Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Meadowdale Elementary **Year:** 2016-2017

School Theory of Action/Target Area

If we, as staff and community, continue to

- refine our conceptual understanding of the K-6 critical math domain progressions, model mathematical academic vocabulary use, *and*
- support students in making sense of problems and persevere in solving them within a growth mindset culture, *and*
- engage students in meaningful math talk, experiences and learning with hands-on and minds-on access,

Then we will lead mathematics improvement and expect improved math achievement for all students.

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

Compared to 55% of all tested students, 3rd-6th grade meeting standard on the math portion of the Smarter Balanced Assessment in Spring of 2016, 59% will meet standard on the math portion of the Smarter Balanced Assessment in Spring of 2017.

Achievement Gap:

- **Measurement/Assessment: Smarter Balanced Assessment**

Student Group	*Current % Successful*	*Goal % Successful*
Comparison Group A Non-ELL Students	66%	69%
Comparison Group B ELL Students	8%	17%
All Students	55%	59%

Strategic Direction Focus Areas:

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

☒Effective Learning for All Students
☒Equity of Opportunity
☒P-3rd Grade Early Learning

Specific Strategic Direction Indicators of Focus:

- Students meeting or exceeding grade-level standards in math and growth over time
- % of staff engaged in equity and inclusive classroom practices professional development
- % of staff trained in highly effective practices for engaging students

School Vision/Mission:

Meadowdale Elementary provides consistently high expectations for academics, behavior, and social/emotional growth to prepare our students for middle and high school, college and career, and to be productive members of a global community. Our curriculum and teaching strategies, based on the most effective researched practices, are rigorous, purposeful, and driven by student data.

School Demographics:

Student Demographics		
Enrollment		
October 2015 Student Count		483
May 2016 Student Count		486
Gender (October 2015)		
Male	253	52.4%
Female	230	47.6%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	119	24.6%
American Indian / Alaskan Native	1	0.2%
Asian	66	13.7%
Black / African American	34	7.0%
White	210	43.5%
Two or More Races	53	11.0%
Special Programs		
Free or Reduced-Price Meals (May 2016)	242	49.8%
Special Education (May 2016)	71	14.6%
Transitional Bilingual (May 2016)	112	23.0%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	26	5.3%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	431	0.6%

Parent, Family, and Community Involvement in this Plan:

- Share SIP with parent club and ask for feedback
- SIP Focused math nights for families by grade levels
- Ask Latina Madres parent group for input
- Post SIP on school web-site

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:

• In 2nd grade, 80% of non-ELL students met grade-level Math expectations
• In 3rd grade, Math is a relative strength when compared to ELA SBA scores
• In 4th grade, 46% of SPED students met standard on the Math SBA, compared to the district average
• In 5th grade, Problem Solving and Modeling are relative strength in comparison with the other math claims
• In 6th grade, 50% of the FRL students met standard in Math SBA compared to the district average of 30%.

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

• 8% of ELL students met standard on the 3rd – 6th grade Math SBA, compared to 21% district-wide
• Communicating reasoning is an area for growth at the claim level in 4th and 6th grade
• Problem solving, modeling and data analysis are areas for growth at the claim level in 3rd grade
• 59% of Hispanic students in 5th grade are well-below standard at the concepts and procedures claim level

State Participation Rate:

Area of Strength 96% of 3rd-6th grade students participated in SBA testing

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? **50.7%**	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. **Plan is required: YES ☒ NO☐**
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:	
Reading: Near or At: 47% Above: 26%	Writing: Near or At: 44% Above: 26%
Listening: Near or At: 73% Above: 18%	Research/Inquiry: Near or At: 39% Above: 39%

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

Grade Level/Department/Team: Kindergarten

Student Learning Goal: Kindergarten students will improve in their Counting and Cardinality skills, according to the Fall WaKIDS data, and will move up at least one level. This ties into the following Common Core State Standards: K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4, K.CC.B.5, K.CC.C.6 and K.CC.C.7

We will measure this Formatively by:

Teachers will use WaKIDS assessments and checklists for Counts and Connects Numeral to Quantity to determine students' overall progress.

We will measure this Summatively by:

Teachers will use the end of unit math tests and teacher created Kindergarten math assessment books to determine students' overall progress.

Action steps we will take to meet our goal:

Teachers will meet to create the checklists and rubrics needed to track student progress. The teachers will use Handwriting Without Tears to help students with number writing and a variety of counting and number games for struggling students.

As part of progress monitoring, what are you doing to help students who are still struggling?

Teachers will pull struggling students aside for extra one-on-one modeling and practice in counting and cardinality skills.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

Based on formative/summative data, students will be grouped as needed to work on targeted skills to help further enhance their math skills.

Technology-This is how we will utilize technology to meet our goal:

Teachers will use their tech stations to present materials to students to either enhance or remediate materials for students as appropriate. Teachers will also use cameras/videos to help students move forward.

Grade Level/Department/Team: 1st Grade

Student Learning Goal: Students will increase their ability to represent and solve addition and subtraction problems within 20. This aligns with the 1st grade math standards of Operations & Algebraic Thinking:

- **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.*

We will measure this Formatively by:

Teachers will observe student work and activities.

We will measure this Summatively by:

Teachers will assess student progress in Fall, Winter, and Spring.

Action steps we will take to meet our goal:

- Using a pre assessment we will identify where the students are on the math 1st grade math trajectory
- Conduct mini lessons
- Provide manipulatives/whiteboards
- Provide anchor charts
- Provide small group support

As part of progress monitoring, what are you doing to help students who are still struggling?

We will provide additional modeling of strategies and support in small groups.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

For those students exceeding the standard, we will provide opportunities for those students to add and subtract within 100. (such as: differentiation of math center/computer games, story problems, worksheets).

Technology - This is how we will utilize to meet our goal:

Students will be given the opportunity to practice skills on Moby Max, Starfall, and Math Playground.

Grade Level/Department/Team: 2nd Grade and Primary LS Teacher

Student Learning Goal:

Students will expand their ability to solve one and two step story problems by using a variety of strategies with unknowns in all positions. This satisfies Common Core math standard:

2.OA.1 Use addition and subtraction within 100 to solve one and two step word problems involving situation of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.

Area of interest: Story Problems

We will measure this formatively by using the following:

- Observation of student responses during discussions
- Recording student thinking
- Student self-assessments
- Math conferences with students
- Math journals
- Entry and exit slips

We will measure summatively by using the following:

- Pre and post tests
- Quick quizzes
- Performance tasks

Action steps we will take to meet our goal will include the following:

- Continuum discussion from summer PD
- Math learning labs and content learning
- Instructor peer observations
- Create rubrics as needed
- Model problem solving techniques
- Individualize approaches per feedback from student assessments
- Alignment of Common Core Standards and supplemental resources

As part of progress monitoring, what are you doing to help students that are still struggling:

- Student conferences
- Small groups
- Redirection/re-teaching
- Math games/exercises
- After school tutoring

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards:

- Differentiation Cards
- Scaffolding position of the unknown number based on learning trajectory
- Differentiate based on number size
- Peer coaching
- Workshop Model Workstations
- Extension of learning activities based on learning trajectory

Technology – This is how we will use technology to meet our goals:

- Moby Max

- Google Classroom
- Khan Academy
- Learn Zillion
- Computer Math Games

Grade Level/Department/Team: 3rd Grade

Student Learning Goal: Students will be able to solve two-step word problems using the four operations. Students will represent word problems using equations with a letter for unknown quantity. They will check for rationality of answer and process using mental math. This relates to CCSS Math Standard 3.OA.8.

We will measure this Formatively by:

- Small group math conference
- Daily HW and assignments
- Morning warm up activities
- Expressions Quick Quizzes
- Exit tickets
- Math and writing Notebooks
- On-line Math Tools

We will measure this Summatively by:

- SBA
- Math Pretests and post-test measured in Expressions/SBA Blocks
- Google Classroom shared documents
- Individual and small group math conferences
- Assessments to coordinate with Math Expression curriculum

Action steps we will take to meet our goal:

- Meet daily in small math groups to complete scaffold instruction and activities.
- Pre and Post Test with SBA/Expressions
- Daily math groups
- Daily check-ins with homework and classwork
- Collaborate with grade level (talk about strengths and needs)
- Morning Meeting discussions / Growth Mindset

As part of progress monitoring, what are you doing to help students who are still struggling?

- Individual meetings/skill building sessions
- Continue formative assessment daily
- Daily math groups

- Peer partnering/tutoring
- Using concrete manipulatives to enhance student learning trajectory

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

- Students will create an additional task to stretch/deepen their understanding.
- Peer coaching
- More complex text and/or problems
- Independent opportunity to apply skills

Technology - This is how we will utilize technology to meet our goal:

- Model and practice with use of Google Docs and Moby Max, Ten-Marks, Expression On-line.
- Appropriate use of a calculator.

Grade Level/Department/Team: 4th Grade

Student Learning Goal: Students will solve and pose multi-step word problems with whole numbers using the four operations including interpreting remainders. They will be able to represent these problems using equations with a letter standing for the unknown quantity. They will assess the reasonableness of answers using mental computation and estimation strategies including rounding. This relates to Common Core Standard 4.OA.A.3

We will measure this Formatively by:

- Small groups
- Daily HW and assignments
- Morning warm up activities
- Exit Tickets
- Online math tools
- Expressions quick quizzes

We will measure this Summatively by:

- Beginning of the year assessments
- End of unit tests
- Classroom based problem solving/responses
- SBA scores

Action steps we will take to meet our goal:

- Meet daily in small math groups to complete scaffold instruction and activities
- Pre and posttest with SBA
- Daily math groups
- Daily check-ins with homework and classwork
- Collaborate with grade level team

- Morning Meeting discussions
- Encourage growth mindset

As part of progress monitoring, what are you doing to help students who are still struggling?

- Small group meetings/skill building sessions
- Continue formative assessment daily
- Daily math groups
- Peer partnering

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

- Peer coaching
- More complex problems
- Independent opportunity to apply skills

Technology-This is how we will utilize technology to meet our goal:

- Model and practice with use of Google Docs and MobyMax, Tenmarks, Expressions Online.
- Appropriate use of calculator.

Grade Level/Department/Team: 5th grade

Student Learning Goal: Students will write informational texts in key curriculum areas (math, science, literacy and language) grounded in evidence which is the Common Core E5 standard. Students will develop a topic with facts, definitions, concrete examples and details, quotations, or other information and examples related to the topic to make their information understandable to readers.

We will measure this Formatively by

Informational on demand writing prompts in science, problem solving math curriculum, and literacy projects.

We will measure this Summatively by:

Expression unit assessments, SBA interim math assessments, end of the unit science assessment, and problem solver math summative assessment

Action steps we will take to meet our goal:

- We will design a plan for implementation (calendar) of the process as well as the means for assessing the acquisition of the skills based on the process.
- Our grade level team will work together to inform our families of the importance of informational writing, and share key writing strategies to our students and families.

- Increase and improve feedback on student work either written or orally and communicate growth to parents using Skyward, parent teacher conferences and report cards.

As part of progress monitoring, what are you doing to help students who are still struggling?

Established after school Family Education Lab to help parents and students navigate the expectations of 5th grade and our SIP goals.

Give students more time to respond to feedback and make corrections or modify due dates and time constraints.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

Give students an opportunity to present or modify the project in a different way. Differentiate small groups to meet their needs academically. Give students more opportunities to create projects and have academic choice.

Technology-This is how we will utilize technology to meet our goal:

Schedule 1:1 computer time regularly. Students will be educated using google classroom. Create research projects using Google docs or slides. Use math websites and science websites during class. Teachers will allow students to word process any research project. Teachers will utilize school websites to direct students to appropriate research websites in curriculum areas.

Grade Level/Department/Team: 6th Grade

Student Learning Goal: By providing students standard algorithms to use in their daily work and give them opportunities to revise their work aligned to the feedback, students will be able to compute fluently with rational numbers in multiplication and division using the standard algorithms. This relates to CCSS Math Standard 6.NS.2.

We will measure this formatively by:

Math Expressions sixth grade beginning of the year test, Moving with Math Placement test, Khan Academy, Moby Max, SBA interim blocks, progress monitoring, computer activities, communication with peers, evaluating everyday math problems, and math journals.

We will measure this summatively by:

SBA tests, Unit Tests, Formative Tests. Demonstration of math fluency in problem solving with the standard algorithms.

Action steps we will take to meet our goal:

Khan Academy, direct instruction, small intervention groups, math workshop, differentiated instruction, and partner work. Monitor and adjust based on student progress. Use of monthly formative assessments. Small group with specific focus.

As part of progress monitoring, what are you doing to help students who are still struggling?

Small groups with specific focus. Peer math groups. Monitored math computer programs with specific skills assigned. Math workshops and math labs.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

Problem solving challenge problems, Math Olympiad questions, peer tutors, extra challenge problems/projects, STEM problems, real world math activities, and expanded math activities.

Technology - This is how we will utilize technology to meet our goal:

Khan Academy, Moby Max, Ten Marks, progress monitoring computer activities, YouTube videos to guide instruction, and Google Docs as evidence of problem solving.

Grade Level/Department/Team: Intermediate Learning Support and ELL Team

Student Learning Goal: Students will recognize and demonstrate understanding of grade level academic vocabulary in mathematics as referenced in the CCSS for mathematics.

We will measure this Formatively by:

- Math exit tickets
- Classroom discussions
- Classroom anecdotal feedback
- One-on-one conversations
- Problem Solver questions
- MobyMax Math
- Expressions Grade Level Unit Tests

We will measure this Summatively by:

- Fall, Winter, and Spring Running Records (Kindergarten-2rd grade)
- Fall, Winter, and Spring, Smarter Balanced Assessment Math Interim Tests (SBA Math Performance Task) (3rd-6th grades)
- Fall, Winter, and Spring Expressions CBA Grade Level Assessments

Action steps we will take to meet our goal:

- Our team will meet to design a kid friendly rubric to measure their progress.
- Create posters with translations to native language
- Model the use of proper academic terms while working with our small groups
- Our team will work together to inform our families of the importance of math vocabulary terms.
- We will meet as a team to collaborate around program planning to identify and connect curriculum and opportunities for supporting

As part of progress monitoring, what are you doing to help students who are still struggling?

- Based on formative and summative assessments, our team will group students in small groups, with more individualized instruction.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

- Students who are meeting or exceeding standards transition from the Learning Support and/or ELL groups to the General Education classroom.

Technology - This is how we will utilize technology to meet our goal:

Our students access computer every week as a part of our balanced literacy and math workshops in which students have the opportunity to demonstrate their growth and learning of math vocabulary. During reading, math and ELL groups, throughout the year student will use programs such as Starfall, RazKids, MobyMax, Khan Academy and Imagine Learning.

Grade Level/Department/Team: Intensive Support Team

Student Learning Goal: Using the STAR curriculum, the student will progress one or more lessons in their individualized designed program.

Common Core Standard: Math, Major Cluster: 1.NBT.A – Extending the counting sequence.

We will measure this Formatively by:

Using the STAR assessments and progress monitoring. Demonstrating their understanding through evidence (i.e. pointing, verbalizing, matching, etc.).

We will measure this Summatively by:

Generalization, observations, data.

Action step we will take to meet our goal:

Implementing the STAR curriculum on a regular basis, collaborating with team members and/or other special education teachers using the STAR curriculum.

As part of progress monitoring, what are you doing to help students who are still struggling?

Reassessment, repetition, collaboration, identifying new reinforcers and motivational tools.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

Re-assessment, repetition, collaboration, considering different placement options based off of data and observations.

Technology-This is how we will utilize technology to meet our goal:

iPad – reinforcement of using the skill and/or demonstrating the identified skill

Video – video modeling on teacher implementing the STAR curriculum

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Grade Level/Department/Team: Specialists (P.E., Library, Music) Team with Emphasis on 5th Grade

Student Learning Goal:

Physical Education: Measurement & Data

Convert Like Measurement units within a given measurement system. 5.MD.A.1. Students will demonstrate an understanding on how to read different standard measurement units on the sit & reach for their fitness testing scores.

Music: Measurement & Data

Convert Like Measurement units within a given measurement system. 5.MD.A.1. Students will demonstrate an understanding of meter in music by composing four measures of rhythms in multiple meters.

Library: Measurement & Data

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 5. MD.C.5. Students will demonstrate an understanding of volume measuring the volume of an eagle's nest.

We will measure this Formatively by:

Physical Education: Students will have a pre, mid and post test with the fitness testing. They will work with a partner during the sit & reach to help write the scores and how to figure out if their score should be written with a fraction (ex. 10 ½, 8 ⅓, 11 2/4). The scores will be put into a database that students will be able to check

Music: Students will take a pre-test and mid-unit test using the same assessment tool (created by a music PLC), composing accurate rhythms in four measures each of the following time signatures: six-eight, three-four, and four-four. The music PLC will meet regularly throughout the school year to assess and review student progress toward the stated goal using this tool.

Library: Students will review how to measure and calculate volume of an object by using smaller birds' nests constructed by younger students in the library doing a bird research unit. They will show their calculations using a standard test.

We will measure this Summatively by:

Physical Education: Use the same assessment as I did for the students as well as the same database to input scores which can show students how they are improving throughout the year with a graph. My PLC group will also meet twice a month to review how the database and assessments are working to show students their progress.

Music: Using the same assessment tool used for the pre-test and mid-unit formative assessments. The PLC will meet to review the effectiveness of the assessment tool by reviewing students' final scores.

Library: Fifth grade students will research eagles and build an eagle's nest, after which they will calculate its volume and show their work using the standard test from the formative testing cycle.

Action steps we will take to meet our goal:

- PLC team work
- Class discussions
- Peer discussions
- Collaboration among the specialists, classroom teachers, and math coach

As part of progress monitoring, what are you doing to help students who are still struggling?

Music, Physical Education, and Library:

- Positive reinforcement. Highlight students/groups staying on track
- Evaluate the area of misunderstanding and design activities to address student weaknesses.
- Discuss appropriate intervention strategies with the PLC.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

Physical Education: Have an open gym in the morning as well as have those students be peer role models for other students in their class to help with each of the fitness assessments.

Music: Provide additional composition opportunities before or after school.

Library: Have students coach younger students who are building their bird models and nests.

Technology-This is how we will utilize technology to meet our goal:

Physical Education: WELNET software to input data that students can go into and see their progress.

Music: Using the document camera to go over assessments and activities as a class and to introduce and teach a unit. Examples provided visually on the projector or the Large Format Display. Rubrics presented on the Large Format Display.

Library: We will use the document camera to read and discuss the Towner Award (Nonfiction) book Animal Architects for examples of birds who build nests. We will use electronic resources for researching eagles' nests, such as Pebble Go and WebPath. We will use BrainPop video and supporting curriculum/quiz to learn about measuring volume.

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

Learning Opportunities for Students	*Description of the Learning Opportunity*	*Schedule*
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	See grade level goals above	See grade level goals above
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	See grade level goals above	See grade level goals above
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	See below	See below

Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place:

	Meaningful student voice	• Student Leadership Team
Universal Program *SLE that allows most students to be successful*	Shared staff beliefs and behavior (including language) • Adult beliefs that all kids can and want to learn • Adult behavior that demonstrates a shared purpose and goal.	• School Mission Statement: *Meadowdale Elementary provides consistently high expectations for academics, behavior, and social/emotional growth to prepare our students for middle and high school, college and career, and to be productive members of a global community. Our curriculum and teaching strategies, based on the most effective researched practices, are rigorous, purposeful, and driven by student data.* • Behavior Matrix • My Job/Your Job Language Plus we will continue all existing school-wide structures in Meadowdale's Character Education program which are: • Explicit teaching and modeling of Lifelong Learning Skills including respect, responsibility, cooperation, problem solving/decision making, independent work habits and reflection/self-awareness • Eagle Pride Assemblies • MDE Jobs Program • Cool Kid awards

		• Meeter Greeter Program column led by counselor (tour guides for new students) • Respect for All Week • 5th/6th grade Student Leadership Team • Morning Meetings • Explicit teaching and re-teaching of school procedural expectations, social skills and positive interactions between student-teacher, and between students throughout the year • School wide bullying prevention efforts including classroom guidance presentations
	Clearly communicates and visually displays core expectations for students and staff	• Behavior Matrix posted in each room and in common areas • Explicit modeling and teaching of behavioral expectations outlined on behavior matrix
	Clear consistent discipline program that includes positive recognition of core expectations and clear natural consequences for violations	• Clear discipline plan can be found in our staff handbook • Use of Intervention Room • Use of Conduct Reports school-wide • Restitution for violations of school conduct • Close tracking of absences and tardies • See second section about positive recognition
	Data based decision making for changes in core environ-mental expectations and support	• Monthly BLT meetings • Use of School-wide Information System (SWIS) and Skyward data • Use Lifelong Learning Skills report card data
	High quality teaching and core curriculum	• Use of Second Step and Steps to Respect Curriculum • Use of Benchmark Literacy Program • Use of Math Expressions Program • Use of Hand Writing Without Tears and Lucky Caulkins Units of Study

		• Grade level team meetings for collaboration and curriculum planning
Targeted Program *SLE that targets specific students struggling to feel safe or supported in the universal program*	Specialty programs that consider the inclusion of minority populations	• Use of Steps to Respect and Second Steps Curriculum • Use of Benchmark Literacy Program • Use of Math Expressions Program • ELL Cert pull out/push in groups
	Support for students with struggles in the discipline program	• Use of Intervention Room • Counselor referrals • Morning meetings • Study hall when possible • Jobs Program
	Counseling groups for identified needs (loss, divorce, anger)	• Counselor does this on as needed basis
	Academic support for groups of struggling learners or enhancement for gifted students	• MTI process • LS double dose groups • Guided Reading Groups • Intervention Blocks and differentiated instruction • Walk-to-read programs (primary) • Math Olympiad
	Adult mentors for groups of students with shared need for support	• Watch Dog Dad Program • 8th grade tutors program • Big Brothers/Big Sisters when possible • High School volunteers when possible • Parent led volunteer activities (i.e. campus clean up)
	Data based decision making to identify students for Targeted Programs	• MTI process • Problem Solving/Consultancy Team • Multidisciplinary Team

Individualized Program *SLE that intensifies support for students who do not respond or need more support than Targeted Programs provide*	Individualized extended learning opportunities for students who need more	• MTI process • LS double dose groups • Guided Reading Groups • Imagine Learning for targeted students
	Weekly or daily supportive relationship with an identified adult mentor	• Weekly meetings with counselor for students with intensive needs
	Specific individual behavior contract, plan or placement	• Done on an as needed basis • Dedicate para time as needed
	Data based decision making to identify students for Individualized Programs	• MTI process • Problem Solving Team • Multidisciplinary Team • SWIS/Skyward data review • WaKIDS data

Learning Opportunities Provided for Staff Specific to the School Target	***Description of the Learning Opportunity***	***Schedule***
Whole staff learning opportunities to support the focus and intentionality of this Goal.	During staff meetings, grade level collaborative time, and designated non-student building and collaborative opportunities, teachers will engage in learning around their grade level CCSS Math standards and best instructional practices	Staff Meetings – 2x/month; Designated building non-student days
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	During grade level collaborative A and B times and designated non-student collaborative opportunities, teachers will engage in learning around their grade level CCSS Math standards and best instructional practices in order to plan for instruction, assess learning, and differentiate for sub-groups of students.	Collaborative Time – 2x/month; Student Designated collaborative non-student days

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

Third Grade OSPI Literacy Expectation ***(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)***		
Intensive Reading and Literacy Improvement Plan	***Description of Intervention Practices***	***Monitoring Schedule***
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.	• Use of a coach/coaches • Additional learning time within the school day • Before and after School Programs • Family Involvement at School (and outside of school) • Targeted Professional Learning • Professional Learning Communities • Tutoring	• MTI Meetings in Oct, January, June
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?	Grade levels meet with grade level below and above during May staff meeting.	Staff Meeting on May 12, 2017
Describe your *Targeted Family Engagement Plan* (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.	• Parent/Teacher Conferences • Progress monitoring scores shared with parents • 3rd grade intervention plans shared with families in Spring	• Parent/Teacher Conferences Oct 24 - 28 • Progress monitoring done twice a month • 3rd grade intervention plans shared with families during the month of May