



## **Continuous Improvement Process Plan 2018-2019**

Samantha Smith Elementary

23305 N.E. 14th Street

Sammamish, WA 98074

<https://smith.lwsd.org/>

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# **I. Description of School**

Samantha Smith Elementary is a high functioning, diverse community of about 686 students. Our school mission is “Success, Care, and Respect for All Learners.” All students will have the knowledge, skills and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.

Our school is in its 30<sup>th</sup> year of operation. We are located off of 228<sup>th</sup> NE Street on the Sammamish Plateau. Although we are a nestled neighborhood school, our boundaries extend to the Issaquah School District line and all the way down to the lake road. Students that attend Smith typically then move to Inglewood Middle School, and then onto Eastlake High School.

We are host to one of our fulltime Highly Capable Programs. Students who attend our Highly Capable Program come to us from mostly within the Samantha Smith boundary but historically students came to our school if they had qualified for this program and lived within the Rachel Carson or Christa McAuliffe attendance area as well.

Our namesake, was a child peacemaker. In 1982, when she was ten years old, she wrote a letter to Mr. Andropov in the Soviet Union. She asked Mr. Andropov if he would vote for war or not. He was touched by this correspondence and invited Samantha and her parents to visit him in the Soviet Union. This made world news and was an inspiration to many. Sadly, Samantha died in 1985 in a plane crash. We remember her as a child PeaceBuilder.

All of our students are Samantha Smith PeaceBuilders. We teach children the PeaceBuilders Promise: to praise people, to give up put downs, to seek wise people, to notice hurts and right wrongs, and to help others.

### Samantha Smith Demographics:

**LWSD**

**5.2%**  
Special Education

**36**  
# SpEd

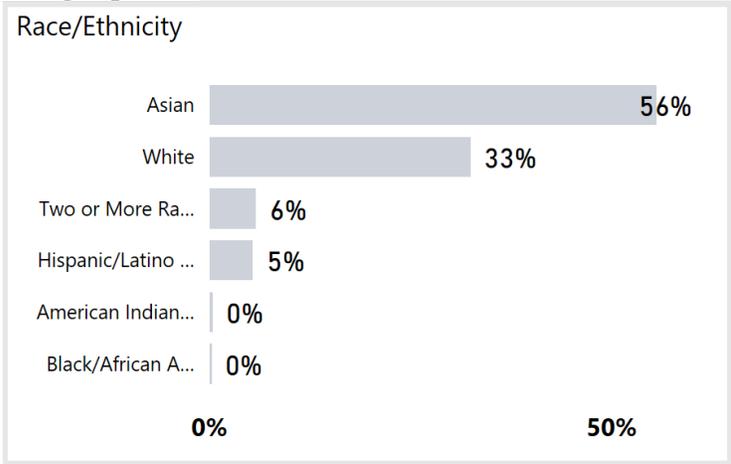
**1.3%**  
Low Income

**9**  
# Low Income

**9.8%**  
ELL

**67**  
# ELL

**686**  
Enrolment Total



### Students Meeting standard on the general state assessment in 2018

	English Language Arts	Math	Science
3rd	92.4%	93.9%	
4th	80.5%	90.6%	
5th	92.7%	86.9%	89.8%

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance 2014-15</b>	<b>Current Performance 2017-18</b>	<b>Target Performance 2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88.8%	83.3%	96.5%	83.5%			
		1 <sup>st</sup>	90.0%	96.5%	89.1%	96.0%			
		2 <sup>nd</sup>	97.5%	95.9%	94.7%	95.5%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		86.6%	89.5%	85.9%	92.5%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		90.4%	91.1%	90.7%	94.0%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		88.2%	91.5%	90.6%	80.5%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		89.2%	88.6%	94.6%	90.7%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		87.0%	90.8%	86.3%	92.8%			
	% of 5 <sup>th</sup> graders meeting or exceeding state		82.4%	78.8%	82.7%	87.0%			

	standards in Math							
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	91.1%	92.6%	91.8%	89.9%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

#### IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

Each year our staff meets to review previous year data. We reflect back on what our previous goals were, the action plans we had in place and how each child grew within that goal. Teams discuss this as a staff and within the PCC teams. Each team is then asked to complete a narrative reflection regarding what worked within their goal and anything they may change. This information is then shared with whole staff once again so that the new teacher of each cohort can see what their students were working on in the previous school year.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: The percentage of K-2 students scoring at proficiency or higher will be 94% based on EOY DIBELS.	Outcome: 92.4%
Narrative Reflection: K- To work on this goal, kindergarten teachers utilized our IA's and Safety Net support for students not at standard. We conducted monthly progress monitoring. We worked with students in small groups as well as one-on-one to build skills. Finally, we sent home support from the DIBELS Next resources. 1-To work towards this goal, the First Grade Team utilized the following: Safety Net, ELL, Goal Groups (differentiated reading skill groups), use of IA for 1:1 and small	

reading groups, Read Naturally Program, whole and small group instruction, leveled ability groups and 1:1 teacher time.

2- To work towards this goal, 2nd grade teachers utilized the Read Naturally program for students at or below standard. We also used Safety Net and IA support for students below standard. During our reading block, students were given small group and one on one instruction. To help build fluency and confidence, we used Reader's Theater throughout the year. We practiced phonics and decoding skills during our reading block. Students were given opportunities to read to self, others and aloud at various times through the day.

Literacy: 3-5 ELA Goal:  
The percentage of 3<sup>rd</sup>, 4<sup>th</sup>. And 5<sup>th</sup> graders scoring at proficiency or higher will be 92% as measured by the SBA.

Outcome:  
89.2%

Narrative Reflection:

2/3 Quest- To work on this goal students were taught how to use the RACE strategies to demonstrate comprehension on reading questions, lessons were taught from the text Reading Strategies that Work, Reading Toolkit lessons were intermixed with Wonders, students were involved in small group novel studies. Writing: To work on this goal we used the new district curriculum, mentor texts, and developed additional lessons using the Writing Strategies book by Jennifer Serravallo.

3-Fluency: using small group instruction within the classroom, volunteers, and focus goals. Comprehension: small differentiated groups, focusing on text evidence, and understanding organization of text (genres). Writing: implemented district writing curriculum and a focus on writing organization.

4-Use of small group instruction with volunteers to focus on writing/conventions, vocabulary, comprehension, finding text evidence; use of new district writing curriculum; SBA interim assessments

4/5 Quest- We use Prentice Hall curriculum to teach reading and focused on Central idea and using text evidence to support their answers. We also use Notice and Notes to slow our readers down and focus on comprehension in novel studies. In the area of writing, we used the district writing program but put a bigger emphasis on "the On-Demand" Writing unit. We used the ELA Interims to assess and change instruction for our students providing "on-time" feedback to make an immediate difference in our instruction.

5-As a 5<sup>th</sup> grade team, we are pleased with the outcome of the ELA SBA assessment.

While the averaged outcome was 89.2% our grade level exceeded the goal by 1%. Looking forward, we see areas that can be improved; central ideas, word meanings, and reasoning and evidence. Focusing on actionable steps, we will be centering our teaching on improving skills such as summarizing, inferring, and point of view.

Math: 3-5 Math Goal:  
The percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders scoring at proficiency or higher will be 92% as measured by the SBA.

Outcome:  
90.5%

Narrative Reflection:

2/3 Quest-Math supplemental resources: IXL. Use of Envision and Eureka. Daily homework to review concepts. SBA Interim assessments.

3-Math supplemental resources: IXL, AM. Teaching students to reflect on learning and helping students explain their thinking.

4-Small group instruction with IA support for basic math facts; IXL and AM supplementary programs; math skill builders for homework practice; SBA interim assessments; allowed math test retakes for those not meeting standard the first time

4/5 Quest-We teach a grade level ahead therefore one teacher taught one group of students and another teacher worked with students on Envision and used ALEKS as our on-line resource. The team split to teach one set of 5<sup>th</sup> graders math using Glencoe and ALEKS as the on-line resources. Daily math journals to ensure a spiral effect of all math strands and focused on Precision as a mathematical practice. The third 4/5 Quest teacher used the same practices but with a multi-age group. This teacher also led Math club (after school) which has many of our students participating.

5-While 5<sup>th</sup> grade fell short of our math goal, we made measurable progress from the previous year. Due to growth we will continue to implement our supplemental materials in addition to the EnVision curriculum. This year, LWSD has adopted DreamBox. 5<sup>th</sup> grade has fully implemented this program and will be tracking the effect on student performance. Areas of focus this year will be; representing and interpreting data, geometric measurement, and graphing points on a coordinate plane.

Science: 5<sup>th</sup> Science Goal:  
The percentage of 5<sup>th</sup> graders scoring at proficiency or higher will be 85% as measured by the WCAS.

Outcome:  
89.9%

Narrative Reflection:

4/5 Quest- A 4/5 team teacher taught students Engineering is Elementary, and another taught both classes the Science kits. This allowed for teacher's to be "experts" at the content versus surface knowledge. Another teacher taught her student Engineering and the Science Kits. We all used the old science released items as test preparation. Two teachers gave the WCAS test and another took our 4<sup>th</sup> graders and taught STEM activities.

5-Being that this was the first year of the WCAS test, 5<sup>th</sup> grade was very pleased with our student's outcome. Last year we used supplementary resources to prepare students for the WCAS. Additionally, science was taught using the co-teach model with hands-on, inquiry-based curriculum. Looking forward, we will be trying to implement the NGSS strategies into the current LWSD adopted science curriculum.

Achievement Gap Goal:  
57% of Safety Net students will be at standard in reading according to the DIBELS by the end of the school year.

Outcome:  
57% of SN students were at standard in reading according to the DIBELS EOY assessment.

Narrative Reflection:

Within the set of fourteen students, one child exited Safety Net as they were at standard, one qualified for Special Education in Reading, one move to another school district, two were still being monitored closely and the rest showed progress.

School Effectiveness Goal:  
Goal One- 72% of our staff will agree mostly or completely agree that teachers provide feedback to each other to help improve instructional practices.

Outcome:  
Goal One: 80.49%

Goal Two- 87% of our staff will agree mostly or completely agree that we use assessment results to determine professional learning activities.

Goal Two: 92.68%

Narrative Reflection:

Goal One- This year we worked on having strong Professional Learning Communities or PCC's. Teams were asked to create norms at the beginning of the year and to commit to a time they could meet weekly to discuss data, common assessments and instruction. In addition to this feedback venue, we continued our work of offering a Teacher Support Team. Teachers could sign up for this support team and get feedback on best practices in working with challenging students.

Goal Two- This year we used surveys to determine what our technology professional development would be throughout the year. Our team worked to create break out sessions to be able to address most wants and needs. Other professional development throughout the year was dictated by the district.

Attendance Goal:  
Our goal this year is to reduce unexcused absences by 5%. In an effort to meet our goal, we will be continuing to stay on top of attendance records, sending letters, have informal and formal conferences and reminding parents why school attendance is crucial to student success.

Outcome:  
Smith students accrued 236 unexcused absences in the 2016-2107 school year. They accrued 427 unexcused absences during the 2017-2018 school year.

Narrative Reflection:

We continued to send letters, have conferences, etc. but we did not meet our goal. This will continue to be something we work on as we believe strong attendance is imperative for school success.

Discipline Goal:  
Our goal this year in regard to student discipline is to create an interactive tracking system in an effort to better

Outcome:  
We created a common discipline form to record information. We placed those in a shared binder that was organized

<p>understand where our areas of need exist. We will be asking our office team to help support recording incidences (offense, time of day, grade level, teacher, etc.)</p>	<p>alphabetically by student. Office staff facilitated first steps when students were sent to office.</p>
<p>Narrative Reflection: We started off the year well using our system. As the year went on, it became less efficient and still didn't meet the needs of informing all necessary parties. It gave us a great starting off point for our new system this year. It allowed us to troubleshoot a plan and fine tune it. This year our system is much better, streamlined, and all parties involved in discipline use the same system.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

<p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <ul style="list-style-type: none"> <li>○ Updates at PTSA Board Meetings</li> <li>○ Working with the VP of Expenditures in PTSA to support academic goals</li> <li>○ Communication regarding attendance and discipline</li> <li>○ Monthly meeting with Principal and PTSA President</li> <li>○ Monthly meetings with Operations and Communication Team- including PTSA voice</li> </ul>
<p>Reflection on Outcome: We followed through on all of our strategies except monthly meetings with Operations and Communications Team- including PTSA voice. We simply didn't have a parent who could join during these meetings. Although, the actual CIP Plan was shared with families, I am not sure they knew the process we use to create the plan.</p>

<p>2017-18 Strategies to inform parents, families and the community in the CIP process:</p> <ul style="list-style-type: none"> <li>○ Updates at PTSA Board Meetings</li> <li>○ Working with the VP of Expenditures in PTSA to support academic goals</li> <li>○ Communication regarding attendance and discipline</li> <li>○ Monthly meeting with Principal and PTSA President</li> <li>○ Monthly meetings with Operations and Communication Team- including PTSA voice</li> <li>○ CIP will be posted on Smith website</li> </ul>
<p>Reflection on Outcome: Although our PTSA Board Members were informed with our school goals and process, I am not sure the whole parent community was made aware (with the exception of CIP Document being posted to our school website.) Our PTSA VP of Expenditures parent along with our PTSA President were probably the most aware as we worked directly together to support learning throughout the year.</p>

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

VI. 2018-2019 SMART Goals
Literacy: K-2 Reading SMART Goal: 89% (276/310) of K-2 students will be at or above standard by the end of this academic year as measured on EOY DIBELs Assessment.
Literacy: 3-5 ELA SMART Goal: 85% (300/353) of 3-5 students will be at or above standard by the end of this academic year as measured by the SBA.
Math: 3-5 Math SMART Goal: 92% (325/353) of 3-5 students will be at standard or above by the end of this academic year as measured by the SBA.
Science: 5 Science SMART Goal: 93% (103/111) of 5 <sup>th</sup> grade students will be at or above standard by the end of this academic year as measured by WCAS.

2018-2019 SMART Goals, Strategies and Resources
Grade Level: <b>Kindergarten</b>
Goal: 85 out of 92 students will be at or above standard by May 2019
<p>Process used to determine goal: We determined this goal by thinking of the increased rigor of the assessments with DIBELS as the year progresses. For example, in the BOY they do not have to read any non-sense words but for the MOY and EOY they will be required to do this as part of meeting the standard.</p> <p>Responsible individual or team: Kindergarten Team, Safety Net, Special Ed, and ELL.</p> <p>Strategy/ies that will be implemented to support goal: Students not at standard will be receiving Safety Net services. Students will also be working one-on-one with IA's and parent volunteers. Extra support ideas will be sent home as well. Finally, teachers will work with small group of students who need additional support.</p> <p>How challenge and rigor will be ensured for all students: Students will be able to work at their individual ability levels through small group work with teachers and/or IA's as well as through learning centers that focus on differentiated skills.</p> <p>How necessary interventions will be determined:</p>

Teacher observation and professional judgement as well as data collected through summative and formative assessments.

Any resources needed and plans to obtain them:

Appropriate classroom assistance with IA's. Preferred scheduling for Safety Net, Special Ed, and ELL times.

Timelines and Progress Monitoring Plans:

DIBLES assessments for January and May. Monitoring will take place on a monthly basis for students not at standard.

Grade Level: **First**

Goal: 95 out of 110 students will be above EOY DIBELS Composite Score of 155 by May 2019.

Process used to determine goal:

We determined this 2018-19 goal by analyzing our BOY DIBELS Composite scores. [We needed to take into account the fact that BOY DIBELS does not have an Oral Reading Fluency assessment, like it does for MOY DIBELS and EOY DIBELS.]

Those responsible for meeting goal:

First Grade Team, Safety Net, Special Ed and ELL Teachers will all be responsible.

Strategies that will be implemented to support goal:

Students not at standard will receive additional support through Safety Net/Special Ed/ELL services. Students will use the Read Naturally Program to practice oral reading fluency 1:1 with IA's and our trained Parent Volunteers. "School to Home" Communication with ideas for support will be sent home with students. Additionally, teachers will work with small groups of readers who need additional support using differentiated resources. As a team, we will focus on phonemic awareness, phonics/decoding, sight words, fluency and comprehension skills weekly, within our ability-leveled Goal Groups.

How challenge and rigor will be ensured for all students:

Our First Graders will be challenged using flexible groupings and differentiated resources.

How necessary interventions will be determined:

Teachers will use observation and professional judgement, as well as data collected through written, oral, 1:1, formative and summative assessments. We will frequently progress monitor as a team and then individually determine student needs.

Any resources needed and plans to obtain them:

Preferred scheduling for Safety Net, Special Ed, and ELL students. Classroom help from IA's and Parent Volunteers who have been trained. Reading Wonders, the DIBELS website suggestions/activities, and SIOP strategies will all be utilized.

Timelines and Progress Monitoring Plans:

MOY DIBELS, EOY DIBELS Assessments will be given. There will be monthly monitoring of goals by individual teachers, Safety Net, ELL and Special Ed teacher.

Grade Level: **2nd Grade**

Goal: 78 out of 87 of students will be at or above standard by May 2019 as measured by EOY DIBELS.

Process used to determine goal:

We determined this goal by looking at the DIBELS BOY composite scores. We also took into account the turnover rate of students throughout the school year. We also have students who have exceptional needs (receive support services).

Responsible individual or team:

2nd Grade Team, Safety Net, Special Ed, and ELL.

Strategy/ies that will be implemented to support goal:

Students not at standard will be receiving Safety Net services. Students will also be working one-on-one with IA's and parent volunteers, such as with the Read Naturally Program. Students will be receiving small group instruction in reading throughout the year.

How challenge and rigor will be ensured for all students:

Students will be able to work at their individual ability levels through small group work with teachers. Students will choose "just right books" at their level. We will use the Wonders leveled readers to provide support and challenges to our students.

How necessary interventions will be determined:

Teacher observation and professional judgement as well as data collected through summative and formative assessments. We will use DIBELS MOY data to help us determine student growth and interventions, supports, and/or challenges needed.

Any resources needed and plans to obtain them:

-Read Naturally resources and volunteers-we will be receiving them from the Read Naturally Teacher Leaders.

-A larger variety of texts at different levels for students-need scholarship money to purchase and/or Scholastic points.

Timelines and Progress Monitoring Plans:

DIBELS assessments for January and May. Monitoring by individual teachers and as a team.

<p>Grade Level: <b>2/3 Quest</b></p>
<p>Goal: ELA: 40 out of 48 2/3 Quest students will be at or above standard on Target 11 by May 2019. Target 11: supporting evidence as justification; specifically, students will cite text evidence to support their responses to reading comprehension questions.</p>
<p>Process used to determine goal: SBA data review, DIBELS retell review, Benchmark Assessment, Wonders Assessment.</p> <p>Responsible individual or team: 2/3 Quest Kendall Howden &amp; Kelsey Larson.</p> <p>Strategy/ies that will be implemented to support goal: Use of Wonders curriculum, The Reading Strategies by Jennifer Sarravallo, RACE strategy, teacher modeling, teacher feedback.</p> <p>How challenge and rigor will be ensured for all students: Use of district curriculum on level and above level, small group and whole group instruction differentiated for student needs.</p> <p>How necessary interventions will be determined: Data on Wonders Unit Assessments will determine if interventions are needed.</p> <p>Any professional learning needed: Conference by Jennifer Sarravello on Reading Strategies.</p> <p>Any resources needed and plans to obtain them: GEAC covered conference, building budget covered substitute to attend conference.</p> <p>Timelines and Progress Monitoring Plans: Wonders End of Unit Assessments for formal data collection. Fall, Winter, and Spring CDSA Assessments. Bi-Weekly assessment through teacher created questions for reading from curriculum (Wonders, Science, Social Studies).</p>
<p>Grade Level: <b>Third</b></p>
<p>Goal: By the end of the 2018-19 school year, 72 out of 85 third graders will be a 3 or above in Target 1 for Narrative Writing – write and revise brief texts.</p>
<p>Process used to determine goal: We looked at the negative strands from our SBA targets and found that writing and revising brief texts in the narrative genre was one of the few areas our grade needed improvement in. This is an area we felt we could consistently give practice in.</p> <p>Responsible individual or team: 3<sup>rd</sup> grade team.</p> <p>Strategy/ies that will be implemented to support goal:</p>

We will take the necessary time and steps to work on teacher/student conferences, with peer partners, and modeled instruction. We will also use monthly SBA interim assessments.

How challenge and rigor will be ensured for all students:  
We will focus on individual needs based on conferences and sample work.

How necessary interventions will be determined:  
Based on bimonthly assessments and evidence in daily work.

Timelines and Progress Monitoring Plans: Once a month give the SBA Interim assessments and grade together.

Grade Level: **Fourth**

Goal: By the end of the 2018-19 school year, 76 out of 96 will be a 3 or above in Target 1 for Narrative Writing – write and revise brief texts.

Process used to determine goal:  
We looked at the strands from our SBA targets and found that writing and revising brief texts in the narrative genre was one of the few areas our grade needed improvement in. This is an area we felt we could consistently give practice in.

Responsible individual or team:  
4<sup>th</sup> grade team.

Strategy/ies that will be implemented to support goal:  
We will be doing weekly narrative writing prompts to help students focus on using dialogue, sensory details, and authors craft. We will also give the SBA interim assessments once a month to check progress.

How challenge and rigor will be ensured for all students:  
Students will write to their best ability and each week we will have a different area to focus on.

How necessary interventions will be determined:  
Based on the weekly writing prompts, we will determine those students that need interventions and provides them small group instruction.

Timelines and Progress Monitoring Plans:  
Once a month give the SBA Interim assessments and grade together.

Grade Level: **Fifth**

Goal: By the end of the 2018-19 school year, 56 out of 76 will be a 3 or above in Target 2 for Central Ideas – Identify or determine a theme/central ideas from details in text, or summarize text.

Process used to determine goal:

We looked at the strands from our SBA targets and found that identifying theme and summarizing texts was one of the areas our grade needed improvement in. This is an area we felt we could consistently give practice in.

Responsible individual or team:  
5th grade team.

Strategy/ies that will be implemented to support goal:  
Use of Wonders curriculum, RACE strategy, teacher modeling, and teacher feedback. We will introduce and instruct the summary writing process using Step Up to Writing template strategy.

How challenge and rigor will be ensured for all students:  
Use of district curriculum on level and above level, small group and whole group instruction differentiated for student need.

How necessary interventions will be determined:  
Using the Wonders Unit Assessments and teacher created assessments, we will analyze data to help us focus instruction for small groups and individual students who need remediation or enrichment.

Timelines and Progress Monitoring Plans:  
Wonders Topic Assessment administered at the end of each topic taught. Monthly book reports with a focus on summary and theme. We will also give the SBA interim assessments for practice.

**Grade Level: 4/5 Quest**

Goal: 63 out of 69 4/5 Quest students will be at or above standard on ELA Target 8 by May 2019 as measured by the SBA. Informational text, draw conclusions and make inferences citing text evidence to support their response to reading comprehension questions.

Process used to determine goal:  
Looked at SBA data, and decided upon goal.

Responsible individual or team:  
Teresa, Marshall, Tamara-4/5 Quest.

Strategy/ies that will be implemented to support goal:  
Mentor text, on-going feed-back with student scoring, 4,3,2,1.

How challenge and rigor will be ensured for all students:  
Our students use a 6<sup>th</sup> grade textbook and chapter books.

How necessary interventions will be determined:  
Based on mini-lessons and student work pull groups as needed.

Any resources needed and plans to obtain them:

Rubrics.

Timelines and Progress Monitoring Plans:  
Fall, Winter, Spring CDSAs.

Grade Level: **2/3 Quest**

Goal: Math Target Students will solve problems involving measurement involving intervals of time, liquid volumes, masses of objects.

Process used to determine goal:  
Envision curriculum, DreamBox program, Eureka Math.

Responsible individual or team:  
2/3 Quest Kendall Howden, Kelsey Larson.

Strategy/ies that will be implemented to support goal:  
Use of centers to emphasize measurement. Focus on unit covering measurement, lessons intermixed throughout the year. Use of DreamBox with a focus on the measurement strand.

How challenge and rigor will be ensured for all students:  
DreamBox and Eureka math are additional material at a higher level.

Necessary interventions will be determined:  
Teacher observations on daily work, data from DreamBox, data from Quick Checks, Exit Tickets, and end of unit tests will guide plan for intervention.

Any resources needed and plans to obtain them:  
Eureka Math, Envision Math, DreamBox. All resources are available.

Timelines and Progress Monitoring Plans:  
Weekly monitoring through Quick Checks and Exit Tickets. DreamBox data collected monthly. Fall, Winter, and Spring CDSA data.

Grade Level: **Third**

Goal: By the end of the 2018-19 school year, 75 out of 85 will be a level 3 or above in Target G for the math SBA – Use the four operations with whole numbers to solve problems.

Process used to determine goal:  
We looked at the negative strands from our SBA targets and found solving problems involving measurement and estimation of measurements was a strand.

Responsible individual or team:  
3<sup>rd</sup> grade.

Strategy/ies that will be implemented to support goal:  
Homework practice, Dreambox, and weekly classroom practice.

How challenge and rigor will be ensured for all students:  
Small group instruction and Dreambox help differentiate learning.

How necessary interventions will be determined:  
Based on quick checks, topic tests, and our PGE created test, we can see which students will need interventions.

Any resources needed and plans to obtain them:  
Dreambox, supplemental resource practice pages.

Timelines and Progress Monitoring Plans:  
We give our PGE self-created test 3-4 times a year to determine progress. We will also give the SBA interim assessments.

Grade Level: **Fourth**

Goal: By the end of the 2018-19 school year, 86 out of 96 will be a level 3 or above in Target A for the math SBA – Use the four operations with whole numbers to solve problems.

Process used to determine goal:  
We looked at the strands from our SBA targets and found solving problems in the 4 operations was a strand. This aligns with our PGE goal so we felt it was the best choice.

Responsible individual or team:  
4<sup>th</sup> grade.

Strategy/ies that will be implemented to support goal:  
Small group instruction, homework practice, Dreambox.

How challenge and rigor will be ensured for all students:  
Small group instruction and Dreambox help differentiate learning.

How necessary interventions will be determined:  
Based on quick checks, topic tests, and our PGE created test, we can see which students will need interventions.

Any resources needed and plans to obtain them:  
Dreambox.

Timelines and Progress Monitoring Plans:  
We give our PGE self-created test 4 times a year to determine progress. We will also give the SBA interim assessments.

Grade Level: **Fifth**

Goal: By the end of the 2018-19 school year, 68 out of 76 will be a level 3 or above in Target C for the math SBA – Understand the place value system.

Process used to determine goal:

We looked at the strands from our SBA targets and found that Understanding the Place Value System was a strand. This aligns with our PGE goal so we felt it was the best choice.

Responsible individual or team:

5th grade team.

Strategy/ies that will be implemented to support goal:

Small group instruction, homework practice, Dreambox.

How challenge and rigor will be ensured for all students:

Differentiated Envision math instruction and practice worksheets (reteach, practice, enrichment), small group remediation, Dreambox.

How necessary interventions will be determined:

Based on quick checks, topic tests, and our PGE created test, we can see which students will need interventions.

Any resources needed and plans to obtain them:

Envision materials, Marcy Cook Problem Solving, Dreambox. We have all the materials needed.

Timelines and Progress Monitoring Plans:

We give our PGE self-created test 4 times a year to determine progress. Envision Topic Assessment administered at the end of each topic taught. We will also give the SBA interim assessments.

**Grade Level:4/5 Quest**

**Goal:** 63 out of 69 4/5 Quest students will be at our above standard as measured by END of Unit Assessments, CDSAs, SBA Interim, and May 2019 SBA. **Math Target:** students will graph coordinate planes in problem solving

Process used to determine goal:

Looked at SBA data, and decided upon goal.

Responsible individual or team:

Teresa, Marshall, Tamara-4/5 Quest.

Strategy/ies that will be implemented to support goal:

Targeted homework, entry tasks, lessons, re-teaching and adding more scenarios, spiral review, HOT topics.

How challenge and rigor will be ensured for all students:

Our students use a 6<sup>th</sup> grade textbook and we are using Dream box.

How necessary interventions will be determined:

Based on mini-lessons and student work pull groups as needed, homework.

Any professional learning needed:  
Glencoe lesson planning and materials.

Timelines and Progress Monitoring Plans:  
Fall, Winter, Spring.

Grade Level: **Fifth**

Goal: By the end of the 2018-19 school year, 68 out of 76 will be a level 3 or above in Physical Science

Process used to determine goal:  
We looked at the WCAS data from 17-18 and found Physical Science scores were an area of growth.

Responsible individual or team:  
5th grade team.

Strategy/ies that will be implemented to support goal:  
LWSD adopted 5th grade science curriculum; FOSS Variables, STS Motion and Design, as well as implementing and teaching crosscutting concepts.

How challenge and rigor will be ensured for all students:  
Implement Science kits, FOSS curriculum extension activities, student subscriptions to Scholastic Super Science Magazine and Supplemental Scholastic Science books.

How necessary interventions will be determined:  
Student investigations. LWSD CDSA tests.

Timelines and Progress Monitoring Plans:  
CDSA FOSS and STS test results.

Grade Level: **4/5 Quest**

Goal: Science, 31 out of 35 5<sup>th</sup> grade Quest students will demonstrate level 3 or 4 in crosscutting concepts in Physical Science as measured by the May 2019 WCAS.

Process used to determine goal:  
Looked at WCAS data, and decided upon goal.

Responsible individual or team:  
Teresa, Marshall, Tamara-4/5 Quest.

Strategy/ies that will be implemented to support goal:  
Implementing and teaching crosscutting concepts.

How challenge and rigor will be ensured for all students:  
Using science kits, engineering kits.

How necessary interventions will be determined:  
Student investigations.

Any professional learning needed:  
Continued NGSS training, crosscutting concepts across the 4 domains.

Any resources needed and plans to obtain them:  
Curriculum that supports crosscutting skills, and less activity based materials.

Timelines and Progress Monitoring Plans:  
Winter and Spring.

Achievement Gap SMART Goal:  
50% (8/16) of Safety Net students will be at standard in reading according to the DIBELS and 100% of Safety Net students will make progress in reading according to subtests and benchmark tests on DIBELS by June 2019.

Process used to determine goal:  
Each year we assess all of our K-2 students using DIBELS. Once this data comes in, we determine who is well below or below standard. These students are selected for reading intervention support or Safety Net. At Smith, we believe reading is crucial for students and we try to get this early.

Responsible individual or team:  
Each teacher, our Safety Net Team and myself.

Strategy/ies that will be implemented to support goal:  
Using our new intervention resources (SIPPS), Safety Net teacher will also be co-teaching with the first grade team using goal groups.

How challenge and rigor will be ensured for all students:  
Using flexible goal groups, our teachers will be able to individually assess student progress and meet them at their level to continue to grow them as learners.

How necessary interventions will be determined:

- All students in this group are receiving Safety Net intervention. K-2 are being pulled out from class 5 days per week/30 minutes a day.
- Students work in small groups of 2-5 students using SIPPS and WonderWorks.
- Individual attention on the needs of each student is evaluated daily in observations and 2-3 times a week during DIBELS progress monitoring.
- Co-teaching in 1<sup>st</sup> grade during their goal group time. I get to “double-dip” with my 1<sup>st</sup> grade students.
- Pushing into Kindergarten until January to help during writing workshop
- After January Kindergarten students will be pulled out 5 days a week/30 minutes a day for SIPPS or WonderWorks Curriculum.

- Using Building IA time to support small group instruction in Safety Net.
- Meeting with a learning coach throughout the year to ensure we are meeting the needs of our 1<sup>st</sup> grade Safety Net students.

Any professional learning needed:

Our Safety Net teacher has accessed our Professional Coaching Program to help her in this work this year.

Any resources needed and plans to obtain them:

I have allocated a full instructional assistant to help support this program. The district adopted new curriculum to use with students called SIPPS. The Safety Net teacher will also be using WonderWorks.

Timelines and Progress Monitoring Plans:

Each team will help monitor their students using DIBELs (Beginning, Middle and End of year assessments.) Our Safety Net teacher will work weekly with these students and I will be checking in as we progress.

School Effectiveness SMART Goal:

Staff working across grade levels to increase student learning will improve from 87.81% agreeing mostly or completely to 90% agreeing mostly or completely as represented on the annual Nine Characteristics Survey.

Process used to determine goal:

We used a staff meeting time to review survey results. We then met as a Building Leadership Team to review data for a second time and identify our lower categories. Grade Level Representatives then talked with their teams regarding which two areas they would like to work on this year. The principal then took the highest ranked area and the Building Leadership Team (BLT) helped create an action plan.

Responsible individual or team:

Everyone is responsible, but the BLT will be working on this action plan.

Strategy/ies that will be implemented to support goal:

We plan to use staff meeting time to allow conversations about strategies to implement Dream Box into our classrooms, to share strengths and weaknesses we are seeing in math among grade levels, etc.

How challenge and rigor will be ensured for all students:

This goal lends itself to more challenge and rigor for kids. Teachers collaborating across grade levels will help improve instruction for all.

Any professional learning needed:

As a BLT we will be looking through our required trainings and LEAP calendar to determine when these experiences can take place and if we need additional resources.

Any resources needed and plans to obtain them:

BLT Committee, LEAP calendar, district required trainings, input on topics to collaborate around, time.

**Timelines and Progress Monitoring Plans:**

We will meet monthly to assess our progress to date and of course this spring when we take the survey again.

**Attendance SMART Goal:**

During the 2017-2018 school year, Smith students accrued a total of 2,221 tardies. Our goal this year is to reduce overall daily tardiness by 25% by the end of the 2018-2019 school year.

**Process used to determine goal:**

Reviewed attendance data with attendance secretary, BLT, counselor and administration.

**Responsible individual or team:**

Administration, counseling, front office, teachers.

**Strategy/ies that will be implemented to support goal:**

- meeting with students and families when they accrue five tardies
- requiring families to walk their students to the office for check in
- teachers directing late students and families to the front door for check in
- messaging importance of timeliness to families in the *Dolphin Byte* monthly

**How necessary interventions will be determined:**

Feedback from BLT, staff, and attendance secretary.

**Any professional learning needed:**

None.

**Any resources needed and plans to obtain them:**

New buzz in entrance system (already installed). Notification system to parents at five tardies to be created by Kellie Eaton and Rebekah Westra.

**Timelines and Progress Monitoring Plans:**

We will implement the interventions throughout the year. We will run quarterly tardy reports to identify and track chronically tardy students. We will include monthly messaging in the *Dolphin Byte*. We will report our results to the BLT and OC teams.

**Discipline SMART Goal:**

By the end of the 2018-2019 school year, third, fourth, and fifth grade students at Smith will report that they know how to be respectful to peers and that they frequently feel respected by their peers 25 percent more than they reported on the beginning of the year SEL student survey administered in October of the 2018-2019 school year.

**Process used to determine goal:**

Counselor and administration collaborated to discuss ways to track growth in SEL. We attended a district training on the Panorama survey and discussed how we could use that to determine next steps.

**Responsible individual or team:**

Counselor, administration, recess teachers, teachers administering survey

Strategy/ies that will be implemented to support goal:

- Recess teachers will be trained in conflict management and SEL language. They will work to resolve minor discipline issues on the playground.
- Counselor will determine small groups to receive SEL instruction based on survey results. Groups will be implemented for those students.

How necessary interventions will be determined:

- Counselor will determine small groups to receive SEL instruction based on survey results
- Administration will develop and implement a data system that more easily tracks student discipline and identifies repeat students being referred to the office for discipline based on SEL incidents.

Any professional learning needed:

Classified staff training. Staff training on survey administration.

Any resources needed and plans to obtain them:

Panorama survey, small groups with counselor, in class counseling lessons.

Timelines and Progress Monitoring Plans:

Panorama survey will be administered three times over the course of the 2018-2019 school year. Data will be shared with administration and BLT.

## **VI. Parent, Family and community Involvement Strategies for 2018-2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President

Timelines and Progress Monitoring Plans:

Each of these items will be monitored monthly. There will be ongoing meetings to ensure that updates are being communicated, Expenditures are being reviewed/approved.

2018-19 Strategies to inform parents, families and the community in the CIP process:

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- CIP will be posted on Smith website

Timelines and Progress Monitoring Plans:

Meetings monthly will help to continue to inform parents, families and the community. The CIP Document will be placed on the website once we have approval from School Board.