

Continuous Improvement Process Plan

Carl Sandburg Elementary

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2016 -
2017



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Lake Washington School District

2016 - 2017

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

School Mission

As a school community we are committed to educate, support, and inspire every student to ensure their endless possibilities. We expect all students to reach or surpass grade level standards given comprehensive instruction, district aligned curriculum, and targeted and timely intervention and enrichment. Our students benefit from the collaborative efforts of both staff and parents.

Description

Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg Elementary community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum, and are strategically exposed to the responsibilities of global citizenship. Our 453 students are motivated to achieve in both arenas. They come from well-educated families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, recycle and compost, and complete monthly service projects to benefit the Kirkland community. Carl Sandburg students were recently recognized for their contributions by receiving the Tier 4 King County Green Schools Award and also had the grounds certified by National Wildlife Federation as a Certified Wildlife Habitat! In partnership with Discovery Community School, they have been recognized with a Washington State Green Leader Award for its progress toward reducing environmental impact and costs. We were also awarded the Washington Achievement Award for the third consecutive year. This is an extraordinary accomplishment and is a direct reflection of the hard work of our students, the dedication of our teachers, and the support and guidance of our parents.

The Carl Sandburg staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. Classroom doors are open to team members and teachers throughout the district. Our trust and respect for one another allows de-privatization to flourish. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance based process to become National Board Certified.

Year In Review 2015-16

The CIP is developed and reviewed by all teachers in a school wide response to our student achievement and perception data. Teachers met in August to review multiple measures of student achievement. This included report card, common district assessments, DIBELS indicator of reading readiness, and student outcomes on the SBA state assessment in the areas of Literacy, Math, and Science. This review and reflection process, in conjunction with September baseline data, guided teachers as they developed goals for the 2016-17 CIP in October.

Teacher grade level teams reflected and refined our use of the Data Team Process. This involved removing redundancy and making use of excel documents to track student growth. We continued to create and administer common formative assessments, analyze student performance data, and complete action research on instructional strategies. Data informed instructional decisions and resulted in measurable student growth in all content areas.

The school day was structured to include daily, targeted support for every student during a 30-40 minute dedicated WINN (What I Need Now) instructional block. Building resources were directed to support this dedicated instructional time. Every grade level received an instructional assistant and push in Safety Net services for small group instruction at every grade level.

Vertical teams met three times during the year. On one occasion this included the FHMS teachers meeting with our 5th grade team to better understand the essential learning our students would need to be ready for success at the middle school level.

Our 5th grade class approached or surpassed our annual CIP goals. In this cohort, 98% met or exceeded standard in science on the MSP. Teachers attributed student growth to teacher-student relationships, timely and specific feedback and instruction, and selection of proven effective instructional strategies. Our results from the SBA indicate that 90% of our 5th graders were proficient in ELA and 77% were proficient in math. This performance was also reflected in our report card data.

The new CCSS set clear and rigorous expectations for student learning. Our fourth grade students reached or exceeded standard at 79% in ELA, 71% in math using the SBA.

Although scores do not show all students at standard, pre and post testing of new skills indicates a high rate of growth.

Teachers embrace and implement strategies proven to have the most powerful impact on student learning. They share student data openly and band together to insure that all students experience a high rate of growth. We are proud of the combined efforts of staff, parents, and students to improve student achievement.

2015-2018 PERFORMANCE TARGETS

| | Indicators <i>Note: Indicators based on state assessments</i> | Baseline Performance 2014-15 | | Current Performance 2015-16 | | Target Performance 2018 | |
|---|---|---------------------------------|--------|--------------------------------|--------|----------------------------|--------|
| | | District | School | District | School | District | School |
| Early Literacy Development | % of Kindergarteners at benchmark on End-of-Year Literacy assessment | 87.3% | 86.3% | 88.3% | 92.5% | 95.0% | |
| 3rd Graders' on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | 78.6% | 76.3% | 81.4% | 77.9% | 91.0% | |
| | % of 3 rd graders meeting or exceeding state standards in Math | 80.5% | 77.9% | 82.8% | 88.2% | 92.0% | |
| 5th Graders' on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | 84.1% | 90.4% | 85.3% | 91.0% | 92.0% | |
| | % of 5 th graders meeting or exceeding state standards in Math | 72.7% | 77.3% | 72.9% | 78.4% | 90.0% | |
| | % of 5 th graders meeting or exceeding state standards in Science | 86.9% | ≥95% | 88.2% | 94.1% | 95.0% | |

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| Early Literacy Development | % of K-2 at benchmark on End-of-Year Literacy assessment | K | 86.3% | 92.5% | | | | | |
| | | 1 st | 84.2% | 74.7% | | | | | |
| | | 2 nd | 89.7% | 90.4% | | | | | |
| 3 rd Graders' on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | | 76.3% | 77.9% | | | | | |
| | % of 3 rd graders meeting or exceeding state standards in Math | | 77.9% | 88.2% | | | | | |
| 4 th Graders' on Track for Success | % of 4 th graders meeting or exceeding state standards in Literacy | | 79.4% | 85.5% | | | | | |
| | % of 4 th graders meeting or exceeding state standards in Math | | 70.5% | 84.0% | | | | | |
| 5 th Graders' on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | | 90.4% | 91.0% | | | | | |
| | % of 5 th graders meeting or exceeding state standards in Math | | 77.3% | 78.4% | | | | | |
| | % of 5 th graders meeting or exceeding state standards in Science | | ≥95% | 94.1% | | | | | |

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

| | Goal | Achievement <small>(Achievement Level Descriptor)</small> |
|--|--|---|
| Literacy: K-2 Reading | 80% of students will be proficient as measured by the DIBELS EOY measure | 89.2 %met or exceeded standard |
| Literacy: 3-5 ELA | 82% of students will meet or exceed proficiency on the SBA in ELA. | 85.71% met or exceeded standard. |
| Math: 3-5 Math | 81% of students will meet or exceed proficiency on the SBA in math. | 82.85% met or exceeded standard. |
| Science: 5th Science | 81% of students will meet or exceed proficiency on the MSP in science. | 94% met or exceeded standard. |
| Achievement Gap | 63%, 21/34 (Sandburg) and 3 /4 (DCS) students will meet or exceed the grade level benchmark goal for oral reading fluency as measured by DIBELS (BOY, MOY, EOY) and SBA. | 67% met or exceeded the grade level benchmark standard. |
| School Effectiveness: | Improve from 41% agree completely that staff feel safe to express their ideas and opinions with one another to 80% agree completely. | 53% agree completely, 92% agree mostly or completely. |
| Attendance and Discipline: | Discipline: 75% or fewer teachers will agree that there are significant discipline issues taking place during recess (a decrease of 25%) Attendance: 9 identified students trending greater than 20% absenteeism rates for reasons other than family vacation or family emergency will have no greater than 10% absenteeism for reasons other than family vacation or family emergency. | Discipline: 96% agree mostly or completely that discipline problems are managed well; perceived loss of instructional time decreased from 44% to 35% of teachers reporting no loss of instructional time due to recess/lunch discipline problems. Attendance: 8 of 9 students met the goal. One student left the school. A new student added in January did not meet the goal. |

Narrative Reflection:

| Narrative Reflection | |
|----------------------------------|--|
| Process: | <p>In June 2016 we reviewed end of year data in grade level teams. Our August Data Wall analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. We identified an achievement gap among our students with Safety Net services and determined this would be a valuable area for focus. Digging into the data over two sessions prepared teachers for setting grade level goals in Literacy, Math, and Science.</p> <p>We continued to hone our skills in the Data Team process and maintained a practice of meeting 2 or more times monthly to engage in the cycle of inquiry for both CIP goals and other content area standards. This process included regular intervals of reflection and analysis. Although we continued to implement common WINN time of 30 minutes or more for every grade level paired with IA support, it was challenging to coordinate IA support on a shared basis. When IA time was shared or rotated, teachers spent too much time orienting the IA to the instructional work they were expected to implement.</p> |
| Literacy: K-2 Reading | <p>In the 2015-16 school year, 89.2% of students met or exceeded standard. The second grade class exceeded their goal of 90% students at or above standard on oral reading fluency by 4 %. At the end of the year, 94% of all second graders were at or above standard in oral reading fluency based upon DIBELS assessment. This means that 91 of our 97 students were at or above standard. Of the 6 students who were not at standard, 3 of these students were approaching standard. Students who were not at standard were supported by teacher re-teaching within the classroom and small group instruction, as well as Safety Net, ELL, and Special Education services. First grade students exceeded the goal of 75% proficiency in literacy with 81% of first grade students meeting the reading benchmark as measured by the end year DIBELS assessment. The goal of 75% was selected based on end of kindergarten DIBELS scores. Students exceeded the goal of 75% in <u>all</u> areas of the DIBELS assessment: Non-sense Word Fluency (90%), Oral Reading Fluency (79%), and Retelling (95%). As a team, they find cause to celebrate the growth of students' ability to read non-sense words as whole words with fluency. The grade level goal last year was that 80% of students would be proficient in all DIBELS areas. The EOY data was 93% proficient! Kindergarten assessment measures were the PSF and NWF from the DIBELS toolkit for the baseline and EOY assessments. Kindergarten students became more fluent in Phoneme Segmentation and isolating individual sounds. More students were proficient in early literacy skills than we anticipated when reflecting on beginning of the year data. Extensive team collaboration supported student progress and achievement.</p> |

**Literacy:
3-5 ELA**

Our overall achievement for the 3rd-5th grade band was 85.71% met or exceeded standard. We exceeded our grade level ELA goal with 90% of 5th graders at or above standard as measured on the SBA Summative Assessment. The area selected was key ideas and details of fictional/non-fictional text because this strategy provides a solid foundation for comprehension. This cohort needed both teaching and enrichment in deciphering main ideas from details. Teachers will continue to support in reading in this strand to foster deeper understanding of various texts. Carl Sandburg 2015-2016 4th graders met the goal of 87% of students at or above standard in literacy on the SBA. We based our goal on the 3rd grade SBA scores. The scores indicate that our students were equally successful in all literacy sub tests. We anticipated that the writing scores would be lower than the overall reading scores, however, the results indicate they were fairly close. Among 3rd graders, we noticed the ELA scores were lower than our typical scores. Looking at our overall achievement, listening and research were much stronger than reading and writing. About half of the students scored level 4 in all areas of the ELA test. Several students missed meeting standard by only a few points. When comparing the ELA test to the report card, we found more students got a 4 on the test but were at or approaching standard on the report card. Our baseline assessment was the Reading Wonders Fluency Assessments. Our end of the year assessments was the Reading Wonders End of Topic Tests for Literature and Informational texts.

**Math:
3-5 Math**

Our overall achievement for the 3rd-5th grade band was 82.5% met or exceeded standard, slightly above our goal. Looking at individual grade levels, only 78% of 5th graders were at or above standard as measured on the SBA Summative Assessment. The area selected was numbers and operations in base ten because number sense is a key foundational skill that is needed to be successful in all math subject areas. This cohort needed both teaching and enrichment in basic number operations. Teachers will continue to support in this category as well as providing additional support to maintain retention in the numbers and operations component. 90% of our 4th grade students passed the Math SBA. We focused on computation and students were more accurate and confident, thus improving the Concepts and Procedures area of the test. That group of students was stronger in Math than Reading and Writing. Our baseline assessments were the Envision Placement test and Multiplication fact timed tests. Our end of the unit assessment was another Multiplication fact timed test and all three CDSA tests. We also used the Envision Topic Tests. 90% of our 3rd grade students passed the Math SBA. We focused on computation and students were more accurate and confident, thus improving the Concepts and Procedures area of the test. That group of students was stronger in Math than Reading and Writing. Our baseline assessments were the Envision Placement test and Multiplication fact timed tests. Our end of the unit assessment was

| | |
|---|---|
| | <p>another Multiplication fact timed test and all three CDSA tests. We also used the Envision Topic Tests.</p> |
| <p>Science: 5th Science</p> | <p>We exceeded our science goal with 94% of 5th graders at or above standard as measured by the Science MSP. This area was selected because scientific processes is essential for students in secondary education and understanding the scientific process and its applications. This cohort needed both teaching and enrichment in scientific procedural writing and vocabulary. Teachers will continue to support in these categories as well as collaborating with ELL and Sped to increase overall understanding of the scientific processes.</p> |
| <p>Achievement Gap</p> | <p>We met our goal with 67% of identified students meeting or exceeding the grade level benchmark standard. Frequent progress monitoring and daily targeted instruction through our Safety Net program. Safety Net services included both pull out and push in instruction, as well as grade level teacher collaboration. Safety Net services will coordinate with special education and ELL in the area of reading fluency. Current data indicates our most pressing achievement gap is among the special education population.</p> |
| <p>School Effectiveness:</p> | <p>Using surveys and on the spot assessments at multiple times of the school year, we made significant growth in staff feeling safe to express their ideas and opinions with one another. The ability for all staff members to express their feelings creates a positive work environment for everyone. Our baseline revealed, 41% of staff members mostly agree and 45% agree completely. The underlying concern was at the team level with discomfort around de-privatization of practice and associated feelings of inadequacy. Providing multiple opportunities to provide feedback to one another while adhering to building and team norms, establishing monthly social events for all staff, and teams choosing to grow their skills together with the support of Professional Coaches all contributed to marked progress. We are not yet at 80% and may continue this area of focus into the 2016-17 school year.</p> |
| <p>Attendance and Discipline:</p> | <p>Teacher perception data was used to measure improvement in discipline problems. The underlying concern for teachers was the loss of instructional time due to recess and lunchroom behaviors. Students were described as bringing those unresolved problems into the classroom, delaying instruction. An end of year survey confirmed the goal was met. 96% agree mostly or completely that discipline problems are managed well and the perceived loss of instructional time decreased from 44% to 35% of teachers reporting no loss of instructional time due to recess/lunch discipline problems. Given the impact on learning and an increase in the number of students with SDI in behavior, this is an appropriate area to continue to focus in 2016-17.</p> <p>Our attendance goal focused on 9 students demonstrating a pattern of chronic absenteeism. All of the students identified met the goal of decreasing the rate of absenteeism from 20% to 10% or less. We informed all parents about the risks associated with absenteeism</p> |

through newsletters. We contacted individual families by letter and phone, and initiated truancy petitions with the support of Becca Coordinator, Marcia Chapman. Despite the improvement, the need for education, awareness, and accountability continues to be an area of focus.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

| SMART Goals | |
|--|--|
| Literacy: K-2 Reading | 88% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS. |
| Literacy: 3-5 ELA | 83% of students will meet or exceed state standards in literacy as measured by the SBA. |
| Math: 3-5 Math | 83% of students will meet or exceed state standards in math as measured by the SBA |
| Science: 5th Science | 85% of students will meet or exceed state standards in science as measured by the MSP. |
| Achievement Gap | 46.6% of students in the same cohort of 4 th and 5 th grade special education students will improve reading fluency and comprehension to be at standard in ELA on the SBA in 2017. (Baseline 29.4% of students.) |
| School Effectiveness: | 80% of teachers will agree mostly or completely that teachers provide feedback to each other to help improve instructional practices. (Baseline 62.5% of teachers agree mostly or completely.) |
| Attendance: | 100% of 16 identified students with chronic absenteeism (2 unexcused or 5 excused per month /10 excused per year) will no longer trend as having chronic absenteeism. |
| Discipline: | Using My School Data, the average offense count per day per month will drop from a high of .35 to a monthly average of .15 for subsequent months*. |

Annual School Goals: Academic

In June 2016, we reviewed end of year data in grade level teams. Achievement data was shared with all staff in August. Teachers focused on learning celebrations and analysis of outcomes. In September, teachers were provided comprehensive data for every student in their classroom. This document provided each teacher a clear picture of their students' learning profiles and removed the responsibility of searching multiple data sources. Digging into the data over two sessions prepared teachers for setting grade level goals in literacy, math, and science. The percentage of students expected to meet or exceed

standard in 2016-17 included a combination of students who historically performed well with those students on the verge of reaching standard.

Teachers meet bimonthly in PCC teams to engage in the cycle of inquiry. This process includes the use of common formative assessments and response to student learning needs with targeted instructional strategies. To increase teacher's repertoire of research based strategies, differentiation is an area of professional development. At risk students receive Safety Net services in reading and, on a limited basis, in math.

Annual School Goals: Achievement Gap

Analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. Our August Data Wall revealed an achievement gap among our students with special education services. We determined this would be the most impactful focus for 2016-17. We are ensuring necessary intervention by making a connection to our mission and vision, achieving full staff buy in for a new master schedule, and commitment of building resources.

The master schedule was restructured to ensure that all students receive intervention are given full access to the general education curriculum (instruction and guided practice) in reading, math, and writing. Classified staff were distributed to teach multiple grade level small groups at key times, both in the special education and general education curriculum. Staff development is provided by the principal and multiple building experts in the following areas:

- Oppositional defiant disorder behaviors and strategies, led by Marjorie Barbouletos, special education teacher.
- Neurological function and strategies to support executive function, led by Amy Sager, school psychologist.
- SIOP through ELL and co-presented by Daniel Mangum, ELL teacher.
- Differentiation and the Brain book study co-led by Bernadette Schmitt, classroom teacher and principal.
- SIT- establish a team to explore new strategies and track progress/response to interventions.
- Explore bias through our selection of CIP goals and review of school effectiveness data- build on strengths (commitment, improved trust among staff) and address statement, "I believe all students can learn complex concepts" using questions to reveal potential bias (What barriers stand in the way of that being a true statement? Which of those barriers can we influence?)

Progress will be monitored via IEP progress updates and annual review, elementary grade book, and grade level building, district, and state assessments.

Annual School Goals: School Effectiveness

Increasing teacher to teacher feedback to was selected as a natural next step after a trend of increasing trust among staff members and shared commitment to meet the needs of special education students through new learning and structures. Teachers have an interest in meeting professional development goals through learning walks, studio labs,

and other structures. Progress will be monitored via staff survey and tracking teacher PD structures.

Annual School Goals: Attendance

Student chronic absenteeism is evident for 16 Sandburg students. Four students, two sets of siblings, carried over from 2015-16 without resolution. District policy is being implemented to reinforce regular student attendance. This goal will be monitored through monthly Skyward attendance reports.

Annual School Goals: Discipline

The average offense count per day per month spiked in November. Through the establishment of Behavior Intervention Plans and creation of tier 2 instruction and counseling interventions are expected to reduce the average offense count per day to .15. Misbehavior and the subsequent disciplinary action results in loss of instructional time for students and can interfere with the safe learning environment for all students. We have some good baseline information and our goal is to have this be a primary focus for the year with Tier 2 from our school counselor, Rhonda Nelson. Progress monitoring will be tracked through monthly Skyward attendance reports.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

| <i>Goal Area</i> | <i>Literacy</i> |
|---------------------------------------|---|
| <i>Strategy to support goals</i> | Add Burst groups for K-2 at risk students beginning in September. Use first sound switching/substitution game, kinesthetic arm sounding skill/strategy, word work focus on sight words, word families, phonemic patterns and rules; fluency practice with Read Naturally, take home reading program. |
| <i>Professional Learning needed</i> | IAs learn to deliver Burst curriculum from SN teacher Writing Workshop learning to connect to the CCSS (intermediate). |
| <i>Resources needed</i> | <ol style="list-style-type: none"> 1. Planning and teaching time for IAs provided on alternate Wednesdays at 8:00 a.m. 2. Collaborative planning time and a learning walk for use of Words Their Way (2nd grade). 3. Wonder Works grade level set, easier decodable readers. 4. First Sound Fluency games (kindergarten) 5. More anchor papers and released SBA items (4th). |
| <i>Responsible individual or team</i> | <ol style="list-style-type: none"> 1. Julie Banchemo, Safety Net teacher 2. Advisory and Teaching & Learning teams 3. Camilla Schulte, librarian. 4. Kindergarten teachers may request from Advisory. 5. 4th grade team can research. |

| Goal Area | School Effectiveness |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Master schedule to ensure all students have access to general education curriculum (mini lesson and guided practice); delegate classified staff to teach small groups for both general and special ed curriculum; increase teacher knowledge of disabilities and effective strategies. Establish SIT process. |
| <i>Professional Learning needed</i> | Characteristics of executive functioning, autism, oppositional defiant disorder, anxiety. Effective strategies to support students with executive function disorder (anxiety, ADD, ADHD, ODD, etc.), ASD, ODD. Effective strategies to support ELL students. |
| <i>Resources needed</i> | Book study; resources to fund learning walks and studio lab work. |
| <i>Responsible individual or team</i> | Amy Sager, Daniel Mangum, Marjorie Barbouletos, Bernadette Schmitt, Julie Guest, Nate Litke, Heather Frazier. |

| Goal Area | Discipline |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Teachers teach Second Step curriculum; counselor meets ~6 week intervals with each grade level team to identify students for tier 2 instruction; Special education teachers create support documents for students with behavior SDI and provide to all team members who support the students. |
| <i>Professional Learning needed</i> | Counselor to review Second Step curriculum upon request. |
| <i>Resources needed</i> | Special education teachers create support documents for students with behavior SDI and provide to all team members who support the students. |
| <i>Responsible individual or team</i> | Skyward discipline reports; associate principal and principal. |

| Goal Area | Math |
|---------------------------------------|---|
| <i>Strategy to support goals</i> | Rewrite homework policy for each grade level to include use of Dreambox math software; gain pilot status for Dreambox; teachers will teach part-part-whole/doubles/making ten strategies (1 st); use of counting on strategy, oral and written timed practice, CUBES problem solving (5 th), teach patterns and recall strategies (4 th). |
| <i>Professional Learning needed</i> | Review best practice in using math models. |
| <i>Resources needed</i> | Dreambox, Family Math Night: SBA math test samples. |
| <i>Responsible individual or team</i> | K-5 teachers, Advisory budget decisions, principal. |

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Teacher PSL messages and resources shared with families via Haiku and teacher newsletters; awareness and strategies shared in principal newsletter; invite PTSA presidents to review CIP.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting and monitoring the school wide focus on math fact fluency and the CIP process.

Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include DLT and PTSA co-presidents.