

# Snoqualmie Valley School District

## School Improvement Planning Process 2018-19

School Name: Snoqualmie Elementary

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

<b>Parent-Teacher Conference Participation</b>			
School Year	School Enrollment	Conferences Held	Participation Percent
Fall 2016	546	538	98.50%
Fall 2017	523	493	95.40%
Fall 2018	475	465	97.89%
<b>Grade 6 Cohort - Class of 2025</b>			
Assessment	School Year 2015 - 2016	School Year 2016 - 2017	School Year 2017 - 2018
SBA ELA	61.1%	69.3%	75.8%
SBA Math	66.9%	70.4%	65.4%
<b>Grade 5 Science</b>			
Science*	87.8% *MSP	87.9% *MSP	75.8% *WCAS
<b>Percentage of Students at or above 90% Attendance</b>			
At or Above 90%	91.88%	91.13%	90.67%

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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: CEE Data, Attendance Reports, Surveys, STAR Math, STAR Reading, and SWIS			

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

<ul style="list-style-type: none"> <li>➤ Increased Special Ed proficiency for all grades in both Math and ELA             <ul style="list-style-type: none"> <li>○ Ranges 2% - 27%</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Overall ELA and Math Proficiency increased for 3rd and 4th grade             <ul style="list-style-type: none"> <li>○ 3rd grade ELA - 9% increase</li> <li>○ 3rd grade Math - 10% increase</li> <li>○ 4th grade ELA - 12% increase</li> <li>○ 4th grade Math - 13% increase</li> </ul> </li> </ul>

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

<ul style="list-style-type: none"> <li>➤ Decrease in scoring for all areas of SBA in 5th grade             <ul style="list-style-type: none"> <li>○ ELA 7% decline, Math 5% decrease, Science 12% decrease</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Achievement gap in both ELA and math for students who are on an IEP             <ul style="list-style-type: none"> <li>○ Range 37% - 66% among all grades</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Achievement gap in both ELA and Math for our low income students             <ul style="list-style-type: none"> <li>○ Range 27% - 37% among all grades</li> </ul> </li> </ul>

**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
- SWIS Discipline Data- 80% of staff (classified and certified) implementing behavior flowchart system with fidelity

**ACTION STEPS:**

**Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.**

**Focus Areas include:**

- **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><b>School-Wide Behavior Expectations</b></p> <ul style="list-style-type: none"> <li>• Expectations videos to review school-wide expectations with all students</li> <li>• Reteach expectations during Cougar Way Assemblies</li> <li>• Recognize student award winners at Cougar Way Assemblies</li> <li>• Review expectations after major school breaks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Beginning of school year</b></li> <li>• <b>Assemblies - December 2018, March 2019, June 2019</b></li> <li>• <b>After Winter, Mid-Winter, and Spring Breaks</b></li> </ul>	<p>Principal, John Norberg</p> <p>Assistant Principal, Valerie Li</p> <p>PBIS Team</p>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Assembly materials - slideshow of award winners</li> </ul>	<p>PBIS section of Student Handbook</p>	<ul style="list-style-type: none"> <li>• Fall TFI/TFI walkthrough</li> <li>• Posters visible throughout school</li> <li>• Assembly agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Spring TFI/TFI walkthrough</li> </ul>
<p><b>Classroom Implementation of Cougar Way</b></p> <p>Universal Think Sheets for Primary and Secondary grade bands</p>	<p><b>Fall 2018</b></p>	<p>Principal, John Norberg</p> <p>Assistant Principal, Valerie Li</p> <p>PBIS Team</p>	<p>Think Sheets copied onto yellow paper so they stand out to parents</p>	<p>Parent input and feedback from PTSA Board Meeting</p>	<p>Teachers, specialists, and other itinerant staff (interventionists, counselor etc) use Think Sheets to help students reflect on behavior</p>	<p>Think Sheets modified as needed based on feedback after initial use</p>

<p><b>Recognition of Positive Behavior</b></p> <ul style="list-style-type: none"> <li>• Create matrix defining various student awards and how to earn them - Very Important Cougars (VICs), Class of Distinction, Play the Cougar Way etc.</li> <li>• Cougar Pride! Award given out to students when grade level spells out “Cougar Pride!” by earning predetermined number of Cougar-Grams. School-wide reward when all grade levels earn award at least once</li> </ul>	<ul style="list-style-type: none"> <li>• <b>October 2018 PBIS meeting</b></li> <li>• <b>Launch at December 2018 Cougar Way Assembly, ongoing through the year</b></li> </ul>	<p>Principal, John Norberg</p> <p>Assistant Principal, Valerie Li</p> <p>PBIS Team</p>	<ul style="list-style-type: none"> <li>• Time at PBIS meeting</li> <li>• Materials for Cougar Pride! Display in MPR, Cougar-grams</li> </ul>	<p>Share at staff meeting and PTSA Board Meeting</p>	<ul style="list-style-type: none"> <li>• Awards given out according to criteria set in matrix</li> <li>• Students earning Cougar-Grams and Cougar Pride! Award</li> </ul>	
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<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>● PBIS rollout at BOY - Cougar Way expectations, behavior support flowchart, school-wide rewards</li> <li>● Continue to increase fidelity of SWIS form use and share SWIS data with all staff</li> <li>● PD for classified staff at recess supervisors meetings</li> </ul>	<ul style="list-style-type: none"> <li>● <b>August Staff Retreat</b></li> <li>● <b>Ongoing at staff meetings</b></li> <li>● <b>Monthly Recess Supervisor meetings</b></li> </ul>	<p>Principal, John Norberg</p> <p>Assistant Principal, Valerie Li</p> <p>PBIS Team</p>	<ul style="list-style-type: none"> <li>● Powerpoint slides for PD session</li> <li>● PBIS Documents/handouts</li> <li>● SWIS Data</li> </ul>		<ul style="list-style-type: none"> <li>● Meeting agendas (staff retreat/staff meetings/recess supervisor meetings)</li> <li>● SWIS Data reports</li> </ul>	
<p><b>School-Wide SEL Curriculum Implementation</b></p> <ul style="list-style-type: none"> <li>● SEL instruction included in master schedule</li> <li>● Professional Development for all staff, including specialists and classified staff</li> </ul>	<ul style="list-style-type: none"> <li>● <b>By start of school year</b></li> <li>● <b>Fall 2018</b></li> </ul>	<p>Principal, John Norberg</p> <p>Assistant Principal, Valerie Li</p>	<ul style="list-style-type: none"> <li>● Second Step Posters, lanyards, training handouts, scope and sequence</li> </ul>	<p>Share at Curriculum Night</p>	<ul style="list-style-type: none"> <li>● Teachers following scope and sequence</li> <li>● Attendance for trainings</li> </ul>	<ul style="list-style-type: none"> <li>● Common language used from curriculum</li> <li>● Students use tools in curriculum for problem solving</li> </ul>

<p><b>Tier II Planning</b></p> <p>Launch of Tier II structures - team formation, team meeting agenda, intervention planning</p>	<p><b>Winter/Spring 2019</b></p>	<p>Principal, John Norberg</p> <p>Assistant Principal, Valerie Li</p>	<ul style="list-style-type: none"> <li>● Coaching time with PBIS coach Bridget Walker</li> <li>● Release time for teachers to participate in coaching</li> </ul>		<p>N/A</p>	<p>Tier II Team formed with initial meetings on calendar</p>
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**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)
- Building Directed Day Exit Slips

**ACTION STEPS:**

The primary leads responsible for the action steps (listed below) are *Principal* and *Assistant Principal*.

**Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.**

**Focus Areas include:**

- **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>Provide differentiated support to PLTs to facilitate growth toward their desired goal including a facilitated PLT monthly meeting for increased structure.</p> <p>Administer the PLT Self-Assessment to all building teams on a trimester basis</p> <ul style="list-style-type: none"> <li>● Current Reality</li> <li>● Goal</li> <li>● Action Steps</li> <li>● Support Requested</li> </ul>	<b>SY2018-19</b>	<p>Principal, John Norberg</p> <p>Assistant Principal, Valerie Li</p>				
<p>Collaboration with Cascade View Elementary School to conduct a BDD rotation model with greater professional development</p>	<b>SY2018-19</b>		<p>Teacher Leaders</p> <p>Carma Young, Instructional Coach</p> <p>Content Specialists</p>	LIT		

offerings from which teachers can self-select.						
Utilize the PTSA to foster relationships between our faculty and community  Promote PTSA sponsored Family Nights  Increase PTSA Membership  Foster stronger 2-way communication	<b>SY2018-19</b>	SES PTSA Board & Principal, John Norberg		*featured on school website *featured on PTSA website *featured in constant contact *posted on social media		
Implement new SEL curriculum - Second Step	<b>SY2018-19</b>	All Teachers	Emily Bates, School Counselor Kari Weed, District Specialist	Regular classroom teacher emails, periodic information sent home via constant contact		

Facilitate SEL classroom lessons around relevant topics to student issues	<b>SY2018-19</b>	Emily Bates, School Counselor	Kari Weed, District Specialist			
Review EES Staff Survey to measure staff and community satisfaction	<b>Winter 2019</b>	John Norberg - Principal Valerie Li - Assistant Principal				
Social Committee will continue to create staff events to promote community and culture among staff	<b>SY2018-19</b>	John Norberg - Principal Valerie Li - Assistant Principal	SES Teachers	Staff Meetings		

**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)

**ACTION STEPS:**

**Begin/strengthen implementation of a MTSS approach focused on improving District capacity to address student behavior and make evidence-based social and emotional learning an integral part of education from preschool through high school.**

**Focus Areas include:**

- **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
Complete scheduled and required Safety Drills (fire, earthquake, intruder drills)	<b>SY2018-19</b>	Principal and Assistant Principal	*Certificated and Classified Employees *Updating Emergency Backpacks		Ongoing	
		Principal and Assistant Principal				
Meetings with district leadership to develop consistent responses across all elementary schools during an emergency <ul style="list-style-type: none"> <li>● Refine emergency lockdown drill procedure</li> </ul>	<b>Fall 2018</b>	John Norberg - Principal Valerie Li - Assistant Principal Shannon Smith - Principal Secretary Michelle Pearlstein - Registrar	Bill Davis, Director of Operations		Complete	
Develop and Practice District-led Reunification Plan	<b>SY2018-19</b>	John Norberg - Principal Valerie Li - Assistant Principal	Bill Davis, Director of Operations	LIT		

<p>School Building Safety Systems</p> <ul style="list-style-type: none"> <li>• Training and implementation</li> <li>• Stop The Bleed staff training</li> </ul>	<p><b>SY2018-19</b></p>	<p>John Norberg - Principal Valerie Li - Assistant Principal</p>	<p>Anne McGavran - Head Nurse</p>			
<p>Facilitate monthly meetings for playground supervisors focused around:</p> <ul style="list-style-type: none"> <li>• PBIS strategies</li> <li>• SWIS data analysis</li> <li>• Social-emotional competencies</li> <li>• Yellow Card system</li> <li>• Playground culture/safety</li> </ul>	<p><b>SY2018-19</b></p>	<p>John Norberg - Principal Valerie Li - Assistant Principal</p>	<p>SES Playground Supervisors</p>	<p>Staff meetings and email</p>	<p>Ongoing</p>	

**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>SES 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>	93%	60%	N/A%	64%
<b>4th</b>	86%	36%	25%	36%
<b>5th</b>	67%	36%	N/A	36%

**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 MTSS Master Schedule 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 (WIN Math) targeting urgent intervention students.</li> </ul>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal Valerie Li, Assistant Principal</p>	<p>Alison Means, Math Interventionist</p>	<p>Intervention reports to home, email and feedback from parents</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>John Norberg, Principal Valerie Li Assistant Principal 3rd-5th grade teachers</p>	<p>Carma Young, Instructional Coach</p>			
<p>STAR data analysis to occur after the test administration at the beginning, middle and end of the year.</p>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal Valerie Li Assistant Principal 3rd-5th grade teachers</p>	<p>John Norberg - Principal Valerie Li - Assistant Principal</p>	<p>Focused PLT  LIT</p>		

<p>Problem of Practice work around targeted differentiation to demonstrate and record growth for special education students in the core math instruction block in all grade levels</p>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal Valerie Li, Assistant. Principal Instructional Coach Teachers</p>	<p>LIT</p>	<p>LIT  PLTs  Staff Meetings</p>		
<p>Instructional rounds and informal peer observations based upon professional growth goal and best practice with in Math</p>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal Valerie Li, Assistant. Principal</p>	<p>Carma Young, Instructional Coach</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>SES 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>	90%	60%	N/A	55%
<b>4th</b>	82%	45%	25%	37%
<b>5th</b>	77%	29%	N/A	29%

**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 MTSS 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> </ul>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal</p> <p>Valerie Li, Assistant Principal</p>	<p>Rachel Patty, WIN Teacher</p>	<p>Interventionist parent meeting, email reports and regular feedback from parents</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>SY2018-19</b></p>	<p>John Norberg, Principal</p> <p>Valerie Li, Assistant Principal</p>	<p>Carma Young, Instructional Coach</p>	<p>LIT</p>		

<ul style="list-style-type: none"> <li>Instructional rounds and informal peer observations based upon professional growth goal and best practice with in ELA</li> </ul>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal Valerie Li, Assistant Principal</p>	<p>Carma Young, Instructional Coach</p>	<p>PLT</p>		
<ul style="list-style-type: none"> <li>Administer district reading screener (STAR Early Literacy and STAR Reading) three times per year (BOY, MOY, EOY)</li> </ul>	<p><b>SY2018-19 (3 times a year)</b></p>	<p>Classroom Teachers</p>	<p>Carma Young, Instructional Coach</p>	<p>Focused PLT</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>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal Valerie Li, Assistant Principal</p>				
<p>Problem of Practice work around targeted differentiation to demonstrate and record growth for special education students in the core ELA instruction block in all grade levels.</p>	<p><b>SY2018-19</b></p>	<p>John Norberg, Principal  Valerie Li, Assistant Principal</p>		<p>LIT</p>		

Utilize ReadyGen PBAs and SBA interim assessments to inform.	<b>SY2018-19 (Fall/Winter)</b>	John Norberg, Principal Valerie Li, Assistant Principal	Carma Young, Instructional Coach District Directed Days	PLT		
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