



Continuous School Improvement Plan (C-SIP)
Beacon Hill International Elementary School
2016 - 2018
Principal: Katie Virga

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The Beacon Hill BLT reviewed and approved the 2016-2017 CSIP on November 7, 2016.

Mission and Vision

Mission:

The mission of Beacon Hill International School community is to educate students to be critical thinkers, problem solvers, and global citizens who are knowledgeable and curious about their natural and social worlds. It is our goal that Beacon Hill International School graduates are life-long learners and compassionate caring people who take action to make the world a better place for everyone.

Vision:

Beacon Hill International School is a diverse community of learners and educators who value the rich linguistic and cultural resources of our community. We seek to develop competent and confident multilingual, multicultural and socially responsible citizens with the strong academic skills and compassion needed in our global society.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Based on the analysis of data some concerns about student learning are the progress of sub-groups, though making growth, that are not making enough progress yearly to get to grade-level.

Our goal is to increase overall percentage of student achievement by 10% or more as measured in kindergarten by WA Kids assessment (comparing fall and spring), grades 1-2 MAP reading and math assessment comparing spring to spring, and grades 3-5 on SBA assessment for reading and math.

Component 1: Needs Assessment

Under Principle 1, Strong Leadership, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 1: Strong Leadership

Title Component 1: Needs Assessment

- **Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.**

2017-18 SMART Goal:

During the 2017-18 school year, strong leadership, through the actions of the Administrative Team, Building Leadership Team, Data Teams, Equity Team, and the Professional Learning Community Teams (PLC's), will result in an increase in student achievement scores of 10% or more as measured in Kindergarten by the WA Kids assessment(Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- Use observation and feedback data collection and feedback tool for Learning Walks.
- The administrative team will develop a Learning Walk schedule and will collect trend data aligned with criteria from Danielson.
- During Learning Walks, the Administrative Team will collect trend data aligned with criteria from the Danielson Framework.
- Each BLT meeting agenda will include an item to monitor the Student and School Success Plan which will be loaded into Indistar

Administrative staff will attend District monthly Leadership professional development meeting in order to hone instructional skills.

We will use research-based strategies that help targeted students.

Our school has a focus on the following strategies to improve student learning:

1. Increase teacher PLC collaboration with a school-wide PLC focus on collaborative, standards-based planning, common assessments, and collaborative reflection on practice and its implication for learning.

2. Teachers meeting in grade-level bands as facilitated data teams that identify focal students and develop action plans for targeted student progress and whole class instruction.

3. Establish a systemic approach to Tier 2 and Tier 3 interventions for students struggling in reading and mathematics, and to incorporate research-based interventions that accelerate learning so that students can catch up in a short period of time.

4. To meet the needs of advanced learners students have small group instruction based on their reading levels and book groups also aligned to levels that enhance comprehension and advanced cognitive demand. In addition teachers incorporate challenge and extension opportunities as part of the collaborative group work in math and science as well as access to math content according to their math achievement level.

5. Provide extra learning time for students by certificated staff. For students who need additional support and acceleration, we are providing extra practice and support outside of the school day.

6. Remove physical, emotional, and mental barriers to learning. In partnership with Odessa Brown Children's Clinic, the University of WA Education Psychology Department, El Centro, our school counselor, our family support worker, and the Asian Counseling and Referral Service (ACRS), we are providing onsite health and mental health care to remove the barriers that impact learning.

Component 2: Research Based strategies that help targeted students (School Wide Reform Strategies)

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 4: Rigorous, aligned instruction

Title Component 2 Research based strategies that help targeted students

- ***Indicator P4-III A07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.***

SMART Goal: During the 2017-18 school year, through the training, implementation and monitoring of differentiated and small group instruction based on student data analysis, will result in an increase in student achievement scores of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment (Comparing Spring to Spring).

Tasks:

- Career Ladder Teachers will mentor classroom teachers and run data teams for grade level bands based on instructional needs and provide job-embedded PD

Our school offers professional development that is high quality and ongoing.

Teacher and IA professional development are focused on our strategies to improve student learning:

1. Teacher PD is focused all year on enhancing PLC work around collaborative planning, data analysis, and reflection on teaching.

2. PD is also focused on high-quality teaching as evaluated by TPEP.

3. PD from the ELL team and district coaches on how to integrate ELL strategies and best practices into all classrooms and throughout all content areas.

4. PD pertaining to building goal of curriculum/content integration with global perspectives.

5. MTSS – a school-wide understanding of the different Tiers and how teachers and support staff can align all whole class and small group instruction to student needs as identified by data and assessments.

Component 4: Professional Development that is high quality and ongoing

Under Principle 2, Professional Development, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 2: Staff evaluation and professional development

Title Component 4: Professional Development Activities

- ***Indicator P2-IF12: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.***

2017-18 SMART Goal:

SMART Goal: During the 2017-18 school year, all staff will participate in high quality, job-embedded and differentiated professional development, which will result in an increase in student achievement scores of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-2 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment (Comparing Spring to Spring). **Tasks:**

- Data Teams will complete job-embedded F & P Assessment and Interventions System (LLI) trainings will be provided throughout the school year in PLCs. Dates of trainings will be added as evidence in Indistar.
- BHI will create a Ruler Team who will participate in district provided Ruler Train the Trainer PD.
- BHI Ruler Team will provide training for all staff.

District literacy and Ell coaches will meet monthly for job-embedded PD to provide training on the analysis of data to inform instruction and interventions..

Our school will increase parent/family engagement.

Beacon Hill International School supports family involvement to increase student achievement, including:

1. Family participation in Latino Academy where families work alongside students in math and reading.
2. Providing interpretation for all families daily.
3. Providing opportunities throughout the school year for families to be involved: volunteering, resources/consulting, utilizing the school library, classroom events.
4. Family participation in after-school homework club where families work alongside students and teachers in math and reading.
5. Family workshops with community professionals in English, Spanish, and Mandarin.
6. All families will receive a student handbook that outlines the homework policy for each grade, school-wide expectations (PBIS), and opportunities to be involved throughout the school year.

Component 6: Increase parent/family engagement

Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 7: Family and community engagement

Title Component 6 Strategies to increase parent/family engagement

Indicator: P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students

2017-18: SMART Goal:

During the 2017-18 school year, Beacon Hill staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, Beacon Hill's parent and community members will become active and engaged participants in the education of their child, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- In the fall of 2017, the BLT will review and create a school-wide plan for homework policies.
- The Administrative Team will locate, create and/or revise the following documents: Mission Statement and Homework Guidelines.

Indicator: P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)

2017-18: SMART Goal:

During the 2017-18 school year, Beacon Hill staff will engage parents and community members through the development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, Beacon Hill's parent and community members will become active and engaged participants in the education of their child, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- The Administrative Team will ensure parent/guardian signatures are acquired on the Student/Teacher/School Compact during parent conferences.

Indicator: P7-IVA13: The LEA/School has engaged parents and community in the transformation process

2017-18: SMART Goal:

During the 2017-18 school year, Beacon Hill staff will engage parents and community members through development of the FEAT committee and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, Beacon Hill's parent and community members will become active and engaged participants in the education of their child, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- The administrative team will create/reestablish the school's FEAT to ensure parent communications are ongoing.

- The Levy Coordinator will meet with the Extended Learning Program Staff monthly to review extended learning programs and evaluate progress for identified Tier 1, 2, and 3 students.
- The Latino Academy will provide weekly services and supports for Grades K-1 identified students. The group will focus on reading strategies to support students throughout the school year.
- BHI Parent-Teacher Association and CBOs will meet quarterly to ensure parents and staff are provided an opportunity for shared communication.

Our staff is involved in decision-making.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in the budget and PD areas of school leadership. We meet regularly, usually once a month, and our representative's report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members. The BLT follows an identified protocol for decision-making.

Component 8: Staff is involved in decision-making:

Under Principle 5, Use data to inform instruction and for continuous improvement, including providing time for staff to analyze and act upon student data, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Use of data for school improvement and instruction

Title Component 1 Needs Assessment

- ***Indicator: P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.***

2017-18 SMART Goal:

During the 2017-18 school year, all teachers will make appropriate curriculum and instructional adjustments, through the analysis of progress monitoring standards-based assessments, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- WaKids assessment will be administered and data will be analyzed following the fall assessment to determine appropriate curriculum adjustments and interventions.
- WaKids assessment will be administered and data will be analyzed following the winter assessment to determine appropriate curriculum adjustments and interventions.
- SBAC reading and math assessments will be administered to 3rd through 5th grade students and data will be analyzed following the spring, 2017 assessment to determine appropriate curriculum adjustments and interventions.
- WaKids assessment will be administered and data will be analyzed following the spring assessment to determine appropriate curriculum adjustments and interventions.
- MAP reading and math assessments will be administered to 1st through 2nd grade students and data will be analyzed.
- BHI will schedule Levy Meetings weekly to analyze student data to provide a menu of interventions and supports

SBAC reading and math assessments will be administered to 3rd through 5th grade students and data will be analyzed and data will be compared Spring to Spring.

We will assist our students to meet standard.

Our school-wide plan targets underachieving students in specific areas of student learning - reading and mathematics. Our work with MTSS model incorporates PLCs and Data teams comprised of classroom teachers,

support teachers and IAs to plan whole class and small group instruction aligned to identified student needs and progress monitor students' growth towards grade-level targets.

Principle 5: Use of data for school improvement and instruction

Title Component 1 Needs Assessment

- ***Indicator: P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.***

2017-18 SMART Goal:

During the 2017-18 school year, all teachers will make appropriate curriculum and instructional adjustments, through the analysis of progress monitoring standards-based assessments, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- WaKids assessment will be administered and data will be analyzed following the fall assessment to determine appropriate curriculum adjustments and interventions.
- WaKids assessment will be administered and data will be analyzed following the winter assessment to determine appropriate curriculum adjustments and interventions.
- SBAC reading and math assessments will be administered to 3rd through 5th grade students and data will be analyzed following the spring, 2017 assessment to determine appropriate curriculum adjustments and interventions.
- WaKids assessment will be administered and data will be analyzed following the spring assessment to determine appropriate curriculum adjustments and interventions.
- MAP reading and math assessments will be administered to 1st through 2nd grade students and data will be analyzed.
- BHI will schedule Levy Meetings weekly to analyze student data to provide a menu of interventions and supports

SBAC reading and math assessments will be administered to 3rd through 5th grade students and data will be analyzed and data will be compared Spring to Spring.

Retain high quality, highly effective, and highly qualified staff.

We provide mentors for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students.

Our goal is to ensure all teachers have opportunities to grow in their practice and that we as a school are supporting high quality teachers to retain them year to year. Another priority is to ensure that we have the highest quality teachers in front of our kid's everyday and our BLT will use the budgeting process to ensure we align our resources to get the maximum staffing aligned to student outcomes possible.

Under Principle 6, Provide a safe, supportive environment promoting social, emotional, and physical health, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 6: Safety, discipline, and social, emotional, and physical health

Title Component 9 Provide assistance to students experiencing difficulty

- ***Indicator P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being)***

2017-18 SMART Goal:

During the 2017-18 school year, through the implementation of a school-wide behavioral plan, use of RULER strategies, actions of Beacon Hill's Safety Team and actions of Beacon Hill's Equity Team, students will feel safe and supportive in this positive environment, which will result in gains in student achievement of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- BHI staff will attend SEED, Seeking Educational Equity and Diversity, seminars on equity and inclusion to promote change through self-reflection and interpersonal dialogue and to build capacity for more equitable curriculum, campuses, workplaces, and communities. Seminars will take place on one Tuesday per month from 2:30 - 5:30 pm.
- Safety team will meet monthly to ensure a safe and supportive environment is provided for students and staff.
- Beacon Hill International school nurse will provide professional development for staff around student physical health issues.
- BHI school nurse will provide professional development for staff around student physical health issues.

The BHI Staff will be trained and implement PBIS and Restorative Justice Practices.

Note:

Title 1 expectations state components 1, 2, 3, 5, and 10 require evidence documents, aligned with the Title 1 Checklist of Evidence, be uploaded into the Indistar File Cabinet. Refer to the Indistar File Cabinet's corresponding Component Folder to view these documents.

Components 4, 6, 7, 8, and 9 require specific indicators be added to the Student and School Success Plan/CSIP, as well as evidence documents, to be uploaded into the corresponding Component folders. The expected Title 1 indicator SMART goals and tasks have been included in the narratives above for each component above. The checklist of evidence documents have been uploaded as required.

How do we support the transitions of new students and families into our school?

We implement a New Student Protocol for new students and their families.

We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students.

Component 7: Transition of new students and families into our school:

Under Principle 5, Recommend appropriate supports for each student' transitions between grade levels, schools, interventions, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Transition

Title Component 7

- ***Indicator P5-IID07: The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).***

2017-18 SMART Goal:

During the 2017-18 school year, through the actions of the Leadership Team to create and implement smooth transitions for all students, from Pre-K to K, from grade to grade and from Elementary to Middle School, student achievement will increase by 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-2 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).

Tasks:

- A Transition Plan for grade 5 students, entering middle school, will be continued for implementation in the spring of 2017.
- Grade level teams will meet to develop/create a transition plan for students moving from one grade to the next. Jumpstart program will be provided for all entering kindergarten students during the summer of 2017.

How do we support students identified as Highly capable?

To meet the needs of advanced learners students have small group instruction based on their reading levels and book groups also aligned to levels that enhance comprehension and advanced cognitive demand. In addition teachers incorporate challenge and extension opportunities as part of the collaborative group work in math and science as well as access to math content according to their math achievement level.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	114,088	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	62,915	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,682,006	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	107,358	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	66,418	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	Nesholm MS Literacy	190,359	Supports improving Literacy.
2017-2018	Specific Use	Transitional Bilingual	272,417	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	166,485	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
From analyzing 2016-17 MAP, SBA, and F&P data the concern is about the progress of ELL students, Special Ed, and African American Males. These three sub-groups, though making growth, are not making enough progress yearly to get to grade-level.	By June 2018 70% of ELL students not at grade level will increase at least 1 level on SBA	Teachers Grades 4-5 and ELL Team	June 2018
	By June 2018 80% of our focus students will meet target growth on MAP in reading and math.	Teachers Grades 1-2 and Intervention Team Equity Team	June 2018

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
From analyzing 2016-17 MAP, SBA, and F&P data the concern is that students performing below grade level are not making enough progress yearly to get to grade-level.	Grades 3-5 By June 2018 70% of ELL students not at grade level will increase at least 1 level on SBA	Teachers Grades 4-5 and ELL Team	June 2018
	Grades K-2 By June 2018 80% of our focus students will meet target growth on MAP in reading and math.	Teachers Grades 1-2 and Intervention Team	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>From analyzing 2016-17 MAP, SBA, and F&P data we have determined that all students have room to make progress at all grade-levels and we are setting a school-wide goal of increasing proficiency by 10% or more in all assessed areas.</p>	<p>During the 2017-18 school year, strong leadership, through the actions of the Administrative Team, Building Leadership Team, Family Engagement Action Team, Safety Team and the Professional Learning Community Teams (PLC's), will result in an increase in student achievement scores of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring).</p>	<p>Admin Team Teacher Leaders BLT</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In Spring 2018, 34% of 3rd -5th grade students said, "students treat one another respect" on the SPS Climate Survey.</p>	<p>By Spring 2018, at least 50% of 3rd to 5th grade students will say, "students treat one another with respect" on the SPS Climate Survey.</p>	<p>All Staff</p>	<p>June 2018</p>