

Snoqualmie Valley School District
School Improvement Planning Process 2018-19

School Name: Timber Ridge 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.*

TRES Mission supporting SVSD Mission and Vision: *Nurturing students to learn, think, and grow to their highest potential.*

School Scorecard

Parent-Teacher Conference Participation			
School Year	School Enrollment	Conferences Held	Participation Percent
Fall 2016	588	582	98.9%
Fall 2017	664	652	98.5%
Fall 2018	696	683	98.1%
Grade 6 Cohort - Class of 2025			
Assessment	School Year 2015-2016	School Year 2016--2017	School Year 2017-2018
SBA ELA	NA	78.7%	82.9%
SBA Math	NA	80%	67%
Grade 5 Science			
Science*	NA	90% *MSP	77.6% *WCAS
Percentage of Students at or above 90% Attendance			
At or Above 90%	NA	87.8%	88.2%

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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:

➤ Students with disabilities subgroup showed growth as a cohort demonstrated a 6% point growth between 3rd (2017) and 4th grade (2018).
➤ 4th grade students scored 89% in ELA on the 2018 SBA, demonstrating an 7% point increase from 3rd grade (2017) cohort scores.
➤ 4th grade students scored 82.5% in Math on the 2018 SBA, demonstrating a 3.7% point increase from 3rd grade (2017) cohort scores.

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

➤ Students with disabilities subgroup showed no growth as a cohort between 4th (2017) and 5th grade (2018).
➤ 5th grade students scored 67% in Math on the 2018 SBA, demonstrating a 13% point decrease from 4th grade (2017) cohort scores
➤ 5th grade students scored 77.6% in Science on the 2018 SBA, demonstrating a 13.4% decrease from 2017 5th grade scores.

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 100% 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 in an MTSS framework, increased student engagement, and connections to college, career, and citizenship**
- **Collaboration and collegial practices**

Tier 1 - Ongoing Initiatives						
Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Develop Tier 2 System Build school-wide fidelity to Tier 2 interventions to achieve 80% fidelity by EOY 2018-19.	SY2018-19	Amy Wright, <i>Principal</i> Kaaren Kim, <i>Assistant Principal</i> PBIS Tier II Team	Current handbook, PBIS district team, LIT	TFI Assessment October/ November 2018	11/30/18	
Social Emotional Screener Implement a school-wide social-emotional screener at start of 2018-19 school year	SY2018-19	<i>Principal</i> <i>Asst. Principal</i> PBIS Tier I Team	District PBIS support		Screener completed by staff 11/27/18	
SWIS Data Use/Analysis <ul style="list-style-type: none"> • Training and reminders about consistent completion of MAJOR/MINOR Forms • PBIS reps share back SWIS & TFI data with teams • Share snapshot of data schoolwide at staff meetings/LIT • Share playground data at recess supervisor meetings 	SY2018-19	<i>Principal</i> <i>Asst. Principal</i> PBIS Tier I Team	SWIS data	PBIS Tier I Grade-level team meetings Recess Supervisor Meetings	10/23/18 11/30/18	
Professional Development <ul style="list-style-type: none"> • PBIS Review 	SY2018-19	<i>Principal</i> <i>Asst. Principal</i>	August Staff Retreat	PBIS Tier I Team updates		

<ul style="list-style-type: none"> ● Staff Meeting training on behaviors MTSS ● Targeted PD during BDDs & PLTs 		Kari Weed, <i>behavior specialist</i> PBIS Tier I Team	Para Kickoff October PLT			
Family/Community Partnerships <ul style="list-style-type: none"> ● Teachers share PBIS overview at Curriculum Night ● Trimester E-news stories 	SY2018-19	<i>Principal</i> <i>Asst. Principal</i> PBIS Tier I Team		Curriculum Night Friday E-news LIT		
Recognition/Reward Systems <ul style="list-style-type: none"> ● Monthly PBIS school wide assemblies to recognize students who have earned Timber Tickets ● Provide teacher incentives for rewarding tickets 	SY2018-19	Kaaren Kim <i>Asst. Principal</i> PBIS Tier I Team		Assemblies Staff Meetings	11/2/18	
Teaching/Reteaching Expectations <ul style="list-style-type: none"> ● Expectation Stations across the school - 2x/year to reteach after breaks ● School-wide assemblies including re-teaching expectations and teaching mindfulness 	SY2018-19	<i>Principal</i> <i>Asst. Principal</i> PBIS Tier I Team	Teachers ParaEducators	Friday E-news	September 2018	
Recess Supervision <ul style="list-style-type: none"> ● Monthly meetings with admin and recess supervisors ● Ongoing Recess Supervisor training and support 	SY2018-19	<i>Principal</i> <i>Asst. Principal</i> PBIS Tier I Team	SWIS Data Playground Game Rules Posted	Recess Supervisor Meetings	9/20/18 11/1/18	

Tier 1 - Focus Initiatives

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
SEL--Second Step Curriculum <ul style="list-style-type: none"> ● Fall independent study for teachers ● BDD sessions with Kari Weed 	SY2018-19	Amy Wright <i>Principal</i> Kaaren Kim <i>Asst. Principal</i> PBIS Tier I Team	Kari Weed, District SEL Coach <i>Second Step</i>	Curriculum Night LIT	Complete September 2018	
Professional Development <ul style="list-style-type: none"> ● Zones of Regulation ● Tier I classroom supports for all students 	SY2018-19	<i>Principal</i> <i>Asst. Principal</i> PBIS Tier I Team	Jen Jorgensen, Resource Room Teacher Katie Couture, Counselor	LIT	10/23/18	
Guided Recess Opportunities for all students <ul style="list-style-type: none"> ● Training ParaEducators to run daily indoor recess option ● Recess “on the spot” support and instruction 	SY2018-19	Principal Asst. Principal PBIS Tier I Team	ParaEducators Katie Couture, Counselor Jeana Gresham, SEL specialist	PBIS Tier I Team	Complete September 2018	

Tier 2 - Focus Initiatives

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
<p>Develop menu of Tier II interventions</p> <ul style="list-style-type: none"> ● Implement CICO system ● Implement Tier II and III behavior supports ● Develop tiered Recess School supports ● Determine tools to measure fidelity for interventions ● Determine intervention coordinators 	SY2018-19	<p>Amy Wright, <i>Principal</i></p> <p>Kaaren Kim <i>Asst. Principal</i></p> <p>Kari Weed, <i>Behavior Specialist</i></p> <p>Katie Couture, <i>Counselor</i></p> <p>PBIS Tier II Team</p>	<p>PBIS Tier II Team</p>	<p>PBIS Tier II Team Reps & Intervention Coordinators</p>	11/30/18 progress check	
<p>Implement Tier II system</p> <ul style="list-style-type: none"> ● Meeting agendas ● Systems development ● Referral process and universal screener administration ● Bi-monthly data analysis and support matching for students 	SY2018-19	<p>Kaaren Kim <i>Asst. Principal</i></p> <p>Katie Couture <i>Counselor</i></p> <p>PBIS Tier II Team</p>	<p>PBIS Tier II Team</p> <p>SWIS data</p>	<p>PBIS Tier II Team Reps & Intervention Coordinators</p>	11/30/18 progress check	

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

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 Amy Wright, *Principal* and Kaaren Kim, *Assistant Principal* and are monitored by the LIT Team.

Tasks	Timeline	Lead/ Support	Resources	Communication	Monitoring/ Completion Nov./Dec.	Monitoring/ Completion April/May
Collaboration with Fall City Elementary School to conduct a BDD rotation model with greater professional development offerings from which teachers can self-select.	SY2018-19	Principal Asst. Principal	Teacher Leaders Amy Jones, <i>Instructional Coach</i> Content Specialists	LIT	January 2019	

Differentiated professional development throughout the year.	SY2018-19	Principal Asst. Principal		Staff Retreat Staff Meetings BDDs	Ongoing	
School-wide master MTSS schedule development and implementation with fidelity. Including: <ul style="list-style-type: none"> ● Core Instruction & RTI blocks ● SEL curriculum daily direct instruction ● Recess Before Lunch 	SY2018-19	Principal Asst. Principal	LIT, PTSA	Sept 2018	<i>MTSS Schedule feedback @staff meeting 11/6</i>	
Certificated staff will participate in a Teacher Leadership Survey 2x	SY2018-19	Principal		Staff Meetings December & April	12/11/18	

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 Amy Wright, *Principal* and Kaaren Kim, *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"> ● Fire ● Earthquake ● Lockdown ● Shelter in place 	SY2018-19	Principal Asst. Principal Building Growth Team	Certificated and Classified Staff Updating Emergency Backpacks	Staff Meetings Google Docs	1x month	
Follow-up from all district crisis training: <ul style="list-style-type: none"> ● Training on “Stop the Bleed” ● Teacher feedback to determine additional needs 	SY2018-19	Principal Asst. Principal	Bill Davis, Director of Operations Drill schedule	Staff Meetings Building Growth Team	1/8/19	

<ul style="list-style-type: none"> • Drills to be conducted during passing times/recess 			Work orders			
<p>Develop and Practice District-led Reunification Plan</p>	<p>SY2018-19</p>		<p>Bill Davis, Director of Operations</p>	<p>Building Growth Team</p>	<p>January 2019</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%.

TRES Smarter Balanced Assessment in Math Results				
Grade	2017-18 Overall	FRPL	ELL	SpEd
3rd	78.8%	N/A	N/A	57%
4th	82.5%	N/A	N/A	50%
5th	67.0%	N/A	N/A	6%

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
Launch the school-wide MTSS Master Schedule to allow for multiple differentiation opportunities through the school day.	SY2018-19	Principal Asst. Principal. Jackie Coscarart,	Interventionists LIT ParaEducators	LIT Curriculum Night	MTSS Schedule feedback @staff meeting	

<ul style="list-style-type: none"> Implement a Math Intervention pull-out program (WIN Math) targeting urgent intervention students. 		Math Interventionist			<i>11/6</i>	
<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"> In order to build understanding in the primary grades and increase vertical alignment, interim assessments will be shared with the whole staff. 	SY2018-19	Principal Asst. Principal 3rd-5th grade teachers	Amy Jones <i>Instructional Coach</i>	LIT Staff Meetings	<i>IAB Training for teachers 1/8/19</i>	
<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"> Use will be monitored through the number of students meeting monthly minute goal. 	SY2018-19	Principal Asst. Principal LIT Members		LIT	12/6/18	
<p>STAR data analysis to occur after the test administration at the beginning, middle and end of the year.</p>	SY2018-19	Principal Asst. Principal 2nd -5th grade teachers		LIT	November 2018	

<p>Professional Learning Team meetings following a school-wide assessment will focus on data analysis of the results and implications for instruction.</p>	<p>SY2018-19</p>	<p>Principal Asst. Principal PLT Members</p>	<p>STAR data WaKIDS data</p>	<p>PLTs</p>	<p>2x month</p>	
<p>Observational Rounds for each grade</p> <ul style="list-style-type: none"> Grade levels to determine area of focus based upon Professional Growth and Student Growth Goals 	<p>SY2018-19</p>	<p>Principal Asst. Principal Instructional Coach Teachers</p>	<p>Amy Jones, Instructional Coach</p>	<p>LIT PLTs</p>	<p>N/A</p>	
<p>Theory of Action: targeted differentiation to demonstrate and record growth for special education students in the core math instruction block in all grade levels</p>	<p>SY2018-19</p>	<p>Principal Asst. Principal Instructional Coach Teachers</p>	<p>LIT</p>	<p>LIT PLTs Staff Meetings</p>	<p>11/25/18 12/6/18</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%.

TRES Smarter Balanced Assessment in ELA Results				
Grade	2017-18 Overall	FRPL	ELL	SpEd
3rd	77.8%	N/A	N/A	57%
4th	89.7%	N/A	N/A	63%
5th	82.9%	N/A	N/A	31%

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
LAP Reading Intervention	SY 2018-19	Principal Asst. Principal	Programs: -SIPPS	WIN Parent Night	Oct/Nov 2018	

<ul style="list-style-type: none"> Identify students to receive intervention based upon STAR, and teacher input Groups will be adjusted, based upon these data, three times per year through ongoing progress monitoring. Data to be shared with general education teachers regularly 		<p>Monica Phillips, <i>LAP Coordinator</i></p> <p>Sue von Cappeln, <i>ELA Intervention Specialist</i></p>	<p>-Fountas & Pinnell Leveled Literacy Intervention</p> <p>-Road to the Code</p> <p>-Read Naturally</p> <p>-Wired for Reading</p> <p>-Lexia</p> <p>-Reading A-Z</p>	<p>Monthly parent <i>Reading Connection</i> newsletter in E-news</p>		
<p>Launch the school-wide MTSS Schedule to allow for multiple differentiation opportunities through the school day.</p> <ul style="list-style-type: none"> Implement a Reading Intervention pull-out program (WIN Reading) targeting urgent intervention students. Refine and revise the Master Schedule based upon parent and teacher feedback. 	<p>SY 2018-19</p>	<p>Principal</p> <p>Asst. Principal</p>	<p>Reading Interventionist</p> <p>Math Interventionist</p> <p>LIT Members</p>	<p>LIT</p> <p>Curriculum Night</p> <p>Parent Ad-Hoc Committee</p>	<p><i>MTSS Schedule feedback @staff meeting 11/6</i></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"> In order to build understanding in the primary grades and increase vertical alignment, interim assessments will be shared with the whole staff. 	<p>February/ March 2019</p>	<p>Principal</p> <p>Asst. Principal</p> <p>3rd-5th Grade Teachers</p>	<p>Amy Jones <i>Instructional Coach</i></p>	<p>LIT</p> <p>Staff Meetings</p>	<p><i>IAB Training for teachers 1/8/19</i></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"> The LIT will begin to monitor the usage of Lexia in K-5. 	SY 2018-19	Principal Asst. Principal LIT		LIT	12/6/18	
<p>STAR ELA data analysis to occur after the test administration at the beginning, middle and end of the year.</p>	SY 2018-19	Principal Asst. Principal 2nd-5th Grade Teachers	WIN ELA Staff	LIT	November 2018	
<p>Professional Learning Team meetings following a school-wide assessment will focus on data analysis of the results and implications for instruction.</p>	SY 2018-19	Principal Asst. Principal PLT Members	STAR data WaKIDS data DIBELS	PLTs	2x month	
<p>Observational Rounds for each grade level, led by instructional coach.</p> <ul style="list-style-type: none"> Grade levels to determine area of focus based upon Professional and Student Growth goals. 	SY 2018-19	Principal Asst. Principal K-5 Teachers	<i>Instructional Coach</i>	LIT PLTs	N/A	
<p>Theory of Action work around targeted differentiation to demonstrate and record growth for special education students in the core math instruction block in all grade levels</p>	SY 2018-19	Principal Asst. Principal Instructional Coach Teachers	LIT	LIT PLTs Staff Meetings	Monthly LIT mtgs	