



**Continuous School Improvement Plan (C-SIP)**  
**Dunlap Elementary School**  
**2016 - 2018**  
**Principal: Winifred Todd**

**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.

The Dunlap staff reviewed and approved the CSIP content, goals, and decision making process on January 25, 2018.

### Mission and Vision

#### **Mission:**

The mission of Dunlap Elementary School is to successfully prepare students to become readers, writers, and mathematicians. We are committed to providing a program that inspires students to become life-long learners ready for college and career.

Focus: Teaching, Learning and Positive Social Development

Motto: The Path to College and Career Starts Here.

#### **Vision:**

The vision of Dunlap Elementary School is to provide a positive learning environment where diversity is respected, acknowledged, and every student strives to reach their highest potential.

### 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.

## 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.**

SBA (English Language Arts and Math), MAP, ELPA21, Fountas and Pinnell (F&P) and Student Climate Survey data was analyzed by the staff. Specifically, we analyzed proficiency percentages by, Gender, Ethnicity, English Language Learners and Homelessness. Based on the analysis of data, the school's primary concerns regarding student learning are as follows:

- Students designated as ELL, African American and Hispanic were meeting proficiency at a lower percentage than the District average
- Students whose proficiency was Level 2 on the SBA that did not increase their proficiency to level 3 the next year
- Students whose proficiency was Level 3 in 3rd grade but decreased to Level 2 in 4th grades
- Male students of color demonstrating challenging behaviors that interfere with their learning and the learning of others

The specific learning problem is three-fold: **(1)** How do we increase the number of students meeting proficiency (Level 3) on 3rd grade ELA **(2)** How do we maintain those students at proficiency (Level 3 or higher) for the next two years in 4th and 5th grades, and **(3)** How do we increase the number of students who achieved proficiency Level 2 to increase to proficiency Level 3. Specific subgroups of students for focus are: ELL, African American, Hispanic, and males of color. Student strengths to build upon are grit, perseverance, and sense of belonging as noted in the Spring Student Climate survey.

The academic focus is on English Language Arts; the social emotional focus is on PBIS. Literacy is the foundational skill that supports all academic learning within a school environment.

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

Dunlap Elementary School addresses the needs of all students by implementing a variety of Multi-Tiered Systems of Support (MTSS) Tier 1 and Tier 2.

### ALL STUDENTS

- Staff will continue to implement the researched based balanced literacy model through the use of the Center for Collaborative Classrooms (CCC). The four core principles of CCC are as follows: (1) the social and academic curriculum are interdependent and integrated (2) fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning community (3) classroom learning experiences should be built around students constructing knowledge and engaging in action, (4) honoring and building on students' intrinsic motivation leads to engagement and achievement. Every classroom utilizes a leveled library so that all students have access to books at their individual and instructional reading levels. In addition, the staff also has access to the leveled book room. Teachers also continue to confer with individual students, set goals, and design groups for re-teaching skills. Use of conferring notes and assessment data to differentiate instruction is implemented. The balanced literacy model also includes guided reading, independent reading, shared reading, interactive read aloud and word work. Literacy is taught in a 90- minute block.
- Progress monitoring is implemented through the use of Fountas and Pinnell assessments, exit tickets, running records, SBA interim benchmark assessments, MAP, WA KIDS and classroom based assessments.
- School-wide math intervention/enrichment using ST Math with focus on conceptual math skills and understanding the literacy foundation of math word problems.
- The principal, head teacher, career ladder teachers conduct classroom walkthroughs focusing on the instructional elements from the Danielson Framework. The staff uses the Danielson Framework to guide their instructional practice.

- Grade level staff have a common planning period (PCP) for 40 minutes daily. This allows for collaboration and planning for effective instruction.
- PLCs have been reorganized and strengthened this year with commitment to use of data to guide instructional practices based on teacher problem of practice.
- A Monday Morning Assembly is used to bring the school community together in order to identify our academic and social the focus of the week. The assembly includes the Word of the Week, Dunlap School Pledge, and recognition of Self Managers in order to promote positive social development.
- The Dynamite Dolphins Incentive program rewards students for both positive learning and social behaviors.
- The RULER approach for regulating emotions and problem solving is implemented.
- PBIS committee formed to implement school-wide expectations based on Dunlap's Value words

## **LEVEL 2 STUDENTS**

- Students who need additional literacy support are getting a "double dose" of reading with the intervention teachers through the use of the Level Literacy Intervention.
- 3<sup>rd</sup>-5<sup>th</sup> grade students who need additional math support have small group intervention support.
- Use of SBA interim assessments to plan instruction and form specific skill groups.
- Teachers have small group tutoring afterschool for students that are not meeting proficiency. Some teachers implement "recess club" for tutoring during the school day.
- An inclusion and pull out model is used for students receiving special education services in kindergarten-5th grades.

## **LEVEL 2 STUDENTS, ELL, AFRICAN AMERICAN, HISPANIC, MALES OF COLOR**

- Student Intervention Team (SIT) meets regularly to discuss and strategize around students who are not making expected progress. There is also an opportunity for two all-day SIT meetings so that staff are able to discuss all of their students in terms of learning and positive social development.
- Seattle SCORES is an afterschool program for 4th and 5th grade students that pairs writing poetry with soccer.
- Smarti is an afterschool program that is grounded in STEM. However, reading for an authentic purpose is a component as well. This afterschool program is offered to students identified and/or associated with Seattle Housing Authority

## **ELL**

- Imagine Learning is an afterschool program geared towards students that have exited ELL services but are still in need of academic assistance.
- In addition to alternative instructional techniques and services, the ELL program tracks students closely in order to provide appropriate support and interventions throughout the year.
- The collaboration model pairing a general education teacher and English Language Development teacher is used in 1st, 3rd, 4th and 5th grades. Use of small group instruction for pre-teaching academic language and literacy strategies occur outside of the classroom, as well as, in the classroom. Instructional assistants work in the classroom or in small groups with students receiving ELL services.

## **MALES OF COLOR**

- The Check and Connect system used daily with male students demonstrating challenging behaviors in order to build positive relationships and decrease the amount of time students are out of class.

## **ADVANCED LEARNERS**

- It is sometimes a misconception that schools with lower proficiency rates on standardized tests, don't have students that score well above standard. At Dunlap Elementary School we continue to have students that score Level 4 (well above) in English Language Arts, Math and Science.
- Participation in after school programs SMARTi (technology), SCORES
- Independent reading leveled to students' ability level
- Student goal setting with progress monitoring
- Adapted computer assisted learning for reading and math

## **HOMEWORK POLICY**

- Dunlap Elementary School's philosophy is that homework should be an independent practice of skills with emphasis on achieving mastery.
- Homework is given out on a daily and/or weekly basis.

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

Dunlap's professional development plan has a foundation based on intentionality. Major focus areas for professional development include:

- data analysis,
- strengthening the PLCs
- use of Fountas and Pinnell assessment
- literacy instruction through use of CCC
- regional collaboration to align literacy practice
- peer observations to improve instruction
- continuing our work on cultural competence
- PBIS
- Understanding the effects of childhood trauma on academic and social development

The professional development plan is aligned to the C-SIP through the focus of literacy as a foundational skill to increase the proficiency rate of students meeting standard. In addition, we use PBIS systems to improve the social emotional skills for students. As we (school staff) become more intentional regarding our instructional strategies based on data (Fountas and Pinnell, data analysis, PLCs, peer observation, cultural competence, PBIS, Effects of Trauma) student achievement and positive social development will increase.

New staff will participate in the regional literacy training, grade level planning with literacy coach, professional development through the Early Learning department. Teachers work with principal, Career Ladder Teachers, and literacy coach to enhance /refine the use of leveled libraries, collaborative structure among students, use of assessment, shared reading, guided reading, word work, explicit vocabulary instruction, conferring, and independent daily reading through coaching and modeling of instruction. Professional development in PBIS implemented through the school PBIS team with collaboration from the District coach.

We have specific days designated in the yearly school calendar when staff participates in professional development (PD) based on the school's PD plans, as well as, what student data indicates as a need for enhanced instruction.

The District offers professional development opportunities throughout the year in which all staff are welcome to participate. This includes math, reading/literacy, science and trauma informed practices. We have access to instructional/content coaches who provide peer-coaching in refining instructional skills in order to fully implement the curriculum.

As of 2017 there are eight days designated for professional development, ten days for job alike, eight days for technology, and eight days for PLCs. Teachers also meet weekly for collaborative planning.

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

The school wide improvement plan and the parent involvement plan were advertised to parents through the newsletter and flyers. It is available for review and input at Curriculum Night. The plans are available in the office, on the parent information board in the front of the school, parent family room, and on the school website. The parent information board has pertinent information regarding the school that is readily accessible to parents. Parents were also asked to complete a survey to provide input regarding parent involvement and what words categorize Dunlap as a part of our PBIS. In 2017, parents voted on the school logo. The PSTA is established and hold meetings prior to family night events to maximize participation. Three family education nights are done each school year based on information provided from parents regarding their interests in teaching, learning and positive social development. Dunlap offers parent English as a Second Language class two days a week with childcare provided. Dunlap families are excited about school events and have good attendance. A student incentive program is used to encourage families to come to school events. There are also parent incentives (raffle with gift baskets) at each event. Events are organized between daytime and night based on family input.

School events are as follows:

Curriculum Night/Open House

Literacy Night

Math Night

SBA Night

Islandwood Night

Multicultural Day

Black History Month

Poetry Slam

Young Authors Day

## Parent Education Nights Parent Night/Day based on Language

Parents are encouraged to advocate and to have a voice in the school. Parent volunteer information is given in the first day packet. There is assistance through the ELL department and the Family Support Worker to get informational forms completed. The principal has an open door policy and will address parents' concerns and ideas as they arise. Parents are encouraged to talk with their child's teacher when there is an issue to problem solve and to be a part of a home-school plan for success. Parent conferences, phone calls, some home visits, a monthly newsletter from the school, and newsletter from specific grade levels are used to keep parents informed.

In reviewing the Parent Survey in 2017 it was noted that Parent/Family Influence and Decision Making 81% positive was up 12 points from the previous year. School Education Quality 87% positive was up 12 points and Warm and Culturally Responsive School Environment 82% positive was up 4 points. Opportunities for parent feedback and questions are welcomed and planned for during each Family Event. The Family Support Worker, Head Teacher, Principal, Office Staff and Counselor are highly responsive to family needs.

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

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month and our representatives report back to their grade band teams. BLT representatives also bring issues and input to BLT meetings from their team members. The staff meets to review and edit the Comprehensive School Improvement Plan regarding goals and strategies. The School Improvement Plan is also discussed individually with teachers during goal setting conferences, midyear review and evaluations because teacher goals are aligned with the C-SIP.

Decision Making at Dunlap School is organized in a way to ensure that all voices are heard. As stated in the book *Schools that Learn* every organization is a product of how its members think and interact. Our focus must always lie in the philosophy of children first. It is our responsibility to have a genuine interest in creating what is best for the future of the children. Reflection questions for decision making are as follows:

As a staff:

- Do we hold productive conversations or do we advocate for our view so strongly that others cannot be heard?
- Do we blame others for problems or do we look at problems from the perspective of the system as a whole, where no one is individually to blame because all actions are interrelated?
- Do we assume that our view is the only plausible view or do we inquire into different perspectives?
- Are we open to talking about the differences and similarities in the hopes and aspirations we hold?
- Are we genuinely interested in creating something new for our future and the future of the community's children?

The three- part decision process includes:

1. Issues are brought to the Building Leadership Team for discussion
2. Information is then brought to grade-level teams: K-2, 3-5, ELL, Specialist, Classified
3. Continued discussion and voting takes place in the general staff meeting with a simple majority for consensus.

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

Dunlap staff uses various measures to identify students who are not achieving the state standards during the school year. SBA scores in English/Language Arts and Math are analyzed looking specifically at skills/claims that are challenging for students. SBA is also analyzed to identify the students who are level 2 (closed to proficiency) in order to determine specific strategies to get students to proficiency. Intermediate teachers use SBA data to develop subset and whole class goals. Students' data is monitored using EXCEL spread sheet to indicate MAP, F&P, SBA and SBA Interim scores. Information from SBA, MAP and F&P are used is to place students in intervention groups.

SBA Interim Benchmark Assessments are used to analyze students' progress/growth in English/Language Arts and Math. MAP reading and math RIT scores are analyzed to determine students that are having difficulty in specific skills. Reading scores from F&P assessment and running records are used to identify students having difficulty meeting standards in reading. Math in Focus Unit tests are also used to identify students not meeting standard in math.

Throughout the year, teachers attend meetings with the Student Intervention Team to discuss students that are presenting academic and social challenges. Teachers have an opportunity to discuss strategies they have implemented and problem solve additional strategies. The SIT coordinator schedules follow-up meetings with teachers to determine the effectiveness of the strategies implemented. Twice per year, all classroom teachers are asked to inform the principal and SIT Team about any students who are not performing at grade level at the school-wide SIT meeting. Assessments and teacher input are considered when deciding which interventions will be utilized for individual students or small groups of students.

All students receive math intervention through use of Mathletics and/or ST Math.

Title I staff (Instructional Assistant) provides targeted and intensive support to students in literacy through use of Level Library Intervention. Intervention teachers work with students K-5 that are not meeting standard in English/Language Arts through use of Level Library Intervention. Collaboration model and small group instruction used to work with students that receive ELL services.

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

New teachers at the school meet once a month with the principal and principal to have open discussion regarding becoming a successful instructor. Teachers that participate in the STR program meet with their cohort to discuss educational topics pertinent to being a first year teacher. First year teachers are assigned a STAR mentor who guides them through all aspects of teaching. Second year teachers have an option to meet as cohort with their STAR mentor to refine their practice. The Career Ladder Teachers build capacity by modeling lessons, planning, and researching appropriate resources for problems of practice. Teachers meet in PLCs eight times yearly to analyze student data in order to inform instruction. Teachers have a 40-minute common PCP time to collaborate with each other.

Various committees are established for staff to become a part of the school community. The principal has an "open door" policy to encourage professional discourse. New teachers are partnered with an experienced teacher for support. There is a recognition and celebration of new teachers at the end of the school year. A staff appreciation lunch provided yearly. Monthly First Friday Fun is established for staff to meet in the staff lounge after school for treats and conversation for community building.

100% of teachers and staff at Dunlap Elementary are highly qualified. In order to attract and retain high quality staff, professional development is intentional to support and enhance instructional practices. The professional development calendar is developed at the beginning of the school year so that teachers can plan instruction aligned to the focus for the year. In the staff lounge flyers regarding professional development opportunities are posted.

All instruction is planned by certificated teachers who are highly qualified in the areas in which they plan instruction. The master schedule is strategically designed to ensure the maximum amount of learning time. Staffing decisions are carefully made to ensure all students have excellent instruction. Small groups, individual tutoring, interventions and, in class support are intentionally designed for maximum effectiveness.

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

- Dunlap has two developmental special education preschool classrooms. Students are transitioned to kindergarten based on their individual educational needs to ensure that they are provided the least restrictive environment. Parents have the opportunity to visit kindergarten programs based on what has been determined best to meet the needs of students. The preschool teachers also meet with the incoming kindergarten teachers and do transition observations of students at the beginning of the school year. Dunlap also has a Head Start program. The Head Start program has a "buddy" kindergarten classroom where students participate in shared reading activities. Parents in the Head Start program also have a Transition to Kindergarten meetings at the end of the school year. Both the special education developmental preschool and Head Start attend school assemblies and family events.
- Prior to the start of the school year, incoming families are invited to participate in Jump Start to transition to kindergarten smoothly. Students are able to meet the teachers, start building relationships with peers, and get a sense of what it is like to be in school.
- Our 5th grade students meet with the middle school counselor from our pathway towards the end of the school year. 5th grade students have the opportunity to participate in middle school tours to get acquainted with staff and meet the middle school counselors. The 5th grade teachers are also in communication with the middle school regarding the summer programming, math placement and middle school information nights

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

In order to support the continued growth of our Advanced Learners the following is implemented:

- Differentiated Instruction in small groups to extend lessons
- Participation in after school programs i.e. SMARTi (technology), SCORES
- Independent reading leveled to students' ability
- Student goal setting with progress monitoring
- Adapted computer assisted learning for reading and math

## 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	147,085	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)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,284,523	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)	68,646	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	FEL Performance Pay	60,983	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	227,087	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	538,598	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:
<p>African American, Hispanic, Male and ELL students are the largest demographic groups continuing to score at levels 1 or 2 on the English Language Arts section of the SBA.</p> <p>In 4<sup>th</sup> grade African American students met standard at 15%, Hispanic students met standard at 25%. Male students met standard at 23.8%. ELL students met standard at 6.2%. All of the percentages of students not meeting standard in the subgroups mentioned above were lower than the District average for 4<sup>th</sup> grade.</p> <p>In 5<sup>th</sup> grade, African American students met standard at 40% which was slightly higher than the District average. Hispanic students met standard at 33.3%. Male students met standard at 44.4% which was slightly higher than females at Dunlap. ELL students met standard at 12.5% which was slightly higher than the District.</p>	<ul style="list-style-type: none"> <li>The majority of students (African American, Hispanic, Male, ELL) that scored level 2 on the 3<sup>rd</sup> or 4<sup>th</sup> grade SBA in English/Language Arts (ELA) will increase their score to proficiency Level 3 on the 4<sup>th</sup> grade SBA in ELA given May 2018.</li> <li>Students that scored Level 3 (proficient) on the 3<sup>rd</sup> or 4<sup>th</sup> grade SBA in ELA will remain at the proficient range (level 3 or 4) SBA in ELA given May 2018.</li> </ul>	<p>Winifred Todd, Career Ladder Teachers, 3<sup>rd</sup>-5<sup>th</sup> grade teachers, District Race and Equity dept., MTSS, BLT</p>	<p>May, 2018</p>

### 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:
<p>African American, Hispanic, Male and ELL students are the largest demographic groups that are scoring below the 50<sup>th</sup> %tile for literacy as measured by RIT scores.</p> <p>The average RIT score for 1<sup>st</sup> grade on the FALL MAP assessment is 161. 1<sup>st</sup> grade students achieved an overall Fall RIT score of 151 (25<sup>th</sup> %tile). African American students achieved an average RIT score of 146 (19<sup>th</sup> %tile). Hispanic students achieved an average RIT score of 148 (9<sup>th</sup> %tile). Male students achieved an average RIT score of 149 (19<sup>th</sup> %tile). ELL students achieved an average RIT score of 150 (13<sup>th</sup> %tile).</p> <p>The average RIT score for 2<sup>nd</sup> grade on the FALL MAP assessment is 175. 2<sup>nd</sup> grade students achieved an overall Fall RIT score of 165 (29<sup>th</sup> %tile). African American students achieved an average RIT score of 164 (31<sup>st</sup> %tile). Hispanic students achieved an average RIT score of 169 (43<sup>rd</sup> %tile). Male students achieved an average RIT score of 163 (29<sup>th</sup> %tile). ELL students achieved an average RIT score of 159 (19<sup>th</sup> %tile). Hispanic students scored slightly higher than the District. Overall students in 2<sup>nd</sup> grade achieve a higher %tile RIT score than 1<sup>st</sup> grade students indicating that they demonstrate growth over time.</p>	<ul style="list-style-type: none"> <li>The majority 1<sup>st</sup> and 2<sup>nd</sup> grade students will improve their literacy skills (comprehension) by increasing their RIT score to achieve their typical growth score as measured by MAP assessment pre/post given September 2017 and May 2018.</li> </ul>	Principal, Career Ladder teachers, 1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers, Interventionists, MTSS	May 2018

### Whole School Goal

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:
In order for students to make progress in literacy they will need to make at least a year's growth	<ul style="list-style-type: none"> <li>• The majority of students (school-wide) will improve reading skills (comprehension) by increasing at least 3 levels as measured by the Fountas and Pinell assessment pre/ post given September 2017 and May 2018. Data will be analyzed by grade level percentages for comparison.</li> </ul>	Career Ladder Teachers, Principal, District coaches, MTSS, BLT	May, 2018

### School Culture Goal

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:
Students need support in developing positive relationships and discourse with each other and adults in the school. Student climate survey indicates a 44% positive in classroom environment.	<ul style="list-style-type: none"> <li>• The number of students answering climate survey questions favorably in the "Classroom Environment" section will be at least 70% by May 2018.</li> <li>• .               <ul style="list-style-type: none"> <li>○ Students in my class are respectful to adults. (38%)</li> <li>○ Students in my class are focused on learning. (48%)</li> <li>○ Students in my class help each other learn. (62%)</li> <li>○ Students in my class are friendly with each other. (28%)</li> </ul> </li> </ul>	PBIS and RULER teams Counselor, District consultants: Tricia Hagerty, MTSS	May 2018