

# Snoqualmie Valley School District

## School Improvement Planning Process 2018-19

School Name: North Bend Elementary School

School Mission – Vision Statement: *Working together to ensure all students, staff and parents learn.*

School Scorecard:

<b>Parent-Teacher Conference Participation</b>			
School Year	School Enrollment	Conferences Held	Participation Percent
Fall 2016	463	417	90.06%
Fall 2017	493	478	96.96%
Fall 2018	517	471	91.10%
<b>Grade 6 Cohort - Class of 2025</b>			
Assessment	School Year 2015 - 2016	School Year 2016 - 2017	School Year 2017 - 2018
SBA ELA	79%	79%	74%
SBA Math	81%	73%	67%
<b>Grade 5 Science</b>			
Science*	66% *MSP	76% *MSP	73% *WCAS
<b>Percentage of Students at or above 90% Attendance</b>			
At or Above 90%	92.81%	87.95%	89.92%

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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 expect our students to learn?*
  - *How will we know they are learning?*
  - *How will we respond when a student experiences difficulty in learning?*
  - *How will we respond when a student has already learned it?*
  - *How will we increase our instructional competence?*
  - *How will we coordinate our efforts at school?*
- 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: Attendance Reports, STAR Math, STAR Reading, SWIS and ThoughtStream			

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

➤ 3rd grade SBA scores increased from 2016 to 2017 by 10% in ELA (63% to 73%) and 4% in math (67% to 71%).
➤ 3rd grade SBA scores increased for NBES' hispanic subgroup population: <ul style="list-style-type: none"><li>○ 45% to 58% proficiency in math</li><li>○ 27% to 50% proficiency in ELA</li></ul>
➤ 4th grade SBA scores increased for NBES' students on IEPs: <ul style="list-style-type: none"><li>○ 8% to 40% proficiency in math</li><li>○ 8% to 30% in ELA</li></ul>
➤ 5th grade SBA scores increased for NBES' male student population: <ul style="list-style-type: none"><li>○ 62% to 70% proficiency in math</li><li>○ 57% to 68% proficiency in ELA</li></ul>

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

➤ Students who qualify for FRPL are achieving below their grade-level peers in grades 3-5: <ul style="list-style-type: none"><li>○ 49% proficiency in ELA and 49% proficiency in math for 3rd graders</li><li>○ 53% proficiency in ELA and 46% proficiency in math for 4th graders</li><li>○ 43% proficiency in ELA and 40% proficiency in math for 5th graders</li></ul>
➤ In 3rd-5th grade, an historical achievement gap exists for students enrolled in ELL services and students who qualify for an IEP.
➤ 4th grade SBA math and ELA scores were the lowest amongst elementary schools across the district.

## **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: maintain 100% fidelity within Tier I and achieve 80% fidelity in Tier II implementation
- SWIS Discipline Data--80% of staff (classified and certified) implementing behavior flowchart system with fidelity as evidenced by SWIS referrals

#### **ACTION STEPS:**

The primary leads responsible for the action steps (listed below) are Stephanie Shepherd, *Principal* and Valerie Li, *Assistant Principal* and are monitored by the PBIS Tier I and Tier II teams.

**Tier 1 - Ongoing Initiatives**

<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>
SWIS Data Use/Analysis <ul style="list-style-type: none"> <li>● PBIS reps share back SWIS &amp; TFI data with teams</li> <li>● Share snapshot of data schoolwide at staff meetings/LIT</li> <li>● Share playground data at recess supervisor meetings</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	SWIS data	PBIS Tier I  Grade-level team meetings  Recess Supervisor Meetings		
Professional Development <ul style="list-style-type: none"> <li>● PBIS 101</li> <li>● Targeted PD during BDDs &amp; PLTs</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	August Staff Retreat  Para Kickoff  October PLT	LIT		
Family/Community Partnerships <ul style="list-style-type: none"> <li>● Admin &amp; teachers presentations at Curriculum Night</li> <li>● Constant Contact photos of red ticket winners from previous week</li> <li>● Connect with local police department to continue incentive lunches as rewards for Panther Pride raffles</li> <li>● YMCA partnership to provide Play Everyday staff member</li> </ul>	<b>SY2018-19</b>	Principal  Asst. Principal  PBIS Tier I Team	Snoqualmie Police Dept.  YMCA	Curriculum Night  Friday E-news  LIT		
Recognition/Reward Systems	<b>SY2018-19</b>	Principal Asst. Principal	Gift cards	Staff Meetings		

<ul style="list-style-type: none"> <li>● Provide teacher incentives via raffle of Panther Pride tickets</li> </ul>		PBIS Tier I Team				
<p>Teaching/Reteaching Expectations</p> <ul style="list-style-type: none"> <li>● Expectation Stations across the school - 3x/year to reteach after breaks</li> <li>● School-wide assemblies including re-teaching expectations and teaching mindfulness</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	Teachers ParaEducators	Friday E-news		
<p>Recess Supervision</p> <ul style="list-style-type: none"> <li>● Weekly meetings with admin and recess supervisors</li> <li>● Refine Recess Supervisor Handbook</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	SWIS Data Playground Game Rules	Recess Supervisor Meetings		

**Tier 1 - Focus Initiatives**

<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>
SEL--Second Step Curriculum <ul style="list-style-type: none"> <li>● Fall independent study for teachers</li> <li>● BDD sessions with Kari Weed</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	Kari Weed, District Coach  <i>Second Step</i>	Curriculum Night  LIT		
Professional Development <ul style="list-style-type: none"> <li>● Trauma-Informed Instruction                             <ul style="list-style-type: none"> <li>○ Spring BDDs to focus on ACES and supporting students who have experienced trauma</li> <li>○ Parent resources</li> </ul> </li> <li>● Zones of Regulation</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	Kim Beeson, PSED  Alicia Moore, Counselor	LIT		
Recess School <ul style="list-style-type: none"> <li>● Training ParaEducators to run Tier I Recess School for students</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	ParaEducators  Alicia Moore, Counselor	PBIS Tier I Team		
Encompass Parenting Groups <ul style="list-style-type: none"> <li>● Develop a schedule of evening parent educational sessions during the school year</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	Sam Sinanan, Encompass Parent Educator	PTA  Parent Ad-Hoc Committee		
Schoolwide Inclusion <ul style="list-style-type: none"> <li>● Week of Inclusion</li> <li>● IDEA project</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier I Team	Alicia Moore, Counselor	PTA  Friday E-News		

**Tier 2 - Focus Initiatives**

<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 menu of interventions <ul style="list-style-type: none"> <li>● Implement CICO system</li> <li>● Develop tiered Recess School supports</li> <li>● Launch mentoring program</li> <li>● Determine tools to measure fidelity for interventions</li> <li>● Determine intervention coordinators</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier II Team	PBIS Tier II Team	PBIS Tier II Team Reps & Intervention Coordinators		
Finalize Tier II structures <ul style="list-style-type: none"> <li>● Meeting agenda format</li> <li>● Flowchart development</li> <li>● Referral process and universal screener administration</li> <li>● Bi-monthly data analysis and support matching for students</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal PBIS Tier II Team	PBIS Tier II Team  SWIS data	PBIS Tier II Team Reps & Intervention Coordinators		

## 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
- Completion of Action Steps (outlined below)
- CEE Survey
- Building Directed Day Exit Slips

**ACTION STEPS:**

The primary leads responsible for the action steps (listed below) are Stephanie Shepherd, *Principal* and Valerie Li, *Assistant Principal* and are monitored by the LIT and PBIS Tier I Team.

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Collaboration with Opstad Elementary School to conduct a BDD rotation model with greater professional development offerings from which teachers can self-select.	<b>SY2018-19</b>	Principal Asst. Principal  Ryan Hill, <i>Principal of OES</i>	Teacher Leaders  Salina Fassler, <i>Instructional Coach</i>  Content Specialists	LIT		

Embed conversations and activities that connect staff in meetings and professional development throughout the year.	<b>SY2018-19</b>	Principal Asst. Principal	Guess Who activity & display in staff lounge  Teacher Olympics  Gingerbread Houses  Mini Golf	Staff Retreat  Staff Meetings  BDDs		
Form a Parent Ad-Hoc Committee to involve parents and gather regular feedback around key issues and/or initiatives.	<b>SY2018-19</b>	Principal Asst. Principal	Parents	Curriculum Night  PTA General and Board Meetings		
Celebrate and acknowledge staff participation in events throughout the year.	<b>SY2018-19</b>	Principal Asst. Principal	Teacher incentives and/or recognition for attending PTA and after school events	Staff Meetings  Week Ahead		
School-wide master schedule development with inclusion of ThoughtStream feedback <ul style="list-style-type: none"> <li>● Recess before lunch</li> <li>● Longer lunchtime for students</li> <li>● Addition of Friday 3rd-5th recess</li> <li>● 3rd-5th morning specialist prioritization</li> </ul>	<b>SY2018-19</b>	Principal Asst. Principal	ThoughtStream Survey  LIT	LIT  Staff Retreat  Parent Ad-Hoc Meetings  Google Docs		

## 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.

**ACTION STEPS:**

The primary leads responsible for the action steps (listed below) are Stephanie Shepherd, *Principal* and Valerie Li, *Assistant Principal*.

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Complete scheduled and required Safety Drills <ul style="list-style-type: none"> <li>● Fire</li> <li>● Earthquake</li> <li>● Lockdown</li> <li>● Shelter in place</li> </ul>	SY2018-19	Principal Asst. Principal	Certificated and Classified Staff  Updating Emergency Backpacks	Staff Meetings  Google Docs		

<p>Follow-up from all district crisis training:</p> <ul style="list-style-type: none"> <li>● Training on “Stop the Bleed”</li> <li>● Teacher feedback to determine additional needs</li> <li>● Drills to be conducted during passing times/recess</li> <li>● Collaboration with Facilities Department to install exterior door handles and locks on at least two rooms facing the playground to allow for emergency building re-entry</li> <li>● Explore options for subs to have keys in the event of an emergency</li> </ul>	<p><b>SY2018-19</b></p>	<p>Principal Asst. Principal</p>	<p>Bill Davis, Director of Facilities</p> <p>Drill schedule</p> <p>Work orders</p>	<p>Staff Meetings</p> <p>LIT</p>		
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**GOAL 2: Using Data and Assessment 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).

Increase the number of students achieving proficiency overall and within each subgroup by 5%.

<b>NBES Smarter Balanced Assessment in Math Results</b>				
<b>Grade</b>	<b>2017-18 Overall</b>	<b>FRPL</b>	<b>ELL</b>	<b>SpEd</b>
<b>3rd</b>	71%	48%	33%	29%
<b>4th</b>	60%	28%	20%	40%
<b>5th</b>	67%	36%	NSD	19%

**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.**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
<p>Launch the school-wide Master Schedule to allow for multiple differentiation opportunities through the school day.</p> <ul style="list-style-type: none"> <li>● Implement a Reading Intervention pull-out program (WIN Reading) targeting urgent intervention students.</li> <li>● Refine and revise the Master Schedule based upon parent and teacher feedback.</li> <li>● Implement a math intervention pull-out program (WIN Math) targeting urgent intervention students.</li> <li>● Hire a ParaEducator focused on additional WIN support.</li> </ul>	<p><b>SY2018-19</b></p>	<p>Principal Asst. Principal. Math Interventionist</p>	<p>Interventionists  LIT  ParaEducators</p>	<p>LIT  Curriculum Night  Parent Ad-Hoc Committee</p>		
<p>A minimum of one SBA Math Interim Block Assessment will be administered in grades 3-5 prior to the SBA testing window.</p> <ul style="list-style-type: none"> <li>● In order to build understanding in the primary grades and increase vertical alignment, interim assessments will be shared with the whole staff.</li> </ul>	<p><b>SY2018-19</b></p>	<p>Principal Asst. Principal 3rd-5th grade teachers</p>	<p>Salina Fassler, <i>Instructional Coach</i></p>	<p>LIT  Staff Meetings</p>		

<p>Reflex Math - 80% of 2nd-5th grade students demonstrating skill attainment for their grade level to achieve program completion by the end of the year.</p> <p>Monitor use of DreamBox in grades K-2 to determine program relevancy.</p> <ul style="list-style-type: none"> <li>• Use will be monitored through the number of students meeting monthly minute goal.</li> </ul>	<p><b>SY2018-19</b></p>	<p>Principal Asst. Principal LIT Members</p>	<p>Rick Flanagan, NBES resident Reflex expert</p>	<p>LIT</p>		
<p>STAR data analysis to occur after the test administration at the beginning, middle and end of the year. 2nd-5th grade teachers have opted to administer the test in early November, as well as late February/early March, in order to monitor student growth and determine next instructional steps.</p>	<p><b>SY2018-19</b></p>	<p>Principal Asst. Principal 2nd -5th grade teachers</p>	<p>Julie Gardunia, resident STAR expert  Monthly PLTs</p>	<p>LIT</p>		
<p>Professional Learning Team meetings following a school-wide assessment will focus on data analysis of the results and implications for instruction. Focus will also include small group instruction/differentiation.</p>	<p><b>SY2018-19</b></p>	<p>Principal Asst. Principal PLT Members</p>	<p>STAR data  WaKIDS data</p>	<p>Facilitated PLTs</p>		
<p>Observational Rounds for each grade level, led by Salina Fassler.</p> <ul style="list-style-type: none"> <li>• Grade levels to determine area of focus based upon PGGs.</li> </ul>	<p><b>SY2018-19</b></p>	<p>Principal Asst. Principal Instructional Coach Teachers</p>	<p>Salina Fassler, Instructional Coach</p>	<p>LIT  Facilitated PLTs</p>		

**GOAL 2: Using Data and Assessment 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).

Increase the number of students achieving proficiency overall and within each subgroup by 5%.

<b>NBES 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>	72%	43%	NSD	36%
<b>4th</b>	74%	50%	40%	30%
<b>5th</b>	74%	29%	NSD	19%

**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.**

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
<p>Title I Supports</p> <ul style="list-style-type: none"> <li>Identify students to receive intervention based upon STAR, and teacher input</li> <li>Groups will be adjusted, based upon these data, three times per year; progress monitoring to occur each Friday</li> <li>Data to be shared with general education teachers up to three times a year</li> <li>Title Specialists/ParaEducators will meet with grade level teams after each trimester administration of STAR</li> </ul>	<p><b>SY 2018-19</b></p>	<p>Principal Asst. Principal Monica Phillips, <i>Title I Coordinator</i></p>	<p>Programs: -SIPPS -Road to the Code -Read Naturally -Wired for Reading -Lexia -Reading A-Z -LLI</p> <p>Professional Development: -Title I staff -NBES Staff</p>	<p>WIN Parent Night</p> <p>Monthly parent <i>Reading Connection</i> newsletter</p>		
<p>Launch the school-wide Master Schedule to allow for multiple differentiation opportunities through the school day.</p> <ul style="list-style-type: none"> <li>Implement a reading intervention pull-out program (WIN Reading) targeting urgent intervention students.</li> </ul>	<p><b>SY 2018-19</b></p>	<p>Principal Asst. Principal</p>	<p>Reading Interventionist</p> <p>Math Interventionist</p> <p>LIT Members</p>	<p>LIT Curriculum Night</p> <p>Parent Ad-Hoc Committee</p>		

<ul style="list-style-type: none"> <li>● Refine and revise the Master Schedule based upon parent and teacher feedback.</li> </ul>						
<p>Increase ELL classroom supports and partnership</p> <ul style="list-style-type: none"> <li>● Examine and continue to refine ELL service model</li> <li>● Teachers partnering with ELL para to increase impact of push-in support services</li> <li>● ELL Coordinator to provide professional development during BDD on GLAD-type strategies</li> <li>● Increase teacher awareness of ELL program--ELPA scores, who is served and how, curriculum</li> <li>● Investigate GLAD training for teachers</li> <li>● Following trainings, determine needed classroom materials for implementation of GLAD-type strategies</li> </ul>	<p><b>SY 2018-19</b></p>	<p>Principal Asst. Principal</p>	<p>Marci Eubanks, <i>ELL Coordinator</i></p> <p>Esther Peters, <i>ELL ParaEducator</i></p> <p>OSPI iGrant</p> <p>ELPA data</p> <p>MTSS Tier I/II/III structure for students enrolled in ELL services</p>	<p>Staff Retreat</p> <p>LIT</p>		
<p>A minimum of one SBA ELA Interim Block Assessment will be administered in grades 3-5 prior to the SBA testing window.</p> <ul style="list-style-type: none"> <li>● In order to build understanding in the primary grades and increase vertical alignment, interim assessments will be shared with the whole staff.</li> </ul>	<p><b>February/ March 2019</b></p>	<p>Principal Asst. Principal 3rd-5th Grade Teachers</p>	<p>Salina Fassler, <i>Instructional Coach</i></p>	<p>LIT</p> <p>Staff Meetings</p>		

<p>Lexia - 80% of students will meet or exceed their Lexia recommended usage minutes throughout the year.</p> <ul style="list-style-type: none"> <li>The LIT will begin to monitor the usage of Lexia in K-5.</li> </ul>	<b>SY 2018-19</b>	<p>Principal</p> <p>Asst. Principal</p> <p>LIT</p>	District funding of program.	LIT		
<p>STAR data analysis to occur after the test administration at the beginning, middle and end of the year.</p> <ul style="list-style-type: none"> <li>2nd-5th grade teachers have opted to administer the test in early November, as well as late February/early March, in order to monitor student growth and determine next instructional steps.</li> </ul>	<b>SY 2018-19</b>	<p>Principal</p> <p>Asst. Principal</p> <p>2nd-5th Grade Teachers</p>	<p>Julie Gardunia, resident STAR expert</p> <p>Monthly PLT Meetings</p>	LIT		
<p>Professional Learning Team meetings following a school-wide assessment will focus on data analysis of the results and implications for instruction. Focus will also include small group instruction/differentiation.</p>	<b>SY 2018-19</b>	<p>Principal</p> <p>Asst. Principal</p> <p>PLT Members</p>	<p>STAR data</p> <p>WaKIDS data</p> <p>DIBELS</p>	Facilitated PLTs		
<p>Accelerated Reader to be purchased as a school-wide supplemental reading support program.</p> <ul style="list-style-type: none"> <li>LIT to monitor use and determine student progress.</li> </ul>	<b>SY 2018-19</b>	<p>Principal</p> <p>Asst. Principal</p> <p>LIT</p>	PTA funding	LIT		
<p>Observational Rounds for each grade level, led by Salina Fassler.</p> <ul style="list-style-type: none"> <li>Grade levels to determine area of focus based upon PGGs.</li> </ul>	<b>SY 2018-19</b>	<p>Principal</p> <p>Asst. Principal</p> <p>K-5 Teachers</p>	<p>Salina Fassler, <i>Instructional Coach</i></p>	<p>LIT</p> <p>Facilitated PLTs</p>		