

School Name: EHK12

Year: 2016-17

School Theory of Action/Target Area

If we have authentic partnership with parents as primary educators, then each student's individualized education will lead to their academic and personal growth.

If each student's WSLP (written student learning plan) is aligned with curriculum and assessments across grade levels and the curriculum is designed to give them opportunities to participate in learning environments with high quality questioning and engaging discussions, then students will improve literacy: asking questions and using evidence.

- Our partnership is fundamentally based on communication that nurtures relationships--**specifically** in explicit agreements and descriptions in building, implementing and evaluating the Written Student Learning Plan.
- We are collectively mindful of understanding and using student's individualized stories as told with assessment data, observation, relationships and other information.
- Parents are effective and confident primary educators who are enabled to make good decisions for their student, based on their own philosophy of education, and a shared understanding of a student's readiness, that will result in their students' growth in learning.
- Teachers, staff and parents are co-leading, supporting student learning by engaging in and modeling engaging instruction to support individualized learning.

Whole School Achievement Goal- As a result of this action:

Compared to Click here to enter text. in Click here to enter text. , Click here to enter text. will Click here to enter text. on Click here to enter text.

Achievement Gap: Math and Science Girls, Free and Reduced Lunch Math

Ø Measurement/Assessment: Math SBA, Science MSP

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group Girls in grades 5,6, 7 Math, Girls Science	10, 30, 27 % 62, 58, 61%	
Comparison Group B		
All Students		

Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

X Effective Learning for All Students

xEquity of Opportunity

P-3rd Grade Early Learning

Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

Equity of Opportunity- 5-8 Girls and Math/Science

Equity of Opportunity- 3-8 FRL Math

School Vision/Mission:

We serve families who choose to be primary educators by partnering with them in their students' education.

School Demographics:

Enrollment		
October 2014 Student Count		503
May 2015 Student Count		514
Gender (October 2014)		
Male	254	50.5%
Female	249	49.5%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	50	9.9%
American Indian / Alaskan Native	1	0.2%
Asian	34	6.8%
Black / African American	7	1.4%
White	353	70.2%
Two or More Races	58	11.5%
Special Programs		
Free or Reduced-Price Meals (May 2015)	90	17.5%
Special Education (May 2015)	38	7.4%
Transitional Bilingual (May 2015)	2	0.4%

Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	17	3.3%
Foster Care (May 2015)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2014-15)	0	0.0%
Adjusted 4-Year Cohort Graduation Rate (Class of 2014)		88.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)		95.7%
College/University enrollment rates of graduates		

Parent, Family, and Community Involvement in this Plan:

SIP Plan Team at SIPFest- two parents and one student participated
 Leadership Council
 Back to School Institute
 Parents partnering with Advisors writing the learning Plan

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

State Assessments

- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
- Graduation Rate
- Attendance Data
- Other:
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

· Writing SBA
· ELA SBA
· Number of Intervention Plans
· Focus on ELL Parent Support

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

1. Grades 5-8 Math for Girls
2. Grades 3-8 Math for FRL

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? Click here to enter text.	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES NOx</p>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: N/A	

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:
Math

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
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As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	Develop Tier 2 Interventions for Students WSLP "Super Advisor" recommend and support home learning assessments. Monthly "Students of Concern" meetings (Problem Solving Team)	Year Round
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Modify WSLP	Year Round
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Working closely with parents and families, bringing more students in to leadership and spheres of influence.	Fall 2016

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Early Release and Supplemental PD time focused on Question and Discussion Techniques	
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Collaborative Time	

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

<i>Third Grade OSPI Literacy Expectation</i> <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Monitoring Schedule</i>
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.		

<p>Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</p>	<p>WSLP Advisors work with parents at Spring Face to Face meetings. Advisors communicate to new Advisors if students are changing advisors due to grade change. WSLP revised or modified.</p>	
<p>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</p>	<ul style="list-style-type: none"> ● Meet face to face with families three times annually to evaluate and modify Written Student Learning Plan. ● Weekly Email news with family opportunities. ● Back to School Institute, Winter Institute- 4 days of Professional development for Parents ● Kindergarten partnership- parents collecting information for WAKids assessment and partnering with staff weekly 	