

# Snoqualmie Valley School District

## School Improvement Planning Process 2018-19

School Name: **Fall City Elementary School**

School Mission – Vision Statement: *To inspire a community of lifelong learners*

School Motto: *Caring, Sharing, Learning, Growing*

<b>Parent-Teacher Conference Participation</b>			
School Year	School Enrollment	Conferences Held	Participation Percent
Fall 2016	588	586	99.70%
Fall 2017	559	551	98.60%
Fall 2018	541	529	97.78%
<b>Grade 6 Cohort - Class of 2025</b>			
Assessment	School Year 2015 - 2016	School Year 2016 - 2017	School Year 2017 - 2018
SBA ELA	77.5%	80%	78.7%
SBA Math	80.8%	71.4%	61.5%
<b>Grade 5 Science</b>			
Science*	94.5% *MSP	85% *MSP	80.7% *WCAS
<b>Percentage of Students at or above 90% Attendance</b>			
At or Above 90%	94.31%	93.22%	91.05%

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## **The Improvement Process**

The continual improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in improving schools. Prudent decisions are based on systematic analysis of data.

The improvement process assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives and meeting its goals.

This tool is designed to be a living, breathing, document that can be easily accessed, monitored, and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information, and data. This will also empower educators and stakeholders to collaborate in order to help schools make data-driven, research-based, decisions focused on improving student learning.

## **A School's Learning Improvement Process**

- Entails commitment by all involved: students, staff, parents, administrators, and community.
- Is continual and recursive. Components of the process must be revisited time and time again, for the school improvement process is a continuous cycle.
- Reveals where a school is and where it must go. Knowing this information involves repeated analyses and periodic checks, both of which call for time, patience, understanding, energy, and direction.
- Is led by the principal and a building's learning improvement team. However, all members of the staff and community are involved in both the design and implementation, because they are stakeholders in the improvement of student learning.
- Requires collaboration with the district office.
- Is based on data; and as the data changes, the implementation of the plan should reflect that change.
- Involves change, which takes time and tends to be difficult.
- Requires commitment to the vision of what the school can become.

## Assumptions

Several assumptions are being made before a learning improvement team can dive into the process. The assumptions include:

- The school has a defined mission statement and members of the learning community use it as their driver for decisions.
- The school has established a learning improvement team and the learning improvement team, the principal, staff members, and parents have a clear understanding of why a systemic learning improvement process is necessary and what role they play in the process.
- The learning improvement team has adequate knowledge (or the commitment to gain that knowledge) in the school improvement process and research-based practices.

## Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School Improvement Planning is a journey of continuous improvement, and the plan is a roadmap for an ongoing discourse on school improvement.
- The School Improvement document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.
- The School Improvement Plan should address the following guiding questions:
  - *What do we want each student to learn?*
  - *How will we know when each student has learned it?*
  - *How will we respond when a student experiences difficulty in learning?*
  - *How will we respond when a student has already learned it?*
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be reflective about their practice and tenacious in their attempt to fine tune the art of teaching to meet the needs of every student.

## Review and Analysis of Data

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of your school improvement plan.

<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> District-Based Assessments	<input checked="" type="checkbox"/> Formative Assessments	<input type="checkbox"/> Graduation Rates
<input checked="" type="checkbox"/> Summative Assessments	<input type="checkbox"/> Student Perceptual Data	<input checked="" type="checkbox"/> Staff Perceptual Data	<input checked="" type="checkbox"/> Attendance Data
<input checked="" type="checkbox"/> Classroom-Based Assessments	<input checked="" type="checkbox"/> Content Area Assessments	<input type="checkbox"/> SAT/ACT Assessments	<input type="checkbox"/> Health Youth Survey
<input checked="" type="checkbox"/> Other:			

### *Summary of strengths or greatest progress based on the data:*

➤ Cohort Growth: 2017-18 4th grade cohort increased passing rate by seven percentage points from third to fourth grade, reaching 87% passing
➤ Grade-level Consistency: 3rd grade ELA scores remained within three percentage points over the last three years, producing consistent passing rate of 77-80%; 2018 3rd grade scores (78.6%) were second highest of six elementary schools in district, above district average (77.1%) and well above state average (55.5%)
➤ Equity Subgroups: 3rd grade ELA passing rates for students with disabilities has consistently increased over the last four years (2015: 13%, 2016: 28%, 2017: 33%, 2018: 64%) and 5th grade math passing rates for females has consistently increased over the last four years (2015: 57%, 2016: 64%, 2017: 68%, 2018: 70%)
➤ Standards-Instructional Claims: 5th grade science passing rate (80.7%) highest in the district (75.9%) and well above state (55.1%)

### *Prioritized areas of opportunities or greatest challenge based on the data:*

➤ Cohort Growth: Cohort passing rates from 4th to 5th grade have consistently decreased in the last three cohorts, most significantly in math and nearly stagnant passing rates in ELA
➤ Grade-level Consistency: 5th grade math passing rate has decreased, from 66.6% in 2014-15 to 61% in 2017-18
➤ Equity Subgroups: Math - specifically male students (46% of 5th grade males did not pass SBAC in 2018 compared to 30% of females), low-income, and special education subgroups have significantly lower passing rates than their respective grade levels as a whole
➤ Standards-Instructional Claims: Math - specifically 5th grade math in the areas of problem solving and communicating reasoning

**GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL**  
**Objective 1A: Positive Behavior Intervention and Supports (PBIS)**

**OBJECTIVE:**

Maintain and enhance a tiered, system-wide approach focused on improving building capacity to address behavior and make evidence-based social and emotional learning an integral part of education (Strategic Plan 1D).

**DESCRIPTION:**

Social emotional skills are the skills that allow us to understand ourselves and to form healthy relationships with other people. These skills include the ability to recognize and manage emotions, to consider the perspective of others, and to effectively resolve conflicts. Social emotional skills are developed through the experiences of daily living and can also be taught and practiced. Research has shown that acquiring social emotional skills through instruction supports academic achievement and prevents risky behavior (Durlak, et. Al 2011). These competencies serve as a foundation for making responsible decisions that support individual well-being and, more broadly, support healthy communities. Challenging student behavior is often due to a skill-set deficit or a lack of base level supports. Steps can be taken to teach the needed pro-social skills and increase evidence-based supports district-wide.

**PROGRESS MEASUREMENT:**

- Completion of Action Steps (outlined below)
- Tiered Fidelity Inventory: reach 80% fidelity on Tier 1 and Tier 2

**ACTION STEPS:** The primary leads responsible for the action steps listed below are Katelyn Long, *Principal* and Robin Earl, *Assistant Principal* and are monitored by the MTSS Tier 1 and Tier 2 teams.

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
<b>MTSS - Focus Initiatives</b>						
<p><b>Further develop continuum of tiered behavior supports</b> Increase school-wide capacity to proactively implement a variety of Tier 1 differentiated practices and supports and Tier 2 interventions.</p>	2018-19 School Year	Katelyn Long, <i>Principal</i> Robin Earl, <i>Assistant Principal</i> Heather Kitterman, <i>Counselor</i> MTSS T2 Team	<p>-Bridgit Walker, coach -RJ Monton and Kari Weed, DO</p>	<p>-PBIS information to families via Friday Folder and monthly counselor communication -Individualized training and support to teachers when students placed on interventions</p>	-TFI completed Nov. 2018	
<p><b>Social Emotional Screener</b> K-5 teachers to complete the social-emotional screener for all students and MTSS team to review data and determine next steps.</p>	Winter and Spring 2019	Robin Earl, <i>Assistant Principal</i> Heather Kitterman, <i>Counselor</i> MTSS T2 Team	<p>-District MTSS support</p>	<p>-FCES website -Results reviewed and interventions planned by MTSS team and STAT</p>		
<p><b>SWIS Data Use/Analysis</b></p> <ul style="list-style-type: none"> <li>● Training and reminders about the importance of consistent completion of MAJOR/MINOR Forms</li> <li>● Data analyzed prior to and used to guide MTSS 1 and 2 meetings and subsequent building wide goals</li> <li>● MTSS reps regularly share back SWIS &amp; TFI data with teams</li> <li>● Share snapshot of data schoolwide at staff meetings/LIT</li> </ul>	2018-19 School Year	Robin Earl, <i>Assistant Principal</i>  Heather Kitterman, <i>Counselor</i>  MTSS T1/T2 Teams	<p>-SWIS data -RJ Monton</p>	<p>MTSS Tier I Team  Grade-level team meetings  Recess Supervisor Meetings</p>	Ongoing	

<ul style="list-style-type: none"> <li>Share playground data at recess supervisor meetings</li> </ul>					
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>MTSS Purpose/How to Review</li> <li>PD based on behavior functions identified during SWIS data dives, and delivered during Tier 1 meetings, for reps to share with grade level teams</li> <li>Staff training on functions of behavior and providing MTSS</li> <li>Targeted PD during BDDs &amp; PLTs</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i></p> <p>Robin Earl, <i>Assistant Principal</i></p> <p>Jameson Moore &amp; RJ Monton, <i>SVSD Student Services</i></p>	<p>-Kari Weed, <i>behavior specialist</i></p> <p>-MTSS Tier I Team</p>	<p>-August Staff Retreat</p> <p>-Para Kickoff</p> <p>-MTSS Tier I Team updates</p>	<p>Ongoing</p> <p>Kinder PD provided in September</p> <p>Planning optional staff PD for Dec/Jan - differentiated offerings</p>
<p><b>Teaching/Reteaching School-Wide SOAR Expectations</b></p> <ul style="list-style-type: none"> <li>Classroom and Specialist teachers to explicitly teach classroom, hallway,</li> <li>Expectation Stations across the school - 2x/year to reteach after breaks</li> <li>School-wide assemblies including re-teaching expectations and teaching mindfulness</li> </ul>	<p>2018-19 School Year</p> <p>September, January and March (targeted times)</p>	<p>Katelyn Long, <i>Principal</i></p> <p>Robin Earl, <i>Assistant Principal</i></p> <p>Heather Kitterman, <i>Counselor</i></p>	<p>Kari Weed Second Step Behavior Matrix</p>	<p>Friday Folder</p> <p>Curriculum Night information</p> <p>Counselor email to families - monthly</p>	<p>B.O.Y. expectations in classrooms &amp; assembly</p> <p>November - admin/counsel or SOAR expectations in all classes (lunch/recess/hall)</p> <p>Jan 2019 - common area rotations (planning phase)</p>

<p><b>Recess Supervision</b></p> <ul style="list-style-type: none"> <li>• Monthly meetings with admin and recess supervisors</li> <li>• Ongoing Recess Supervisor training and support</li> </ul>	<p>2018-19 School Year</p>	<p>Robin Earl, <i>Assistant Principal</i></p>	<p>SWIS Data  Playground Game Rules Posted</p>	<p>Recess Supervisor Meetings</p>	<p>Ongoing</p>	
<b>Tier 1 - Focus Initiatives</b>						
<b>Tasks</b>	<b>Timeline</b>	<b>Lead/ Support</b>	<b>Resources</b>	<b>Communication</b>	<b>Monitoring/ Completion Nov./Dec.</b>	<b>Monitoring/ Completion April/May</b>
<p><b>SEL--Second Step Curriculum</b></p> <ul style="list-style-type: none"> <li>• Fall independent study for teachers</li> <li>• BDD differentiated sessions with Kari Weed</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i> Robin Earl, <i>Assistant Principal</i> Heather Kitterman, <i>Counselor</i></p>	<p>-Kari Weed, <i>District SEL Coach</i> -Second Step</p>	<p>Curriculum Night  LIT</p>		
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Tier I classroom supports for all students</li> <li>• Trauma-Informed Instruction <ul style="list-style-type: none"> <li>○ Spring BDD focus and ACES conference</li> <li>○ Parent Resources</li> </ul> </li> <li>• Classroom Management <ul style="list-style-type: none"> <li>○ Classroom Management Strategies that Work! Conference for new teachers &amp; mentor</li> <li>○ Targeted coaching</li> </ul> </li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i> Robin Earl, <i>Assistant Principal</i></p>	<p>-Jameson Moore &amp; Suzanna Oney, <i>Program Specialists</i> -Amy Jones, <i>Instructional Coach</i></p>	<p>PD Staff Meetings BDD and Staff Retreat - focus on Second Step</p>	<p>Ongoing  Jan 2019 - conference for teachers from grade bands</p>	

support for beginning teachers						
<b>Guided Recess Opportunities for all students</b> <ul style="list-style-type: none"> <li>• Training ParaEducators to run structured recess options</li> <li>• Recess “on the spot” support and instruction</li> <li>• Tiered recess intervention training</li> </ul>	2018-19 School Year	Robin Earl, <i>Assistant Principal</i>  Heather Kitterman, <i>Counselor</i>	Kari Weed SpEd Teachers Heather Kitterman	Recess Supervisor Meetings (monthly)  1:1 consultation and support for paras	Initial training on tiered recess supports at November meeting  Ongoing	
<b>Tier 2 - Focus Initiatives</b>						
<b>Tasks</b>	<b>Timeline</b>	<b>Lead/ Support</b>	<b>Resources</b>	<b>Communication</b>	<b>Monitoring/ Completion Nov./Dec.</b>	<b>Monitoring/ Completion April/May</b>
<b>Develop menu of Tier II interventions</b> <ul style="list-style-type: none"> <li>• Refine CICO system</li> <li>• Implement Tier II and III behavior supports</li> <li>• Determine tools to measure fidelity for interventions</li> <li>• Determine intervention coordinators</li> </ul>	2018-19 School Year	Robin Earl, <i>Assistant Principal</i>  Heather Kitterman, <i>Counselor</i>	Bridgit Walker RJ Monton  District MTSS Leadership team	Monday Memo - staff emails  MTSS Teams	In process  Coaching session on 12/4/2018	
<b>Implement Tier II system</b> <ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Systems development</li> <li>• Referral process and universal screener administration</li> <li>• Bi-monthly data analysis and support matching for students</li> </ul>	2018-19 School Year	Robin Earl, <i>Assistant Principal</i>  Heather Kitterman, <i>Counselor</i>	Bridgit Walker RJ Monton  District MTSS Leadership team	MTSS Teams share out with grade levels	In process	

## **GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL**

### ***Objective 1B: School Culture***

#### **OBJECTIVE:**

Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff (AWSP Criterion 1).

#### **DESCRIPTION:**

“Leaders ask 'what is essential, what needs to be done, and how can we get it done?’ An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by ‘creating powerful, equitable, learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities’” (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).

[http://www.awsp.org/awspdocuments/AWSP\\_LF\\_Rubrics.pdf](http://www.awsp.org/awspdocuments/AWSP_LF_Rubrics.pdf)

#### **PROGRESS MEASUREMENT:**

- Staff/Parent ThoughtStream Survey results
- CEE Survey Data
- Completion of Action Steps (outlined below)

#### **ACTION STEPS:**

The primary leads responsible for the action steps listed below are Katelyn Long, *Principal* and Robin Earl, *Assistant Principal* and are monitored by the LIT Team.

<b>Tasks</b>	<b>Timeline</b>	<b>Lead/ Support</b>	<b>Resources</b>	<b>Communication</b>	<b>Monitoring/ Completion (Nov/Dec)</b>	<b>Monitoring/ Completion (April/May)</b>
Develop and implement a <b>school-wide master schedule</b> with inclusion of ThoughtStream and staff feedback <ul style="list-style-type: none"> <li>● Recess before lunch</li> <li>● Art Specialist</li> <li>● Designated assembly time</li> <li>● Core and intervention blocks</li> </ul>	<b>2018-19 School Year</b>	<b>Katelyn Long,</b> <i>Principal</i>	Thoughtstream and CEE data	Friday Folders Welcome back to school email to families Staff retreat		
Review <b>EES Survey data</b> to measure staff and community satisfaction and determine areas of growth	<b>Winter 2019</b>	<b>Katelyn Long,</b> <i>Principal</i>	EES survey data Coaching with EES staff	BDD, Staff meetings, LIT Review dates TBD		
Provide differentiated support to <b>Professional Learning Teams</b> to facilitate targeted use of data and instructional planning centered on DuFour’s questions	<b>2018-19 School Year</b>	<b>Katelyn Long,</b> <i>Principal</i> <b>Robin Earl,</b> <i>Asst. Principal</i>	OSPI Data analysis protocols DO Admin team & Ginger Callison	Monday Memo Staff meetings PD BDD		
Form a committee to review “ <b>FCES Families</b> ” and determine interest and viability to reimplement as a means to promote cross-grade level interactions and community building among students and staff	<b>March-April 2018</b>	<b>Katelyn Long,</b> <i>Principal</i>	Previous families organization Kelly Stinson & Dan Schlotfeldt	BLT staff share out with teams		
Develop <b>monthly themes</b> and corresponding activities focused on building community between students, staff, and families	<b>2018-19 School Year</b>	<b>Heather Kitterman,</b> <i>Counselor</i>  FCES Building Logistics Team	Second Step	-Morning announcements -Bulletin boards -Constant Contact and Friday Folder -Teacher Newsletters -Facebook		

Staff Culture Specifics						
Facilitate an informal book study among certificated staff on <i>Innovator's Mindset</i> and integrate key points into August retreat	Summer 2018	Katelyn Long, <i>Principal</i>	Innovator's Mindset Resources from George Couros - Powerful Learning Conference sessions & tweets	August Retreat	Completed August 2018	
Maintain <b>Sunshine Committee</b> to provide support and honor celebrations within the staff	2018-19 School Year	Colleen Myers <i>1st Grade Teacher</i>	Staff	Emails to staff	Fund purpose communicated and established in Fall 2018	
Develop a <b>calendar of school-wide events</b> and promote shared leadership among staff (classified and certificated), establishing building liaisons for each event or committee	August-September 2018	Colleen Myers, <i>1st Grade Teacher</i>  Jolene Newland, <i>3rd Grade Teacher</i>	-PTSA Executive Board and Committee Chairs -PTSA Calendar of Events -School Calendar	August Retreat Monday Memo	Developed, 9/2019 Staff Sign Up, 9/2019 Events, ongoing	
<p>Improve <b>staff professional development</b> offerings for staff to model best practices and connect to building and district initiatives:</p> <ul style="list-style-type: none"> <li>Collaborate with Timber Ridge Elementary School to conduct a <b>BDD rotation model</b> with greater professional development offerings from which teachers can self-select</li> <li><b>Focused staff meetings on high yield instructional strategies</b> to benefit <i>all</i> students (Tier 1)</li> </ul>	2018-19 School Year	Katelyn Long, <i>Principal</i>	-Marzano's Instructional Framework -Marzano's Compendium of Resources -Hattie's Visible Learning resources -Amy Jones, <i>Instructional Coach</i>	LIT BDD and Staff PD offerings Monday Memo		
Parent/Community/Student Involvement						

<p>Begin researching on <b>Student Council/Student Leadership</b> team with plan to establish during 2019-20 school year</p>	<p>February - June 2019</p>	<p>Kaeli Johnson, Michael Scourey, Becca Cohn, <i>Kindergarten, 5th and ELA W.I.N. Teacher</i></p>	<p>To be researched</p>	<p>TBD</p>		
<p>Provide <b>parent education opportunities</b> to strengthen school-to-home partnership</p> <ul style="list-style-type: none"> <li>Book study for parents focused on growth mindset and coordinated enrichment class for students</li> </ul>	<p>February - April 2019</p>	<p>Katelyn Long, <i>Principal</i></p>	<p>-PTSA -Karen Kane, Parent -Teacher Leaders -Local businesses</p>	<p>TBD</p>		
<p>Form a <b>Parent Ad-Hoc Committee</b> to involve parents and gather regular feedback around key issues and/or initiatives</p> <ul style="list-style-type: none"> <li>Establish a “<b>New Families to FCES</b>” subcommittee to learn how to best support incoming students and their families</li> </ul>	<p>January - June 2019</p>	<p>Katelyn Long, <i>Principal</i></p>	<p>-PTSA Executive Board and members -Community Resources -Stephanie Shepherd, <i>NBES Principal</i></p>	<p>TBD</p>		
<p><b>Foster relationships between our faculty, parents, and community</b> through collaboration with PTSA</p> <ul style="list-style-type: none"> <li>Promote PTSA sponsored events</li> <li>Increase PTSA membership</li> <li>Provide additional opportunities for school and families to engage in two-way communication</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i>  PTSA Executive Board</p>	<p>-PTSA Calendar of Events -Facebook -FCES Website -Friday Folders</p>	<p>-General Membership Meetings -Friday Folders -Facebook</p>		

**GOAL 1: SCHOOL ENVIRONMENT---SOCIAL EMOTIONAL**  
**Objective 1C: School Safety**

**OBJECTIVE:**

To promote school safety and security, prepare for unexpected events, and have systems in place for emergency communications is a key component of Snoqualmie Valley School District communications. (Strategic Plan 3D)

**DESCRIPTION:**

The process of identifying facility needs (short-term and long-term) will provide and ensure safe, secure, and healthy facilities for students and staff. This objective will also facilitate communication to the community regarding the condition of the facility. The building works to identify resources, refresh contact information, define protocols, practice responses, and partner with community agencies, to prepare for unplanned situations.

**PROGRESS MEASUREMENT:**

- Completion of Action Steps (outlined below)
- Decrease in the amount of time it takes to complete each drill from the start to the end of the school year
- Increase in number of dads/male figures participating in WatchDog program and events each year
- Increase in number of staff with certified first aid/CPR training each year (2017-18 baseline year)

<b>WatchDogs</b>	<b>Total WatchDog Dads</b>	<b># of Days Filled</b>	<b># of “repeat” WatchDogs</b>	<b>Attendance at Pizza Night</b>
<i>2016-17</i>	114 served	167	41	200
<i>2017-18</i>	93 signed up* *as of 11/2017	126/159* *as of 11/2017	26* *as of 11/2017	184
<i>2018-19</i>	TBD	TBD	TBD	TBD

**ACTION STEPS:** The primary leads responsible for the action steps listed below are Katelyn Long, *Principal* and Robin Earl, *Assistant Principal* and are monitored by the Building Logistics Team (BLT).

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion (Nov/Dec)	Monitoring/ Completion (April/May)
Schedule and complete and required <b>safety drills</b> (fire, earthquake, intruder drills) and participate in the Great Washington Shakeout	2018-19 School Year	Katelyn Long, <i>Principal</i>	-Certificated and Classified Employees -Updated emergency backpacks and binders -Emergency flipcharts -Fall City Fire Department -King County Sheriff's Department	Emergency handouts Friday Folder messages Announcements	-Drills Completed (time of drill) Sept: Oct: Nov: 12/4: Shelter-in-Place + accountability	
Revise and update <b>Emergency Response plans</b> based on best practice and district professional development <ul style="list-style-type: none"> <li>● Identify site needs</li> <li>● Determine strengths and training of staff</li> <li>● Assign roles and provide training to staff</li> <li>● Inventory emergency supplies and restock</li> <li>● Communication to families regarding emergency procedures and their role in response</li> </ul>	2018-19 School Year	Katelyn Long, <i>Principal</i>  Robin Earl, <i>Assistant Principal</i>  Jo Tuck, <i>PTSA Parent Volunteer</i>	-FEMA training and emergency planning resources -Emergency Flipcharts -Adrienne Richards, <i>Nurse</i> -Bill Davis, <i>Operations Director</i> -Carolyn Malcolm, <i>Comm. Director</i>	Staff PD days Email updates & feedback from drills		

<p>Partner with local and national first responders to provide <b>emergency response training</b> to staff</p> <ul style="list-style-type: none"> <li>● School Intruder PD</li> <li>● Stop the Bleed</li> <li>● First Aid and CPR</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i></p>	<p>-Snoqualmie Fire Department -Fall City Fire Department</p>	<p>Friday Folder community Emergency Response brochure PTSA Executive Board and General Membership Meetings</p>	<p>-School Intruder PD completed, August 2018 -Stop the Bleed, completed ____ 2018</p>	
<p>Implement <b>Adopt-a-School Program</b> with the King County Sheriff's department to increase law enforcement presence on campus and form positive relationships between community members and students</p>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i></p>	<p>-King Co. Sheriff Department's Deputy Sprecher and Deputy Li</p>	<p>Letter from King Co Sheriff to parent Friday Folder PTSA Executive Board and General Membership Meetings</p>		
<p>Maintain strong <b>WatchDOGS Program</b></p> <ul style="list-style-type: none"> <li>● Back-to-School Communication</li> <li>● Presentation at Tea and Tissues</li> <li>● Pizza Night</li> <li>● Donuts for Dads</li> <li>● Friday Folder communication</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i>  Lori &amp; Jeff Kissick <i>WatchDOGS Chair and Coordinators</i></p>	<p>-Flyers promoting program to new families -Bulletin board in front hallway</p>	<p>PTSA Meetings WatchDOG events (pizza night, donuts for dads) and WatchDog present during evening events and first week of school</p>		

**GOAL 2: USING DATA TO INFORM INSTRUCTION**  
**Objective 2A: Math**

**OBJECTIVE:** Teachers will use multiple data elements to differentiate mathematics instruction to meet the needs of all students.

**DESCRIPTION:** Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in mathematics.

**PROGRESS MEASUREMENT:**

- Completion of Action Steps (outlined below)
- Formative: EnVisions curriculum and teacher-based measures, STAR progress monitoring
- Interim: STAR Math and enVision benchmark tests, SBA Interim Block assessments
- Summative:
  - SBA Math: Increase the number of students achieving proficiency overall and within each subgroup by 5% (10% in 5th grade)
    - Targeted focus on 5th grade boys and problem solving and communicating reasoning claims
  - WCSA/5th grade Science: Increase the number of students achieving proficiency overall and within each subgroup by 5%

<b>FCES Smarter Balanced Assessment in Math Results</b>				
<b>Grade</b>	<b>2017-18 Overall</b>	<b>Low-Income</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>
<b>3rd</b>	77%	ND	ND	43%
<b>4th</b>	81%	45%	ND	6%
<b>5th</b>	61%	ND	ND	13%
<b>Washington Comprehensive Assessment of Science</b>				
<b>5th</b>	80%	ND	ND	20%

**ACTION STEPS: Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments.**

**Focus areas include:**

- **SpEd, Poverty and EL in math and reading**
- **Differentiated instruction, student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

<b>Tasks</b>	<b>Timeline</b>	<b>Lead/ Support</b>	<b>Resources</b>	<b>Communication</b>	<b>Monitoring/ Completion (Nov/Dec)</b>	<b>Monitoring/ Completion (April/May)</b>
<p>Launch the school-wide <b>master schedule</b> to allow for multiple differentiation opportunities through the school day</p> <ul style="list-style-type: none"> <li>● Implement a math Intervention pull-out program (<b>WIN Math</b>) targeting urgent intervention students and providing push-in support at identified grade levels</li> <li>● Hire a ParaEducator to provide additional WIN math support</li> </ul>	Fall 2018	<p>Katelyn Long, <i>Principal</i></p> <p>Megan Berry, <i>WIN Math Teacher</i></p>	<p>Thoughtstream and CEE data Math Screening Data Meredith Macvean Bridges Curriculum WIN Reading Staff</p>	<p>Friday Folders Welcome back to school email to families Staff retreat Curriculum Night Weekly emails to families of WIN students</p>	<p>Completed</p> <p>Communication ongoing</p>	
<p>Engage in cross grade level conversations to gain understanding of <b>problem solving standards</b> to achieve building-wide consistency with mathematical problem solving instruction</p> <ul style="list-style-type: none"> <li>● Develop consistent instructional practices and problem-solving language</li> <li>● Develop a common template for problem solving</li> <li>● Highlight student work related to mathematical problem solving (monthly)</li> </ul>	2018-2019 School Year	<p>Katelyn Long, <i>Principal</i></p> <p>Megan Berry, <i>WIN Math Teacher</i></p> <p>FCES LIT</p> <p>Math Content Area Reps</p>	<p>enVision resources- problem solving SBAC teacher resources Meredith Macvean NCTM resources SMPs and CCSS</p>	TBD		

<p>Consider planning opportunities to utilize:</p> <ul style="list-style-type: none"> <li>• Cross-grade level student led problem solving</li> <li>• Math Buddies</li> <li>• Coaching younger kids in problem solving strategies and math communication</li> <li>• Teaching perseverance</li> </ul>						
<p>Research best practices for <b>math fact fluency</b> and develop a research-based school-wide math fact fluency plan</p>	<p>December 2018</p>	<p>Katelyn Long, <i>Principal</i> FCES LIT Math Content Area Reps</p>	<p>-NCTM Conference breakout session</p>	<p>BDD PD</p>		
<p>Form a committee to plan a <b>Family Math Night</b>, including student led activities and a problem solving based scavenger hunt/quest.</p>	<p>January - February 2019</p>	<p>FCES LIT Math Content Area Reps</p>	<p>-NCTM Conference breakout session</p>	<p>TBD</p>		
<p>Develop and implement a system for all <b>students (K-5) to track data and measure progress</b> on math standards</p>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i> FCES LIT Math Content Area Reps</p>	<p>Data analysis protocols (OSPI) Ginger Callison and Meredith Macvean</p>	<p>PLT meetings Coaching support</p>		
<p>Focus professional development on <b>high yield tier one instructional strategies</b></p> <ul style="list-style-type: none"> <li>• Establish opportunities for teachers to implement with support, observe peers, and reflect on practices</li> <li>• Send a team to attend NCTM Regional Conference to develop repertoire of</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i> FCES LIT</p>	<p>-Marzano's Compendium -NCTM Regional Conference -Instructional Coach and Content Specialist</p>	<p>PD Staff Meetings Monday Memo PLTs Observation Cycles and pop-in coaching conversations</p>		

strategies and best practices and share back with staff						
Provide professional development focused on the eight <b>Mathematical Practices</b> and <b>mathematical mindset</b>	2018-19 School Year	Meredith Macvean, <i>Math Content Specialist</i> Megan Berry, <i>WIN Math Teacher</i>	-District-Directed Days -CCSS SMPs -Math Adoption Committee reps	HDD BDD and staff PD, as appropriate		
Establish a schedule to provide regular time to meet with <b>Professional Learning Teams</b> and analyze data <ul style="list-style-type: none"> <li>Recognize <b>strengths in instruction</b></li> <li>PLT meetings following a school-wide assessment will <b>focus on data analysis</b> of the results and implications for instruction</li> <li><b>STAR screening data analysis</b> to occur after the test administration at the beginning, middle and end of the year</li> </ul>	2018-19 School Year	Katelyn Long, <i>Principal</i> Robin Earl, <i>Assistant Principal</i> Megan Berry, <i>Math WIN Teacher</i> FCES LIT	PLT books Data analysis protocols Ginger Callison Amy Jones Data entry support at DO			
Establish a system to implement formal <b>instructional rounds</b> and informal <b>peer observations</b> to observe teachers differentiating math instruction  <u>Instructional Rounds:</u> <ul style="list-style-type: none"> <li>Develop a common purpose and protocol</li> <li>Communicate purpose and protocol to teachers</li> <li>Determine participants</li> <li>Create observation schedule</li> </ul>	2018-19 School Year	Katelyn Long, <i>Principal</i>  FCES LIT	TBD	Staff share out at first 10 minutes of each PD staff meeting  Coaching conversations among teams with building coach and admin		

<ul style="list-style-type: none"> <li>● Provide opportunities for staff to share learnings with each other</li> <li>● Seek opportunities to observe math instruction in neighboring, high-achieving districts to reflect on high yield strategies</li> </ul>						
<p>Utilize <b>math performance tasks</b> and SBA <b>interim assessments</b></p> <ul style="list-style-type: none"> <li>● Train teachers on how to use and score interim assessments (3rd-5th) and district created performance tasks</li> <li>● All 3rd-5th grade classes will administer two interim assessments <ul style="list-style-type: none"> <li>○ Required IABs determined based on previous year's data</li> <li>○ Time frame determined based on enVision pacing map</li> </ul> </li> <li>● Develop building schedule for grade-level use and data analysis <ul style="list-style-type: none"> <li>○ Data analysis to occur during PLT time, following administration</li> <li>○ Target specific subgroup of students</li> </ul> </li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i></p> <p>FCES LIT</p> <p>Meredith Macvean, <i>District Math Content Specialist</i></p>	<p>-District Performance Tasks -SBA Interim Assessments -Data Analysis Protocol -Math Scope and Sequence documents (by grade level)</p>	<p><b>In process</b></p> <p>-3rd Grade release day, end of October -% grade training on PTs during PLT on 11/1 -Scheduled IAB administration and data review weeks</p>		

**GOAL 2: USING DATA TO INFORM INSTRUCTION**  
**Objective 2B: English Language Arts (ELA)**

**OBJECTIVE:**

Teachers will use multiple data elements to differentiate ELA instruction to meet the needs of all students.

**DESCRIPTION:**

Teachers regularly utilize a full repertoire of strategies and interventions to meet the diverse needs of all students. We will analyze data from multiple assessment measures to differentiate instructional practices to promote high levels of student growth in English Language Arts.

**PROGRESS MEASUREMENT:**

- Completion of Action Steps (outlined below)
- Formative: ReadyGen curriculum and teacher-based measures, STAR progress monitoring
- Interim: STAR Reading and ReadyGen benchmark tests, SBA Interim Block assessments
- Summative: SBA ELA results- Increase the number of students achieving proficiency overall and within each subgroup by 5%.

<b>FCES Smarter Balanced Assessment in ELA Results</b>				
<b>Grade</b>	<b>2017-18 Overall</b>	<b>FRPL</b>	<b>ELL</b>	<b>SpEd</b>
<b>3rd</b>	80%	ND	ND	64%
<b>4th</b>	87%	55%	ND	31%
<b>5th</b>	79%	ND	ND	20%

**ACTION STEPS:** Research, review and implement activities, curriculum, and structural changes within an MTSS system to facilitate program alignment, *reduce opportunity gaps* and produce more personalized student learning environments. Focus areas include:

- SpEd, Poverty and EL in math and reading
- Differentiated instruction, student engagement, and connections to college, career, and citizenship
- Collaboration and collegial practices

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion (Nov/Dec)	Monitoring/ Completion (April/May)
<p>Launch the school-wide <b>master schedule</b> to allow for multiple differentiation opportunities through the school day and continue to strengthen reading support program (<b>W.I.N. Reading</b>) to address varying needs of students and close achievement gaps</p> <ul style="list-style-type: none"> <li>● Implement systems to increase communication between classroom teachers, reading support teachers, and families</li> <li>● Evaluate schedule to ensure maximum services offered</li> <li>● Monitor student growth to evaluate effectiveness</li> <li>● Provide PD to reading support teachers on new curriculum (LLI) and other curriculum resources (ReadyUp)</li> <li>● Ensure all Reading Support students receive core and differentiated instruction in class, plus Tier 2 interventions</li> </ul>	Fall 2018	<p>Katelyn Long, <i>Principal</i></p> <p>Robin Earl, <i>Assistant Principal</i></p> <p>Monica Phillips, <i>Associate Director</i></p> <p>Becca Cohn, <i>WIN Reading Teacher</i></p>	<p>Thoughtstream and CEE data Math Screening Data Meredith Macvean Bridges Curriculum WIN Reading Staff</p>	<p>Friday Folders Welcome back to school email to families Staff retreat Curriculum Night Weekly emails to families of WIN students</p>		
<p>For year 3 of ReadyGen, enhance <b>school-wide fidelity</b> to curriculum:</p> <ul style="list-style-type: none"> <li>● K-2 - 6 Units</li> <li>● 3-5 - 4 Units</li> <li>● Components: <ul style="list-style-type: none"> <li>○ Foundational Skills (or accepted equivalent)</li> <li>○ Close Reading</li> <li>○ Reading Analysis</li> <li>○ Writing</li> <li>○ Conventions</li> </ul> </li> <li>● Differentiated Resources</li> </ul>	2018-19 School Year	<p>Katelyn Long, <i>Principal</i></p> <p>Robin Earl, <i>Assistant Principal</i></p> <p>FCES LIT</p>	<p>ReadyGen resources Instructional coach</p>	<p>PLT meeting agenda and share out LIT discussions</p>		

<ul style="list-style-type: none"> <li>○ Scaffolded Strategies</li> <li>● Unit Assessments-Module A/B <ul style="list-style-type: none"> <li>○ Selection Tests</li> <li>○ Keystone Checklists</li> <li>○ Writing PBA</li> </ul> </li> <li>● Unit Test (2nd - 5th: minimum of one in Spring) <ul style="list-style-type: none"> <li>○ Comprehension</li> <li>○ Writing</li> </ul> </li> </ul>						
<p>Explore &amp; offer <b>differentiated professional development</b> on other ReadyGen Resources:</p> <ul style="list-style-type: none"> <li>○ Ready Up! - to gain more ideas to meet needs of struggling learners.</li> <li>○ Leveled Library</li> <li>○ Foundational Skill Games</li> </ul>	<p>Winter-Spring 2019 BDDs</p>	<p>FCES LIT</p>	<p>ReadyGen and ReadyUp resources WIN Reading Support Instructional Coach</p>	<p>Staff meetings and BDD - collaboration with TRES</p>		
<p>Utilize <b>ELA interim assessments</b> to inform instruction and interventions</p> <ul style="list-style-type: none"> <li>● Train teachers on how to use and score interim assessments (3rd-5th)</li> <li>● All 3rd-5th grade classes will administer one ELA interim assessments <ul style="list-style-type: none"> <li>○ Required IABs determined based on previous year's data</li> <li>○ Time frame determined based on ReadyGen pacing guide</li> </ul> </li> <li>● Develop building schedule for grade-level use and data analysis <ul style="list-style-type: none"> <li>○ Data analysis to occur during PLT time, following administration</li> <li>○ Target specific subgroup of students</li> </ul> </li> </ul>	<p>January-April 2019</p>	<p>Katelyn Long, <i>Principal</i> FCES LIT</p>	<p>SBAC data - target and claim data for cohorts and grade levels</p> <p>IAB available</p> <p>Instructional Coach</p>	<p>PLTs - LIT guide work in determining required IAB with team</p>		

<p>Establish a schedule to provide regular time to meet with <b>Professional Learning Teams</b> and analyze data</p> <ul style="list-style-type: none"> <li>● Recognize <b>strengths in instruction</b></li> <li>● PLT meetings following a school-wide assessment will <b>focus on data analysis</b> of the results and implications for instruction</li> <li>● <b>STAR screening data analysis</b> to occur after the test administration at the beginning, middle and end of the year</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i> FCES LIT</p>				
<p>Establish a system to implement formal <b>instructional rounds</b> and informal <b>peer observations</b> to observe teachers differentiating math instruction</p> <p><u>Instructional Rounds:</u></p> <ul style="list-style-type: none"> <li>● Develop a common purpose and protocol</li> <li>● Communicate purpose and protocol to teachers</li> <li>● Determine participants</li> <li>● Create observation schedule</li> <li>● Provide opportunities for staff to share learnings with each other</li> <li>● Seek opportunities to observe math instruction in neighboring, high-achieving districts to reflect on high yield strategies</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i> FCES LIT</p>				
<p>Focus professional development on <b>high yield tier one instructional strategies</b></p> <ul style="list-style-type: none"> <li>● Establish opportunities for teachers to implement with support, observe peers, and reflect on practices</li> </ul>	<p>2018-19 School Year</p>	<p>Katelyn Long, <i>Principal</i> FCES LIT</p>	<p>-Marzano's Compendium -Instructional Coach and Content Specialist</p>			