Snoqualmie Valley School District
School Improvement Planning Process 2018-19

School Name: Opstad Elementary School

SVSD Mission Statement: *Our mission is to educate all Snoqualmie Valley children to prepare them for college, career, and citizenship.*
SVSD Vision: *To become the best school district in Washington State by any measure.*

OES Motto Supporting SVSD Mission & Vision: *Caring about Learning, Learning about Caring*

School Scorecard

Parent-Teacher Conference Participation			
School Year	School Enrollment	Conferences Held	Participation Percent
Fall 2017	547	543	99.2%
Fall 2018	524	496	95%
Grade 6 Cohort - Class of 2025			
Assessment	School Year 2015 - 2016	School Year 2016 - 2017	School Year 2017 - 2018
SBA ELA	70%	69.7%	68.7%
SBA Math	67.2%	63.6%	61.4%
Grade 5 Science			
Science*	80.8% *MSP	81% *MSP	72.4% *WCAS
Percentage of Students at or above 90% Attendance			
At or Above 90%	87.44%	88.41%	89.72%

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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 change, 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 road map 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 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, the following data was reviewed and analyzed in preparation and development of the school improvement plan.

☒ Statewide Assessments	☒ District-Based Assessments:	☒ Formative Assessments:	☐ Graduation Rates
☒ Summative Assessments	☐ Student Perceptual Data	☒ Staff Perceptual Data	☒ Attendance Data
☒ Classroom-Based Assessments	☒ Content Area Assessments	☐ SAT/ACT Assessments	☐ Health Youth Survey
☒ Other: Attendance Reports, Surveys, STAR Math, STAR Reading, enVisions math, SWIS and ThoughtStream			

Summary of strengths or greatest progress based on the data:

- 3rd to 4th & 4th to 5th cohort Math SBA results improved 2%.
- 3rd to 4th cohort ELA SBA results increased 12% & 4th to 5th cohort ELA increased 4%.
- Recess behavior improved 63% as measured by number of behavior referrals (108 v.s. 278 during previous year)

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

- 3rd to 4th grade cohort decreased in math SBA performance by 9%
- 6 of 6 (100%) 3rd to 4th grade Math students with disabilities cohort level 1 and level 2 students stayed at the same level.
- 8 of 11 (73%) 4th to 5th grade ELA students stayed at level 1. 15 of 20 (75%) level 2 ELA SBA students stayed at level 2.

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 Objective D, Task 1 & 2)

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:
- Tiered Fidelity Inventory (Maintain 80%+ for TIER I)
- SWIS Data (classroom & recess referrals)
- CICO (Check In/Check Out) within SWIS Data

ACTION STEPS:
The primary leads responsible for the action steps (listed below) are Ryan Hill, *Principal*, and Robin Earl, *Assistant Principal,* and are monitored by the OES PBIS Team.

Tier 1				
Tasks	**Timeline**	**Lead/ Support**	**Resources**	**Monitoring/ Completion**
85% of students and staff understand the Otter Code (Be Respectful, Be Responsible, & Do the Right Thing	**2018-19 School Year**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal* *PBIS Committee*	● Recess Expectation Talks ● Lunchroom Expectation Talks ● Playground Videos ● School Wide Assemblies ● PBIS themes (Trimester) ● TFI monitoring tool	
Reduce recess yellow cards by 15% from the previous year.	**2018-19 School Year**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal* Amy Lee, *Counselor*	● SWIS data report ● Monthly Recess Supervisor Meetings ● Tiered Recess Option	
Otter Action Awards ● Every student will receive an Otter Action Award	**2018-19 School Year**	Ryan Hill, *Principal* Chris Harting, *coding specialist* Amy Lee, *Counselor*	● Otter Action Spreadsheet Data ● Otter Action Award winners recognized in weekly video	

● Every teacher using SWIS classroom minor forms	**2018-19 School Year**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal*	● Discipline Flow Chart ● SWIS training for all staff ● Professional Development for Minor forms ● Monthly tracking for % of teachers using minor forms.	
● 85% of student and staff can articulate Zones of Regulation and self-identify which zone they are in	**2018-19 School Year**	Amy Lee, *OES Counselor* OES *Special Education Teachers*	● OES Special Education Team ● Classroom Teachers ● Zones of Regulation Posters ● Friday Video ● District Social & Emotional Learning (SEL) Framework	

Tier 2				
Tasks	**Timeline**	**Lead/ Support**	**Resources**	**Monitoring/ Completion**
Tier 2 PBIS team to strengthen the supports provided to students and teachers: ● Continue developing a menu of Tier 2 Behavioral Interventions based on motivators identified in SWIS data ● Provide professional development for staff around Tier 2 Interventions and Accommodations	**2018-19 School Year**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal*	● District PBIS Coaching, professional development & Guidance ● OES Special Education staff ● OES STAT	
Plan for the implementation and administration of a school-wide social-emotional screener twice a year. ● Form interventions and supports based on screener data.	**2018-19 School Year**	Amy Lee, *Counselor*	● District PBIS Team ● RJ Monton	

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/awsprofessional developmentocuments/AWSP_LF_Rubrics.professional development

PROGRESS MEASUREMENT:
- AWSP staff survey
- Staff/ Parent Survey results
- Completion of Action Steps (outlined below)
- Thoughtstream data
- CEE Survey

ACTION STEPS: The primary leads responsible for the action steps (listed below) are Ryan Hill, *Principal*, and Robin Earl, *Assistant Principal*, and are monitored by the OES PBIS Team.

Tasks	Timeline	Lead/ Support	Resources	Monitoring/ Completion
Building Growth & Culture Committee to engage staff in community - building activities, make building based decisions, analyze CEE data for decision making	**2018-19 School Year**	Building Growth & Culture Committee	- Monthly meetings - CEE Data	**CEE Data:** Evaluated and staff communication protocol developed based on results.

Utilize the PTA to foster relationships between our faculty and community ● Promote PTA sponsored Family Nights ● Increase PTA Membership	**2018-19 School Year**	OES PTA Board Ryan Hill, *Principal*	● Open House ● Bingo Night ● Book Fair ● Movie Nights ● STEAM Fair ● Orange Ruler ● Basket Raffle	**Open House - Complete** **Orange Ruler - Complete** **- exceeded goal of $60k**

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 Objective D, Task 2 & 3)

DESCRIPTION:
The process of identifying facility needs (short-term and Earl-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)

ACTION STEPS:
The primary leads responsible for the action steps listed below are Ryan Hill, *Principal* and Robin Earl, *Assistant Principal* and are monitored by the
OES PBIS Team.
- Safety Drill Schedule
- Notification to First Responders prior to safety drills

Tasks	Timeline	Lead/ Support	Resources	Monitoring/ Completion
Complete scheduled and required Safety Drills (fire, earthquake, lock-down, shelter in place drills)	**2018-19 School Year**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal*	- Emergency Flipcharts - Emergency backpacks - Emergency food/water supplies purchased.	
School Building Safety Systems Training and implementation	**Winter 2018**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal*	- Updated Emergency Flipcharts - Stop the Bleed Training	**Stop the Bleed: Complete Jan. 11**

● Stop The Bleed staff training		Bill Davis, *Maintenance and Operations Director*		

GOAL 3: Using Data and Assessment to Inform Instruction
OBJECTIVE 3A: 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:
- Action Steps completed
- Completion of Action Steps (outlined below)
- Interim - Using STAR Math and enVision topic tests, SBAC Interim Block assessments as formative data to drive instruction
- Formative - enVisions: curriculum or teacher-based measures, STAR progress monitoring
- Summative - SBA Math results: Over the next three years (2015-2018), students in third to fifth grades at Opstad Elementary School will demonstrate a **4%-17%** increase in proficiency, from the initial data point, as measured by the Smarter Balanced Assessment math achievement scores.

OES Smarter Balanced Assessment in Mathematics Results and Target				
Grade	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Achievement Target
3rd	67.3% (15.3)	74% (6.7)	65%	**80%**
4th	65.5% (**1.5**)	61% (**4.5**)	76% (15)	**80%**
5th	63.6% (3.6)	57% (**6.6**)	63% (6)	**80%**

ACTION STEPS:

The primary leads responsible for the action steps (listed below) are Ryan Hill, *Principal* and Robin Earl, *Assistant Principal and monitored by the OES LIT.*

Tasks	Timeline	Lead/ Support	Resources	Monitoring/ Completion
Math Intervention pull-out program (WIN Math) targeting urgent intervention students ● Goal: Math WIN students will exceed 65 Student Growth Percentile (SGP) on trimester STAR Assessments. SGP between 35-65 is considered normal range. ● Math WIN instructor will meet with or communicate with grade level teams three times per year.	**Once per Trimester STAR: BOY, MOY, EOY Plus progress monitor monthly**	Ryan Hill, *Principal* Ryan Vidos	● STAR Math Assessment ● Differentiated instructional resources guided by individual student need	==Jan. Update:== Students w/ WIN support SGP: 49. School SGP:53
Data analysis of STAR, SBAC, and classroom assessments to identify level 2 and low level 3 students for targeted math support (3rd/4th/5th grade math specific para support)	**BOY Data Analysis**	Ryan Hill, *Principal* Classroom Teachers	● STAR Math Assessment ● STAR & SBA Data Analytics	==Jan. Update:== Meeting with Meredith and Juna Friday to start this process
Before school learning support intervention program for 5th grade students. This program targets on-watch and high level 2/ low level 3 students ● Goal: Before School Math students will exceed 65 Student	**Once per Trimester**	Ryan Hill, *Principal* Before School Math Teaching Staff	● STAR Math Assessment ● Differentiated instructional resources guided by individual student need	==Jan. Update:== Program started in January - no data available at this time

Growth Percentile (SGP) on trimester STAR Assessments. SGP between 35-65 is considered normal range.	**STAR: BOY, MOY, EOY**			
Grade Level Professional Learning Teams to analyze STAR & SBAC Interim Assessment Block (IAB) data to determine differentiated plan for student groups (urgent intervention, on-watch, etc.)	**Once per Trimester STAR: BOY, MOY, EOY**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal*	● Align SBAC Interim Assessment Blocks with topics for timely assessment ● Sort IAB Block data to create intervention groups.	==Jan. Update:== This data training will begin late Feb./early March with Salina's support
All 1-5 teachers will regularly use Reflex (1-5) math with their students to increase math fact fluency. Goal: at least 53% (an increase of 10% from previous year) of Reflex students will achieve three green lights per week (recommended usage amount)	**2018-19 School Year**	Math LIT	● Reflex Math	==**Jan. Update:**== 37.2% of Ss met green light v.s. 41% this time last year. **1st:** 42.1%; **2nd:** 22.4%; **3rd:** 39.4%; **4th:** 33.9%; **5th**: 45.1%
Identify groups of six 3rd, 4th, & 5th grade students at high level 2 or low level 3 predicted SBAC scores for specific SBAC enrichment	**2018-19 School Year**	Ryan Hill, *Principal* Robin Earl, *Assistant Principal*	● District Math Content Specialist & 4th/5th math support paraprofessional	==**Jan. Update:**== Meeting with Meredith and Juna Friday to start this process

Professional Development				
1. Intentional time in August for Math timeline and mapping **Power Standards** and Common Assessments. 2. Develop common math language (Julia). 3. Look at Cubes/Rose for common use in school.				

GOAL 3: Using Data and Assessment to Inform Instruction
Objective 3B: English Language Arts (ELA)

OBJECTIVE:

Teachers will use multiple data elements to differentiate English Language Arts (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:
- Action Steps completed
- SBA ELA results: Over the next 3 years, 2015-2018, students in grades 3-5 at Opstad Elementary School will demonstrate a **10%-23%** increase in proficiency, from the initial data point, as measured by the Smarter Balanced Assessment ELA achievement scores

OES Smarter Balanced Assessment in ELA Results and Target					
Grade	2014-15 Results Initial data point	2015-16 Results	2018-19 Results	2017-18 Results	2018-19 Achievement Target
3rd	57%	70% (13)	65% (5)	75% (10)	80%
4th	72%	70.2% (1.8)	67% (3.2)	77% (10)	80%
5th	70%	72.7% (2.7)	72% (0.7)	71% (1)	80%

ACTION STEPS:

The primary leads responsible for the action steps (listed below) are Ryan Hill, Principal and Robin Earl, *Assistant Principal* and are monitored by the OES PBIS Team.

2018-19 Problem of Practice

ELA Problem of practice - If our ELA curriculum map is focused on common core power standards then we will see an increase in ELA scores across all groups.

Target Group:

Tier IIA & Tier IIB as identified by STAR assessment, Dibels, Reading level. Measured BOY, MOY, EOY.

How:
Differentiated instruction - focus on TIER I instructional practices for professional development.

Tasks	Timeline	Lead/ Support	Resources	Monitoring/ Completion
Title I Reading Intervention pull-out program (WIN) targeting Tier IIA & Tier IIB intervention students ● Goal: Reading Club students will exceed 65 Student Growth Percentile (SGP) on trimester STAR Assessments. SGP between 35-65 is considered normal range. ● Reading Club instructor will meet with or communicate with grade level teams three times per year (BOY, MOY, EOY) to share student progress for STAR, Dibels, & Reading Level.	**Beginning, Middle and End of Year**	Reading Club Instructors	● STAR Early Literacy & Reading Assessment ● Dibels ● Reading Level	<mark>Jan. Update:</mark> 9 WIN students have graduated! Students w/ WIN support SGP: 49.5 School SGP: 58.1 (7 teachers have not completed MOY)
● Administer district reading screener (STAR Early Literacy and STAR Reading) three times per year (BOY, MOY, EOY)	**Beginning, Middle and End of Year**	All Classroom Teachers	● STAR Early Literacy & Reading Assessment ● For Kinder - Reading A-Z for reading level ● DRA, Rax Kids	<mark>Jan. Update:</mark> WIN has assessed for MOY -
For year 3 of ReadyGen, enhance school-wide fidelity: ● K-2 - 6 Units ● 3-5 - 4 Units ● Components:	**Throughout Year**	All Classroom Teachers Instructional Coach for		<mark>Jan. Update:</mark> Salina will lead a ELA Rotation sharing session Jan. 30th

○ Foundational Skills (or accepted equivalent)
○ Close Reading
○ Reading Analysis
○ Writing
○ Conventions
● Differentiated Resources
  ○ Scaffolded Strategies
● Unit Assessments-Module A/B
  ○ Selection Tests
  ○ Keystone Checklists
  ○ Writing PBA
● Unit Test (2nd - 5th: minimum of one in Spring)
  ○ Comprehension
  ○ Writing
Explore & Professional Development on other ReadyGen Resources:
  ○ Ready Up! - to gain more ideas to meet needs of struggling learners.
  ○ Leveled Library
  ○ Foundational Skill Games
		Scaffolded Strategies & ReadyUp! Professional Development		

Utilize released ELA performance tasks and SBA interim assessment block (IAB) ● Provide professional development to new teachers on how to use and score interim assessments ● Offer a refresher session for all 3rd, 4th, 5th grade teachers ● Grades 3-5 will complete 3 IAB's ● Support for DRA, Reading A-Z resources	**January-May 2018 Implement of Assessment Focus**	ELA LIT	● SBA Interim Assessments ● Professional development Time during staff meeting or BDD	==Jan. Update:==
All K-5 teachers will regularly use Lexia in the classroom ● Goal: 70% of Opstad students will meet or exceed their recommended Lexia usage minutes each month ● 100% of Students in WIN reading will meet or exceed their recommended Lexia useage	**2018-19 School Year**	All Classroom Teachers	● Lexia ● Chromebooks and iPads ● Computer Lab ● Intentional PLT time to evaluate Lexia data and interventions	==Jan. Update:== **District Average:** 29% of students meeting minutes **Opstad Average:** 53% of students meeting minutes (Jan. at 62%) **K**: 49%; **1st**: 92%; **2nd**: 49%; **3rd**: 39%; **4th**: 37%; **5th**: 60%