using the Tiger Pledge self-evaluation form 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort Dec: Review Substitute Expectations & Responding to Adults and class self-evaluates using Tiger Pledge self-evaluation form 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort Jan: Review Expectations for walking in the halls, including stairways, and class self-evaluates using Tiger Pledge self-evaluation form 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort
<i>February-April</i> Review Particular Routines: ● Feb. - Recess Routines and Rules ● Mar. - Transitions - Data driven for location focus	SEL Data team uses SWIS drilled down by location to identify student behavior patterns Tiger Pledge self-evaluation data sheet	Feb: Review Recess Routines and Rules and class self-evaluates using Tiger Pledge self-evaluation form 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort Mar: Review transitions and class self-evaluates using Tiger Pledge self-evaluation form 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort
<i>April-June</i> Review Particular Routines: ● Apr. - Recess Routines and Rules ● May. - Walking in the halls including stairways	SEL Data team uses SWIS drilled down by location to identify student behavior patterns Tiger Pledge self-evaluation data sheet	Apr: Review Recess Routines and rules and class self-evaluates using Tiger Pledge self-evaluation form 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort May: Review Walking in the Halls, including stairways, and class self-evaluates using Tiger Pledge self-evaluation form 4 point likert scale: Tiger Pledge: Safe, Respectful, Responsible, Best Learning Effort

SIP Template

Implementation and PD Calendar for 2023 - 24 - **SWT 2 & 3/LAP** Note dates and focus of PD/support, Staff Meetings, PLC+, BLT

Month	Building 28+6 principal's hours	Staff Meetings	PLC+	BLT Meetings	Title/LAP Resources to Support PD
June	6/14 SIP Introduction of New Plan				
August	8/28 Start-up 7 hours Goal 3: CRT - Welcome: Building Tour - New Technology - Gavin Lee - SEL Systems Overview - o Belong Pacing Guide - o Behavior Reporting (pink form) - o Expectations for student behavior 8/29 District PLD 2 days (Aug 29 & 30) 8/30 District PLD 8/31 Launch SIP - PLC+ Guiding questions, processes & norms - Assign Roles - Determine team purpose and establish a PLC Assessment calendar Teacher Clarity: - Unpack Instructional calendar & tri 1 standards - Build background knowledge for Clarity Playbook Module 1 p.7 Module 2 Learning progressions (I do, we do)	8/14-15 Kim Sutton <u>8/14-8/15- Rooted Relationships: Growing Equitable Communities-</u>	8/17 Admin/Title/IS Combo - Planning Forward Meeting 8/24 BLT & SIP Team SIP goals & implementation plan Plan Plan Oct, Nov, Dec PD	Purchase: - Teacher Clarity Purchase -PLC+ Playbook for new hires - PLC+ A playbook for Instructional Leaders - Gary Howard - Deep Equity New staff - <u>8/14-8/15- Rooted Relationships: Growing Equitable Classroom Communities-</u> Positive Discipline	
September	9/20 (1.5 hr) Goals 1&2: Staff PD <i>Teacher Clarity Playbook</i> p.7 you do Module 2, learning progressions, p. 17 <i>SOR</i> 10 RGR essentials, instructional calendar Dibels Data Review Self-regulation strategy	9/13 Start of Year Goal 3: CRT Pacing Guide review Calm down space Class agreements Brain in palm of hand	9/18 Display Spring data Explain Benchmark testing Building-wide data sheet explained 9/25 Teams mark status in pacing guide-at-a-glance Expectation of teams to record PM ELA & Math Data Sheets	9/18 BLT & SIP Team Share SIP goals & implementation plan Plan Oct, Nov, Dec PD B. Data Team goals shared	Title Family Night 9/14 New Teacher Mtg. 9/28 New Teacher Mtg

SIP Template

October	10/18 (1.5 hr) Goals 1&2: Teacher Clarity Staff PD <i>Teacher Clarity Playbook</i> Modules 1&2 You do, independent practice p. 17 new standard PLC+ Protocol with iReady	10/11 Goal 3: CRT Follow up on 9/13 PD Self-regulation Bugs and Wishes Tiger Pledge Self-evaluation form SEL Data Team share	10/9 Teams mark status in pacing guide-at-a-glance Analyze Fall Benchmark Data using PLC+ protocol 10/16 Question 1: Where are we going? Analyze standards 10/30 Identify what students know and need to know	10/23 BLT Debrief PD Plan/ Analyze Fall Benchmark Data B. Data Team Update	10/12 New Teacher Mtg 10/26 New Teacher Mtg
November	11/15 (1.5 hr) Goals 1&2: Staff PD <i>Teacher Clarity Playbook</i> Modules 3 Introduction Independent practice pgs. 17 & 27 (I do, we do) Tri 2 calendar	11/8 Goal 3: CRT Climate Community and Parent Conference review class agreements recess rules SEL Data Team share	11/20 Question 2: Where are we now? Data Collection Assessments, Grading and team alignment on data Teams mark status in pacing guide-at-a-glance Teams record PM Data in sheets	11/27 BLT & SIP Team SIP Implementation Check Debrief PD Plan B. Data Team Update	11/9 New Teacher Mtg
December	12/13 (1.5 hr) Goals 1&2: Staff PD <i>Teacher Clarity Playbook</i> Reviewing and Introduce module 4 we do .38 we do. p. 39 Self-regulation strategy 3 Goal 3: CRT Problem solving skills and strategies substitute SEL Data Team share		12/4 Teams mark status in pacing guide-at-a-glance Question 1: Where are we going Tri2? Analyze standards 12/11 Analyze Grade Level unit assessment. Teams record PM Data in sheets	12/18 BLT SIP Implementation Check B. Data Team Update	12/7 New Teacher Mtg
January	1/24 (1.5 hr) Goals 1&2: Staff PD <i>Teacher Clarity Playbook</i> Review module 4, you do. 39 PLC+ protocol with Dibels Data	1/17 Mid-Year SIP Implementation Reflection, Review SEL Data Team share walking hallways Helpful, not hurtful	1/22 Teams mark status in pacing guide-at-a-glance Teacher Clarity: identify standards and key concepts Teams record PM Data in sheets K-2 teacher clarity 3-5th SBA Prep	1/29 BLT & SIP Team Mid Year Goals Check / Evaluate am PD sessions/ Title Review Plan Feb, March PD	1/11 New Teacher Mtg
February	2/28 (1.5 hr) Goals 1&2: Staff PD <i>Teacher Clarity Playbook</i> Review Module 1 - 4, you do. p.39 Tri 3 calendar PLC+ protocol with iReady Data	2/14 Goal 3: CRT Student lead self-regulations recess routines and rules SEL Data Team share	2/5 Teams mark status in pacing guide-at-a-glance Analyze grade level unit assessment with PLC+ protocol. Teams record PM Data in sheets	2/26 BLT Analyze Winter benchmark B. Data team Update	2/8 New Teacher Mtg

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March	3/20 (1.5 hr) PD <i>Teacher Clarity Playbook</i> Review module 4, you do. 39 Model of student led class meeting Teacher use the data analysis protocol to supplement lessons to review or reteach	3/13 Goal 3: CRT SEL Data Team share Helpful, not hurtful Transitions	2/12 use data to identify what students already know and need to know to meet standards 3/4 Question 2: Where are we now? Data Collection Assessments, Grading and team alignment on data. Teams record PM Data in sheets 3/18 Teams mark status in pacing guide-at-a-glance Question 1: Where are we going Tri3? Analyze standards	3/25 BLT & SIP Team Debrief 2/28 PD/ B. Data Team Update SIP Implementation Check/ Review Implementation & plan Apr. May, & June PD	3/7 New Teacher Mtg
April	4/17 (1.5 hr) PD <i>Teacher Clarity Playbook</i> Review module 4, you do. 39 Teacher use the data analysis protocol to supplement lessons to review or reteach	4/3 Goal 3: CRT SEL Data Team share Problem solving strategies Recess routines and rules	4/1 Guiding Question 3: How do we move learning forward? Strengthening our teaching practice. 4/22 Teams record PM Data in sheets Teams mark status in pacing guide-at-a-glance 4/29 Guiding Question 3: How do we move learning forward? Strengthening our teaching practice.	4/29 BLT Debrief 4/17 PD Plan 4/22 Staff mtg	4/4 New Teacher Mtg
May	5/15 (1.5 hr) PD <i>Teacher Clarity Playbook</i> Review module 4, you do. 39 Teacher use the data analysis protocol to supplement lessons to review or reteach	5/8 Goal 3: CRT SEL Data Team share walking hallways	5/13 Teams mark status in pacing guide-at-a-glance 5/20 Teachers use PLC+ data analysis protocol with assessment data to determine when and how to supplement CORE lessons to review and reteach standards. Teams record PM Data in sheets	5/20 BLT & SIP Team Evaluate am PD sessions/ Title Review Plan year end and plan for SIP year 2 5/29 Debrief 5/15 PD/ finalize plan for Year 2	5/9 New Teacher Mtg
June	6/12 Closing - (1.5 hr) SIP PD: Review, Reflect Impact of Implementation Year 1 & Plan Year 2	6/5 Goal 3: CRT SEL Data Team share	6/10 Question 2: Where are we now? Data Collection Assessments, Grading and team alignment on data	6/17 BLT Benchmark Data Review Celebrate	

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

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.

Executive Summary

Demographic data ([Data Link](#))

Write a summary analysis of the changing demographics of your students. This analysis should include data for at least 5 years in order to identify trends.

Terminal Park Elementary serves an ethnically, linguistically, and socioeconomically diverse population. Terminal Park has a current Pre K-5 student population of approximately 320 students, which has decreased from 534 in 2018, a decrease of 214 students. This decrease can be accounted for in large part due to district boundary shifts in preparation for construction of a new school building. Further, one of three HighCap classrooms was moved to another school in order to support program growth. In 2022-23, the school added a Transitional Kindergarten classroom which serves 4-year old students who have had no previous preschool or daycare experience. In the 2023-24 school year, the school will transition back to a new building and increase in student population as boundaries are shifted once again bringing students from neighboring schools to increase the school population to approximately 500 students. During this time, ethnic diversity continues to evolve with the school having a non-white population of 71.2%. Our Hispanic/Latino population increased from 22% in 2018 to 29% in 2022. Our Asian population has also increased from 4% to 10% over the same time period. Our white population has decreased from 39% to 28.2%. All other ethnicities have remained essentially the same during this time.

Discipline ([Data Link](#))

Write a summary analysis of your students' discipline trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to identify trends over time.

In November 2022, the Terminal Park Staff reviewed discipline data inputted by professional staff into the SWIS Data System since 2018. It is important to note, that every minor and major discipline incident is entered into SWIS. This results in a number of reported incidents that are significantly larger than one would typically see for an elementary school. This data, while large, allows the school to be very specific in response to behavior.

In 2018, there were significant behavioral challenges with 1,200 behavior referrals. As a result, Terminal Park has invested considerable time and resources towards improving student behaviors. This effort included Positive Behavioral Interventions and Supports (PBIS), bully prevention lessons with Second-Step, and partnership with Sound Discipline to facilitate a data-team to identify and implement solutions to address systemic patterns. The partnership with Sound Discipline has transformed and refined how staff identify and respond to major and minor student incidents. Further, staff have vested time in creating materials that focus on fostering inclusive a school-wide culture that promotes student agency and well-being. Staff and students have created videos to demonstrate self-regulation techniques. Increase in staffing, including a full-time AP and BIS created greater capacity to respond to negative student behaviors.

Overall, the number of behavior referrals has decreased from 1200 to 750 from 2018 to 2022. Month to month, Black and Hispanic/Latino students continue to be identified as having slightly more behavior referrals than the percentage of

SIP Template

students in the school. It is noted that a large percentage of behavior referrals are generated by a relatively small number of students. One Pacific Islander student accounts for 15% of all school referrals which skews that ethnic data so that Pacific Islander/Hawaiian students are represented as having a very high percentage of behaviors when compared to their overall percentage of the school population. Ten students accounted for approximately 60% of all office behavior referrals.

Attendance ([Data Link](#))

Write a summary analysis of your students' attendance trends. Disaggregate your data by ethnicity and other subgroups in your school. Include multiple years to look for trends over time.

Attendance data for Terminal Park Elementary has shifted significantly before and after the COVID pandemic. Prior to the pandemic, the amount of students "on track" for attendance risk consistently stayed in the 40-50% range. Students with minor risk also remained consistent, ranging from 27-33%, while students at risk range from 24-31%. Data collected after the pandemic indicates that Terminal Park shares attendance rates consistent with the rest of the district. A dedicated attendance team works daily to support student attendance through a variety of tools including ongoing communication, community boards and picking up students from home when a parent is unavailable.

DIBELS ([Data Link](#))

Write a summary analysis of your students' DIBELS data. Disaggregate your data by subgroups. Include multiple years to identify trends over time.

The Dynamic Indicator of Early Literacy Skills (DIBELS) is a nationally-normed fluency assessment administered to all Terminal Park students three times a year and monthly for progress monitoring. Data from the assessment is used to define the scope and scale of support students will receive to ensure they meet grade level standards by the end of the school year. Terminal Park was a pilot school for science-based reading curriculum and instructional tools which are used strategically with ongoing conversations about student progress being central to the effort. Individual student progress is communicated to parents at least three times a year. Historically overall trends suggest that the percentage of students at the benchmark at the start of the year remains the same, or with fewer students meeting the benchmark in the middle of the year. In spring of 2019, an average of 30% of students remained intensive and in the spring of 2022, 35% remained intensive. Historically, for oral reading

- Low income students (HHI)
- ML students had a
- SWD students
- Hispanic/Latino students
- Black students

iReady (Reading [Data Link](#) and Math [Data Link](#))

Write a summary analysis of your student's data. Disaggregate your data by ethnicity. Include multiple years to identify trends over time.

The iReady Reading and Math Diagnostic test is given to first through fifth grade students at Terminal Park in the fall, winter, and spring to measure student progress and diagnose needs. Kindergarten is given the test in winter and spring. iReady is used as a benchmark test to determine student progress towards end of year reading and math goals.

iReady Reading:

- In 2021-22 iReady, the average percentage of Tier 1 (grade level) students in reading for all grade levels is 35%
- iReady, Tier 1 students percentage is declining in subsequent years: 2019-20 winter: vocabulary 45%, lit comp. 50%, informational 4; In 2021-22 winter: vocabulary 36%, lit comp. 43%, informational 34%

SIP Template

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- In the spring 2022 school year, 111 ML students tested and 77% were below grade level- tier 2 or 3
- In the spring 2022 school year, 107 Hispanic / Latino students tested and 64% were below grade level- tier 2 or 3
- In the spring 2022 school year, 39 black students tested and 64% were below grade level- tier 2 or 3

iReady Math

- In 2021-22, The average percentage of Tier 1 students in math for all grade levels is 38%
- In 2021-22, geometry continues to be the area of lowest total number of students meeting grade level expectations in Winter data. (2021-22 36%, 2020-21 36%, 2019-20 41%)
- In the spring 2022 school year, 110 ML students tested 78% were below grade level
- In the spring 2022 school year, 106 Hispanic / Latino students tested and 67% were below grade level- tier 2 or 3
- In the spring 2022 school year, 39 black students tested and 77% were below grade level- tier 2 or 3

SBA ELA ([Data Link](#))

Write a summary analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance Gaps. Use 2022 SBA as your baseline data

With the 2022 school year as baseline, trend data is not included in this summary. Results between grade levels vary between 3rd grade and 4th and 5th, with 4th and 5th grades including scores of students in the STEP, gifted education classrooms. The results of 2022 SBA testing in ELA show that only 17% of students are meeting standard in 3rd grade, 54% meeting standard in 4th grade, and 56% meeting standard in 5th grade.

- Low income students (HHI) had 16% meet standard in 3rd grade, 36% in 4th, and 36% in 5th.
- ML students had a 8% meeting standard in 3rd grade, 10% in 4th, and 11% in 5th.
- SWD students had 11% meet standard in 3rd grade, 8% meet standard in 4th grade, and 17% meet standard in 5th grade.
- Hispanic/Latino students had 12% met standard in 3rd grade, 47% in 4th grade, and 32% in 5th.
- Black students had 0% meeting standard in 3rd grade, 67% in 4th grade, and 33% in 5th

SBA Math ([Data Link](#))

Write a summary analysis of your school's SBA data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance Gaps. Use 2022 SBA as your baseline data

With the 2022 school year as baseline, trend data is not included in this summary. Like in ELA, results between grade levels vary between 3rd grade and 4th and 5th, with 4th and 5th grades including scores of students in the STEP, gifted education classrooms. The results of 2022 SBA testing in math show that only 26% of students are meeting standard in 3rd grade, 55% meeting standard in 4th grade, and 50% meeting standard in 5th grade.

- Low income students (HHI) had 22% meet standard in 3rd grade, 40% in 4th, and 29% in 5th.
- ML students had a 15% meeting standard in 3rd grade, 5% in 4th, and 7% in 5th.
- SWD students had 0% meet standard in 3rd grade, 16% meet standard in 4th grade, and 28% meet standard in 5th grade.
- Hispanic/Latino students had 32% met standard in 3rd grade, 53% in 4th grade, and 32% in 5th.
- Black students had 0% meeting standard in 3rd grade, 33% in 4th grade, and 26% in 5th

WCAS (Washington Comprehensive Assessment of Science) ([Data Link](#))

Write a summary of the analysis of your school's data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

SIP Template

The Washington Comprehensive Assessment of Science (WCAS) measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). All students are assessed on their knowledge of the standards through the WCAS in grades 5.

- The percentage of overall students who were scoring level I or level II on the WCAS was 48% in the 2021-22 school year.
- The percentage of Hispanic / Latino students who were scoring level I or level II on the WCAS was 70% in the 2021-22 school year.
- The percentage of black students who were scoring level I or level II on the WCAS was 77% in the 2021-22 school year.
- The percentage of SWD students who were scoring level I or level II on the WCAS was 100% in the 2021-22 school year.
- The percentage of ML students who were scoring level I or level II on the WCAS was 100% in the 2021-22 school year.

Multilingual Learner Data (include WIDA) [\(Data Link\)](#)

Write a summary analysis of your school's ML student achievement in ELA, math, and science. Also, include achievement over time of WSIF ML percent met standard and percent progressing

In the 2021-22 school year, Count Suppressed students were expected to take the English language proficiency assessment WIDA in Terminal Park Elementary School. <3% of students transitioned out of services, while 44.1% made progress toward proficiency.

Students with Disabilities [\(Data Link\)](#)

Write a summary of the analysis of your school's SWD student achievement in ELA, math, and science.

ELA

- For the ELA SBA, 89% of SWD students were level I and II.
- For iReady reading, 86% of SWA students were below grade level for the 2021-22 school year

Math

- For the math SBA, 88% of SWD students were at level I and II
- For iReady reading, 84% of SWA students were below grade level for the 2021-22 school year

CEE Perceptual Survey [\(Data Link\)](#)

Write a summary of the analysis of your school's CEE Perceptual Survey data. Include data from all three surveys: staff, parent and student. Include comparisons of multiple years.

The overall climate among staff is marked by a strong willingness by staff to work at changing the school for the better, while not trusting that their peers are willing to do the same. In the past two years, there has been a significant turnover in staff which will make the next CEE survey significant.

Budget (Combined Funding Matics) – SWT- 4/LAP *Insert Budget Table here.*