



**Continuous School Improvement Plan (C-SIP)**  
**Frantz H. Coe Elementary School**  
**2016 - 2018**  
**Principal: Virginia Turner**

**SEATTLE  
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SCHOOLS**

## 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. On May 17, 2017, the Coe Elementary Building Leadership team reviewed, provided feedback, and approved this Continuous School Improvement Plan. On May 24, 2017, the plan was presented to the entire Coe Staff, who also reviewed, provided feedback, and collectively granted approval.

### Mission and Vision

**Mission:**

Each student at Coe receives a solid academic foundation, develops a love of learning, and acquires a sense of responsibility for our school, our community and our world. We nurture curious, thoughtful, responsible, and resilient young people.

**Vision:**

To prepare students for middle school academically, socially and emotionally.

### 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.**

Coe Elementary is dedicated to strengthening its Multi-Tiered System of Support. We believe that a systemic, continuous-improvement framework in which data-based problem-solving and decision making is practiced allows us to support the diverse academic, behavioral, and socio-emotional needs of our students.

One key component to the Coe MTSS Framework is our Common Assessment & Progress Monitoring Protocol (protocol is described in detail in section below). Coe staff have developed a uniform protocol for monitoring each students' progress in reading and math through a series of researched-based, common assessments that are administered 4 times per year. This data informs instruction and intervention planning at the PLC and overall school level. Behavioral and socio-emotional indicators are also included in this progress monitoring process (discipline data, attendance, SIT referrals, IEPs).

The Coe Building Leadership Team (BLT) and staff have identified reading as the area in which we will develop goals to help targeted students meet grade level standard for the 2017-2018 school year. Though math and writing are not specifically addressed in building based CSIP goals, we are dedicated to continuous, data-guided progress monitoring & intervention planning in these academic areas (see protocol for *"School-Wide Common Assessments & Data-Guided Planning for Reading & Math"* in section below).

In the Spring of 2017, Coe Staff and the Building Leadership Team (BLT) analyzed multiple growth measures in order to identify all incoming 1<sup>st</sup>-5<sup>th</sup> grade students not demonstrating adequate proficiency in reading and developed goals (see Building-Based Goals Section) to help these targeted students meet grade level expectations. These measures (administered 4 times per year) included:

### For Kindergarten (Rising 1<sup>st</sup> Graders for 2017-2018)

- Coe Kindergarten Assessments measuring Concepts of Print, Letter Identification, Letter/Sound Identification, & High Frequency Words
- Quick Phonics Screener (QPS)
- MAP Reading

### For 1-2 (Rising 2<sup>nd</sup> & 3<sup>rd</sup> Graders for 2017-2018)

- Quick Phonics Screener (QPS)
- Oral Reading Fluency (ORF)
- MAZE- Comprehension Measure
- Classroom Based Assessments
- MAP Reading

### For 3-4 (Rising 4<sup>th</sup> and 5<sup>th</sup> Graders for 2017-2018)

- Quick Phonics Screener (QPS) *as needed*
- Oral Reading Fluency (ORF)
- MAZE- Comprehension Measure
- Classroom Based Assessments
- SBA Reading

Additionally, discipline, attendance, Student Intervention Team (SIT) records, Individualized Education Plans (IEPs), and teacher-based records were analyzed to identify targeted students

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

The following research-based strategies are implemented at Coe to help targeted students including (but not limited to): English Language Learners (ELL), Advanced Learners (ALO), Special Education Students, & Gap Closing Subgroups.

**Meeting the Needs of Targeted Students Not Meeting Standard (Tier I and II Interventions):**

- School MTSS team (meeting monthly) in order to analyze academic, behavioral, and socio-emotional data and coordinate school wide efforts that promote growth of targeted students.
- School-Wide Common Assessments and Data-Guided Progress Monitoring (plan included below).
- Common Core Aligned Literacy, Writing & Math Curriculum
- All Coe students receive targeted reading instruction through a balanced literacy approach in which students are instructed at appropriate reading levels based on school-wide common assessments. As a school learning community, we recognize the key foundational components of literacy instruction and explicitly teach these skills:
  1. Phonemic Awareness
  2. Phonics
  3. Fluency
  4. Comprehension
  5. Vocabulary
  6. Writing
- Culturally and linguistically responsive instruction
- Differentiated learning activities (small-grouping) in all grades based on continuous progress monitoring data
- Small-group interventions & classroom-based supports through Reading Specialist
- Small-Group/1 on 1 interventions & supports through ELL Specialist & IA
- Remedial support & enrichment as needed through Math Specialist
- Walk-To-Math model offered to ALL 3-5 students in order to provide targeted instruction based on a students' learning needs and proficiency
- Student Intervention Team (SIT) weekly meetings to progress monitor struggling students (and potentially asses for specific learning disability)
- Common Planning for Grade Levels based on Master Block Schedule
- Data-Guided PLCs to identify struggling students and coordinate interventions
- Reading Specialist/ Math Specialist PLC Collaboration
- SPED & Grade Level PLC Weekly Collaboration
- ELL & Grade Level PLC Weekly Collaboration
- Continued professional development in all content areas ( new literacy curriculum)
- Continued professional development supporting Coe's trauma-informed practice

**Meeting the Needs of Advanced Learners Exceeding Standards:**

Coe Elementary has a large number of students who test and qualify for Advanced Learning or Highly Capable services each year, with the vast majority of those students choosing to remain at Coe. To meet the needs of these students, the staff at Coe is committed to an Advanced Learning Opportunities (ALO) program that reinforces the existing general education differentiated teaching model. Throughout Coe classrooms the needs of the high achievers are intentionally identified and met through the design of instruction, which includes rigor and challenge. Classroom teachers provide differential learning opportunities in all areas.

In addition to the focus on differentiated instruction, Coe offers two programs aimed at advanced learners:

1. Coe's ALO literacy program provides additional challenge in the areas of reading, writing, research and communication in a small group setting outside of the regular classroom. Students meet with their academic peers on a weekly basis to work toward mastery of literacy standards beyond their current grade level. Working both independently and collaboratively, students will strengthen their reading and writing muscles with a variety of activities, including tackling complex text, conducting research, engaging in discussion, writing and presenting to an audience.
2. Coe's Advanced math program includes daily pull-out, year ahead classes in grades 1 and 2. Advanced math classes are held at the same time as the regular classroom math period. In grades 3-5 students participate in the "Walk to Math" model. Qualified students walk to a classroom to be taught 4th, 5th and 6th grade math curriculums, respectively. One day a week is spent on Advanced Topics in Problem Solving: in third grade the class explores serious research topics in number theory while strengthening basic math skills. Students also been known to play math games that challenge their powers of logic and deduction. In fourth grade, students work with many higher level topics - for example: pi, the Pythagorean Theorem, square roots, sigma notation, factoring and more. In fifth grade students explore divisibility, modular arithmetic, alternate base theory, number system properties, advanced fractions, trigonometry and more.

As part of its Advanced Learning program, Coe also has the following after school enrichment opportunities: Coe's Math Club, Debate Club, and World Languages programs. Coe's Math Olympiad team meets weekly. Math Olympiad highlights more complex problem-solving techniques and features periodic tests given nation-wide.

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

- Coe has a team of 5, highly qualified Career Ladder Teachers who support staff (particularly those new to the building) who are integral in planning professional development activities that strengthen our ability to support students and close the achievement gap.
- At the beginning of each year, a Professional Development (PD) Survey is completed by staff (informing PD Planning for the year).
- Coe professional development is aligned to district priorities.

#### **School Wide Professional Development Committees:**

- MTSS- analyzes data (attendance, discipline, academic) in order to inform PD planning and school wide interventions & supports. This includes monitoring of Coe's Positive Behavior, Interventions & Supports System (PBIS)
- Student Intervention Team (SIT)
- Building Leadership Team (BLT)
- Parent Teacher Association (PTA)
- Safety
- Career Ladder Team (CLT)
- Multicultural Team
- Technology
- Social / Hospitality / Staff Collaboration Team
- Science Fair
- Student Council

#### **Specific Professional Development Activities:**

- Relationships & Resiliency – Adverse Childhood Experiences & Trauma
- Student Commitment Reflections
- Annual "Riser" meetings to "hand off" students to next grade level
- Presentation by David Lewis from district Behavioral Health Team
- Effective strategies for Culturally & Linguistically Responsive Instruction via ELL Specialist
- CLT Mentoring & Support to "New to the Building" staff
- CLT's facilitate Learning Walks throughout the building

- Staff Collaboration- Compass Point Protocol
- Ongoing eVAL training and support through site-based teacher “eVAL Champion”
- OneDrive training to increase capacity to manage meaningful data and collaborate during Data-Guided Progress Monitoring (see plan)
- Incident Command Protocol Training
- De-Escalation Training provided by district Behavioral Health Team

Collaborative Literacy (newly adopted literacy curriculum) teacher training.

### **Our school will increase parent/family engagement.**

- Family Outreach Initiatives through Coe PTA (New Family Orientation, School Tours, PTA Family Education Presentations, Back-to-School Bash, Ongoing PTA Events accessible to all families)
- ELL Teacher and IA Family Outreach Initiatives (Bilingual Family Connections)
- Curriculum Nights (K-2 , 3-5)
- Multicultural Night
- Follow-up for families not in attendance at Curriculum Night
- 100% Parent Teacher Conference Participation
- Weekly Email Communication from classroom teachers in all grades
- Weekly School Bulletin
- Schoology
- Parent Representation on Building Leadership Team (2 individuals)

Coe is committed to a school culture that embraces regular classroom and school volunteers. We closely track volunteer hours. On average, Coe logs over 500 volunteer hours per month.

## **Coe Elementary Homework Policy:**

### **Guiding Principles**

- Homework can be a valuable way to extend lessons, practice skills, engage in critical thinking and develop good work habits.
- Homework should not involve new learning, but should rather expand what students are learning during the school day.
- Homework can serve as one form of communication between the teacher and the family.
- Homework should be a shared responsibility between student, teacher, and family.
- Homework is an important part of each students’ academic year.
- **Homework should include reading every night as we help each student develop the habit of being a lifelong reader.**

### **Student’s Responsibilities:**

- Understand all homework assignments by listening to directions, asking questions when something is unclear, and reading directions.
- Gather all materials necessary to complete assignments before leaving the classroom.
- Complete all assignments to the best of his/her ability.
- Return assignments and materials on time.
- Make up any missed homework that teacher requires.

### **Parent Responsibilities:**

- Provide a routine and environment that is conducive to doing homework (i.e. a quiet and consistent place and time, materials, etc.).
- Offer assistance to the student, but not do the actual homework.
- Check that your child has edited his/her homework for spelling (kindergarten and first graders may use invented spelling as appropriate), punctuation, neatness, etc.
- Notify the teacher when homework presents a problem.
- Read school notices and respond in a timely manner. Homework and school notices will travel home in the students’ BLUE folder. Regular backpack clean-ups can be useful in helping students organize their materials.

### **Teacher Responsibilities:**

- Provide purposeful homework.

- Provide clear directions and instructions.
- Implement a system for routinely checking homework.
- Communicate to the student and family what is expected for completing homework successfully.
- Communicate with families when students are not consistently completing assignments.

### Recommended Time Allotments for Homework Per Evening

Grade Level (s)	Reading	Writing / Math	Total / Evening
Kindergarten	<i>Families &amp; children spend time together reading books for 15 min.</i>	None	15 minutes
1st	15 minutes	15 minutes	30 minutes
2 <sup>nd</sup>	20 minutes	15 minutes	35 minutes
3rd	20 minutes	20-25 minutes	40-45 minutes
4th	20-30 minutes	25-35 minutes	45-60 minutes
5th	25-30	35-40 minutes	60-70 minutes

*Additional Projects such as science fair, book reports, dioramas, research projects might not be included in these recommendations.*

### **Our staff is involved in decision-making.**

Coe staff are involved in shared leadership and decision making that is evidenced by the Coe Decision Making Matrix that outlines the sense of empowerment among staff and stakeholders that results in increased capacity to accomplish substantial outcomes.

### 2016-2017 COE Decision-Making Matrix:

Issue	ALL-STAFF	BLT	GRADE LEVEL	SIT	PTSA	Principal	Dist. Policy
Budget	SD / A	R	I		I	SD	SD
School-Wide Events	SD	R			I	D	X
Student Assessment							X
Attendance Policy						D	X
Website/Technology	I	I	I		I	D	X
Fiscal Management	I	R				D	SD/X
Curriculum	SD		SD			SD	X
After School Activities					I	D	X
Discipline Policy	SD	R				D	X
Field Trips	SD		SD			SD	X
Fundraising	I				D	SD	X
Grant Requests	SD		I		SD	SD	X
Staff Hiring	I		I		I^	D	X
Master Schedule	I	R	I			D	
Room Assignments	I					D	
Safety	I				I	D	X
Staff Evaluations	I					D	X
Tutors	I			R		D	X
Building Use	I				I	D	X
Class Placement	SD		SD		I	SD	

<b>Code:</b>	<u>A</u> pprove
	<u>R</u> ecommend
	<u>D</u> ecide
	<b>SD</b> Shared Decision
	<u>I</u> nput/Informing
	<b>X</b> Seattle School District Policy Impacts Decision

### **We will assist our students to meet standard.**

Coe Elementary has implemented a data driven plan for improved teaching and learning.

Staff routinely use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level. This occurs at the school level through the MTSS team and at the grade PLC level.

### **Coe School-Wide Common Assessments & Data-Guided Planning for Reading & Math Protocol (informing Multi-Tiered Systems of Support- MTSS)**

#### **Guiding Principles:**

Using common assessments, grade level teams will continually leverage data and other measures to monitor progress, differentiate instruction and plan strategic intervention for students by:

- Using assessment results for screening, diagnostic and progress monitoring purposes.
- Monitoring student progress to inform instruction and intervention.
- Intervening early and strategically (see Tier I and II research based strategies above)
- Understand the usefulness, as well as the limitations of data.

#### **The Protocol:**

1. Based on the “Common Assessment & Data-Guided Team Planning Schedule”, classroom teachers will input reading and math proficiency scores into the “***Coe Common Reading and Math Assessments & Team Data Guided Planning***” file located on One Drive. This collaborative online platform allows all staff to access and participate in progress monitoring.
2. Grade levels will analyze common data in reading and math in order to differentiate and plan interventions for students who are of concern or are not meeting proficiency benchmarks.
3. This analysis AND intervention planning will be recorded within One Drive so that all staff who support students can be informed and intentional when supporting students:
  - a. **For Reading:** The Coe Reading Specialist will coordinate, facilitate, and document quarterly data-guided planning for reading. She will collaborate with the grade level team to strategize interventions and provide support. Other school specialists, resource teachers, and administration will support this planning as needed. The reading specialist track students receiving Tier II (Reading Specialist pull out) into the reading data spreadsheet on OneDrive.

#### **Coe Common Reading Assessments:**

**K-2:** WaKids, Phonological Awareness Screener, Quick Phonics Survey, Oral Reading Fluency, MAZE (Comprehension), Spelling Inventory, MAP, DIBELS (2<sup>nd</sup>)

**3-5:** Quick Phonics Screener (as needed), Oral Reading Fluency, MAZE (Comprehension), Spelling/Vocabulary Inventories, SBA (3-5)

b. **For Math:** Grade level teams will analyze data and strategize interventions at the end of each math chapter test with one team member recording intervention planning on the One Drive data spreadsheet. School math specialists, resource teachers, and administration will support these conversations as needed and provide Tier I and II interventions as needed. One member per team will record intervention planning onto the One Drive spreadsheet. Laptops will be made available to teams to support collaboration and streamline the process.

#### **Coe Common Math Assessments:**

**K-2:** Math in Focus/Supplemental Curriculum Pre- and Post- Unit Assessments, Benchmark Assessments, MAP, Reflex Math Fluency Progress Monitoring (2<sup>nd</sup>)

**3-5:** Math in Focus/Supplemental Curriculum Pre- and Post- Unit Assessments, Benchmark Assessments, SBA, Reflex Math Fluency Progress Monitoring (3<sup>rd</sup>, as needed)

4. The MTSS team will meet monthly to and analyze grade level data (academic, discipline, attendance, etc.) in order to support grade levels and efforts to target non-proficient students and close the achievement gap.

#### **The Goals:**

- Data-Informed grade level collaborative conversations.
- Identify non-proficient groups of students and plan effective interventions.
- Share strategies that are working & and acknowledge those that are not.
- Brainstorm grade level next steps in collaboration with other school resources (as needed).
- Leverage grade level data and planning to guide school wide MTSS initiatives, professional development, and support CSIP goals.
- Improve our overall efforts to increase student success and close achievement gaps.

#### **The Conversation:**

1. **Define:** What is the problem?
2. **Analyze:** Why is it occurring?
3. **Implement:** What are we going to do about it?

**Evaluate:** Is it working?

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

Coe's hiring process is rigorous and focused on maintaining high standards for instructional practice. The average years of experience for Coe certificated staff is 10.5, with 73% of staff having a Master's Degree or higher. Currently, all instructional staff are considered "highly-qualified" per NCLB.

Our efforts have produced a positive and professional work environment that attracts highly qualified talent. We continually search for staff with outstanding potential, strong instructional skill, and a love of learning. We strive to place staff in roles where their strengths can shine and we work hard to support the professional development needs of each individual. Our Career Ladder Team is dynamic, highly skilled, and dedicated to supporting the continued learning needs of our staff. We are dedicated to life-long learning, encourage our staff to take risks, and focus on a growth-mindset in all that we do.

We are dedicated to shared leadership and decision making. When making decisions about resources, we remain focused on improved teaching and learning.

We are dedicated to supporting the wide range of learning needs within our school. We ensure that highly qualified staff are supporting each and every student.

To meet the wide range of needs of our diverse learners, there are 4 academic specialists: Reading Specialist, ELL Specialist, ALO Literacy Specialist, ALO Math Specialist. These individuals are highly trained and skilled, with extensive background in their subject area.



Through the generous support of Coe's Parent Teacher Organization (PTA), we are able to fully fund a 1.0 Reading Specialist. This individual and the resources she provides to staff and students is essential in our effort to support targeted students.

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

- WaKids Family Connections Meetings for incoming Kindergarten Students (each family meets with the kindergarten teacher)
- K Readiness Presentation (by administration) at local preschools
- Tours for prospective families
- New Family Meet & Greet event
- Back to School Bash event
- Bilingual Family Connections event
- Middle School Tour at McClure for 5<sup>th</sup> grade students
- "Riser Meetings" for 5<sup>th</sup> grade students with IEP's transitioning to McClure (in collaboration with McClure Staff

In collaboration with McClure staff, complete appropriate math placement for students transitioning to 6<sup>th</sup> grade

### **How do we support students identified as Highly capable?**

We are committed to promoting the accessibility to advanced learning opportunities for all students at Coe, particularly those from diverse demographic backgrounds. Our PTA generously funds additional support via two ALO positions (math & reading) in the building. These individuals (in addition to the entire Coe staff) support students and families in accessing district advanced learning opportunities through the district qualification process.

#### **ALO Goal:**

We will increase the number of students accessing Advanced Learning Opportunities (particularly students from diverse demographic backgrounds) and provide to support to all families through the application and evaluation process.

## 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	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	4,658,275	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	16,889	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	45,502	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	104,165	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	67,845	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	338,117	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 <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
As of June 2017, 13/43 (30%) Hispanic/Latino students in grades “rising” grades 1-5 did not meeting proficiency standards in reading based on multiple measures.	<p>All or nearly all 2017-2018 1<sup>st</sup> through 5<sup>th</sup> grade Hispanic/Latino students identified as not meeting proficiency standards in reading will make at least one year’s growth in reading as evidenced by multiple measures:</p> <ul style="list-style-type: none"> <li>▪ Quick Phonics Screener (QPS)</li> <li>▪ Oral Reading Fluency (ORF)</li> <li>▪ MAZE- Comprehension Measure</li> <li>▪ Fountas &amp; Pinnell</li> <li>▪ MAP Reading</li> <li>▪ SBA Reading</li> <li>▪ Classroom-Based Assessments</li> </ul>	<p>Virginia Turner</p> <p>Lindsey Backstrom</p> <p>Laura Cooper, Reading Specialist</p> <p>All 1<sup>st</sup>-5<sup>th</sup> Grade Teachers &amp; Specialists</p>	May 2018

## Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
As of June 2017, 86/571 (15%) of students in “rising” grades 1-5 did not meet proficiency standards in reading based on multiple measures.	<p>All or nearly all 1<sup>st</sup> through 5<sup>th</sup> grade students (2017-2018) identified as not meeting proficiency standards in reading will at least one year’s growth in reading as evidenced by multiple measures:</p> <ul style="list-style-type: none"> <li>▪ Quick Phonics Screener (QPS)</li> <li>▪ Oral Reading Fluency (ORF)</li> <li>▪ MAZE- Comprehension Measure</li> <li>▪ Fountas &amp; Pinnell</li> <li>▪ MAP Reading</li> <li>▪ SBA Reading</li> <li>▪ Classroom-Based Assessments</li> </ul>	<p>Virginia Turner</p> <p>Lindsey Backstrom</p> <p>Laura Cooper, Reading Specialist</p> <p>All 1<sup>st</sup>-5<sup>th</sup> Grade Teachers &amp; Specialists</p>	May 2018

## Whole School Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>Each student should demonstrate at least one year’s growth in reading proficiency. This is a unique and individualized goal. Baseline reading data is collected for each student at the beginning of the school year. This baseline proficiency measure serves as a starting point for each child’s growth and progress in reading. Formal assessments (progress monitors) are given four times per year, with appropriate interventions implemented along the way to promote growth for <u>each</u> student.</p> <p><b>Advanced Learning (ALO)</b> We are committed to promoting the</p>	<p>All or nearly all students in 2017-2018 grades Kindergarten through 5<sup>th</sup> will demonstrate at least one year’s growth in reading proficiency as evidenced by multiple measures:</p> <ul style="list-style-type: none"><li>▪ Quick Phonics Screener (QPS)</li><li>▪ Oral Reading Fluency (ORF)</li><li>▪ MAZE- Comprehension Measure</li><li>▪ MAP Reading</li><li>▪ SBA Reading</li><li>▪ Classroom-Based Assessments</li></ul> <p><b>ALO Goal:</b> We will increase the number of students accessing Advanced Learning Opportunities (particularly students from diverse demographic backgrounds) and provide to support to all families through the application and evaluation process.</p>	<p>All Staff</p>       <p>Virginia Turner</p>  <p>Lindsey Backstrom</p>  <p>Kristen Wagler</p>  <p>Amy Fleisher</p>  <p>All Staff</p>	<p>May 2018</p>

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>accessibility to advanced learning opportunities for all students at Coe, particularly those from diverse demographic backgrounds. Our PTA generously funds additional support via two ALO positions (math &amp; reading) in the building. These individuals (in addition to the entire Coe staff) support students and families in accessing district advanced learning opportunities through the district qualification process.</p>			

**School Culture Goal**

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>Based on 2017 Spring Climate Survey Data, 43% of students answered positively to the question: <i>Adults notice when someone is being bullied at school.</i></p> <p>After analyzing parent climate survey and other sub sections of the student climate survey (where students clearly articulated they feel “safe” at school), we believe the data is guiding us to address the “perception” of bullying at Coe and how students perceive bullying is being observed. Our plan is to increase bullying awareness and education through various programs and strategies (as we already do in so many ways):</p> <ul style="list-style-type: none"> <li>• Steps to Respect (Grade 3)</li> <li>• Roots of Empathy (Grade 2)</li> <li>• Taproot Anti-Bullying Program (K-5)</li> <li>• SuperFlex Curriculum (K-1)</li> <li>• Structured Classroom Meeting</li> </ul>	<p>For grades 3-5 students, we will increase the percentage of students responding positively to the following question: <i>“Adults notice when someone is being bullied at school”</i> from 43% to 70%.</p>	<p>All Staff</p>	<p>June 2018</p>

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>Social Stories developed by counselor (K-5)</p> <ul style="list-style-type: none"> <li>• Input and analysis of classroom meetings by MTSS Team</li> <li>• Parent Education Night</li> </ul>			