



Continuous School Improvement Plan (C-SIP)
Emerson Elementary School
2016 - 2018
Principal: Erin Rasmussen

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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.

Mission and Vision

Mission:

Emerson Elementary will provide a positive, respectful community that promotes high educational achievement through equitable access. Our students will be empowered to build academic confidence and become active, socially responsible citizens.

Vision:

Emerson is a welcoming community with high expectations and respect for all. We are committed to learning and achieving that is culturally relevant.

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.

Emerson Elementary is a welcoming community with high expectation and respect for all. We are committed to learning and achieving that is culturally relevant.

Statement of Philosophy: Emerson's philosophy is based on the idea that the purpose of education is a continuation of teaching essential learning. It is our ultimate goal to support each student with positive rigors, academic experiences, and opportunities to grow emotionally and socially through activities which develop the ability to problem solve and make wise choices. These will aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally, so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through the personal development of initiative, resourcefulness, and responsibility.

It is the intent of the faculty to lead students toward becoming disciplined, productive, informed, and fulfilled individuals. To achieve these ideals, mutual respect and understanding must be present in the learning process on the part of all participants

– The faculty, students, and community.

Our Mission at Emerson Elementary is to provide a positive, respectful community that promotes high educational achievement through equitable access. Our students will be empowered to build academic confidence and become active, socially responsible citizens. We know that our incoming students bring a rich variety of cultures and languages to our school community. We know that over 87% of our students receive free lunch, and that 40% of our students are learning English as a second language. 17% of our students also receive special education services. Demographically, the percentage of students at our school who are low income, learning English, or receiving special education services, is much higher than the district average. Emerson Elementary School is a richly diverse Kindergarten – 5th grade Title I school; our student demographics are 43% African/African American, 24% Asian, 17% Hispanic, 6% White, 8% Multiracial and .3% American Indian/Alaskan Native.

Student Achievement Math: Math in Focus is the curriculum used in this focus area. Emerson is supported by a math interventionist that provides targeted intervention to students and a math coach that provides targeted support to teachers. Grade level teams have common PCP time daily built into the master schedule. In addition, there are two additional hours of collaboration time provided within each week. Collaboration is attended by Special Education and ELL staff as well to provide depth in meeting the needs of all learners.

Student Achievement Reading: The structure to support academic achievement in this focus area is through Balanced Literacy which includes explicit instruction on foundation skills (phonemic awareness and phonics) as well as small group instruction around comprehension and word study. Curricular support is given through Units of Reading through Teachers College and the SPS Scope and Sequence, which supports student growth in stamina, and volume in reading and strategies. Emerson is supported by a reading interventionist that provides targeted intervention to students and a literacy coach that provides targeted support to teachers.

Grade Level teams have weekly aligned PCP times to support collaboration. SpEd and ELL attend these meetings as well to increase breadth and depth of service to students. Additionally, teachers have used triangulated data to identify advanced, below proficient and far below proficient student, outlining differentiated instructional strategies to be used to address students' academic needs. 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:

Title Component 1: Needs Assessment

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

SMART GOAL: During the 2017-18 school year, strong leadership through the Administrative Team, Building Leadership Team and the Professional Learning Community Teams (PLC's), listed as tasks in the Student and School Success Plan (SSSP) will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall -

Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math. (Comparing Spring to Spring).

Tasks:

- Administrative team will meet bimonthly with state and district coaches to review SSSP monitoring and implementation.
- Administrative Team will conduct bi-monthly Learning Walks to collect trend data to inform individual and school wide PD needs.
- The BLT will meet at least two (2) times per month and at least one meeting per month will include an agenda item to monitor the implementation and progress monitoring of the Student and School Success Plan.
- MTSS/Levy Team will review student achievement data following each benchmark assessment (Fall, Winter, Spring) to determine next steps to increase individual student achievement. Data analysis will be shared with staff and BLT.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if not a required graduation requirement and they did not test. Primarily Running Start, Special Education and students with chronic attendance issues.

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

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. In addition, teachers have used triangulated data to identify advanced, below proficient and far below proficient student, outlining differentiated instructional strategies to be used to address students' academic needs. We have incorporated strategies and systems to meet the learning needs of our advanced learners in the content area of reading and math. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals.

Student Achievement Math: Math in Focus is the curriculum used in this focus area. Emerson is supported by a math interventionist that provides targeted intervention to students and a math coach that provides targeted support to teachers. Grade level teams have common PCP time daily built into the master schedule. In addition, there are two additional hours of collaboration time provided within each week. Collaboration is attended by Special Education and ELL staff as well to provide depth in meeting the needs of all learners.

Student Achievement Reading: The structure to support academic achievement in this focus area is through Balanced Literacy which includes explicit instruction on foundation skills (phonemic awareness and phonics) as well as small group instruction around comprehension and word study. Curricular support is given through Units of Reading through Teachers College and the SPS Scope and Sequence, which supports student growth in stamina, and volume in reading and strategies. Emerson is supported by a reading interventionist that provides targeted intervention to students and a literacy coach that provides targeted support to teachers.

Grade Level teams have weekly aligned PCP times to support collaboration. SpEd and ELL attend these meetings as well to increase breadth and depth of service to students. Additionally, teachers have used triangulated data to identify advanced, below proficient and far below proficient student, outlining differentiated instructional strategies to be used to address students' academic needs.

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, 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 instruction based on student data analysis, student achievement, will increase by scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring).

Tasks:

- The administrative team will identify specific instructional focus areas based on the Danielson Framework for this school year.
- The Math Coach will provide thirty minutes of coaching and demonstrate lessons every other day for grades 3-5.
- The administrative team will conduct Learning Walks to monitor classroom practices for building-wide determined instructional focus area(s).

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

We have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. The district also offers professional development activities

throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.

Professional development is also provided to understand the social emotional development of our students.

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-IF14: The school sets goals for professional development and monitors the extent to which it has changed practice.*

SMART Goal: During the 2017-18 school year, training and implementation of targeted, continual, Professional Development, listed as tasks in the Student and School Success Plan (SSSP) will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring)

Tasks:

- 2017-2018 Professional Development calendar will be developed based on the identified building wide needs.
- Staff will receive professional development around the Danielson Framework. Danielson components will be embedded in Weekly Newsletters, Meeting Agendas, and PD Agendas as well as Evaluation PD and individual PD as requested.
- Administrative Team will conduct weekly Learning Walks to collect trend data to inform individual and school wide PD needs.
- During PLC and grade level time teachers will use data to specify what area(s) students are struggling in using data to review their academics and provide background information(ELL, home sit., SPED, Behavior) to modify strategies.
- Administrative Team will conduct Learning Walks two times per month to collect trend data to inform individual and school wide PD needs.

Our school will increase parent/family engagement.

Every major student learning goal includes activities and strategies for increasing parent involvement.

Focus Family parent training and exposure to math activities for families.

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.*

SMART Goal: During the 2017-18 school year, Emerson Elementary 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, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring).

Tasks:

- Emerson staff will collect, revise and upload the documents for Indicator P7-IVA02 by January 6, 2017.

Principle 7: Family and community engagement

Title Component 6 Strategies to increase parent/family engagement

- *Indicator: P7-IVA04: The school's Compact will include 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).*

SMART Goal: During the 2017-18 school year, Emerson Elementary 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, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring).

Tasks:

- Emerson staff will collect, revise and upload the documents for Indicator P7-IVA02 by January 6, 2016.

Principle 7: Family and community engagement**Title Component 6 Strategies to increase parent/family engagement**

Indicator: P7-IVA013: The LEA/School has engaged parents and community in the transformation process.

SMART Goal: During the 2017-18 school year, Emerson Elementary 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, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the:

- Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores)
- Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring)

Tasks:

- Hire a parent volunteer coordinator.
- Parents will review student's planners for grades 3-5 students who have been provided a Weekly planner to communicate between home and school a weekly summary of student learning and parent information.
- Parents will be notified and invited to a monthly, positive student recognition assembly.

Our staff is involved in decision-making.

Emerson is a building that values shared leadership. We have a Building Leadership Team that provides voice in decisions relative to our CSIP; Professional Development and Budget. Teachers, parents/community members and school administration serve on this team.

Additional levels of decision-making:

1. Conversations with the principal.
2. Grade Level and PLC meetings.
3. Teacher Collaboration meetings.
4. Staff Professional Development Sessions.

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 will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

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 an increase in student achievement by scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring).

Tasks:

- WAKids assessment will be administered two times per year to all kindergarten students. (Fall, Spring)
- SMI math assessment will be administered to all K - second grade students four times per year.
- DIBEL's reading assessment will be administered 3 times per year to all 1st and 2nd grade students.
- SRI reading assessment will be administered to all K - fifth grade students four times per year.
- Data analysis is on the agenda for PLC meetings for assessing student needs and curriculum adjustments to meet the needs of all of their students

- The MTSS Team will analyze school wide student benchmark data within three weeks of receiving data. Data will be analyzed five times this school year. (October 25, 2016, December 7, 2017, February 8, 2017, March 29, 2017 and June 7, 2017)
- SBAC Interim assessments in reading and math will be administered 3 times per year to all 3rd through 5th grade students.

We will assist our students to meet standard.

Our CSIP targets underachieving students in a number of specific areas of student learning. We use current students data from the SRI/SMI to drive our Tier I, II and III supports in the school.

Under Principle 3, Extended and Maximizing learning time and collaboration, 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 3: Expanded time for student learning and teacher collaboration**Title Component 9 Assist Students to meet standards**

• Indicator: P3-IVD05 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

SMART Goal: During the 2017-18 school year, targeted interventions (before, during and after school), listed as tasks in the Student and School Success Plan (SSSP) will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math. (Comparing Spring to Spring).

Tasks:

- BLT will investigate funding options to provide after school interventions for Tier 1 and 2 students.
- Tutors will be hired to provide intervention support for Tier 1 and 2 students in an after school program.
- MTSS/Levy Team will provide training for staff on PLC protocols for analyzing student data to determine next steps in providing interventions for students not meeting standards.

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

We provide mentors/Career Ladder Teachers 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.

MTSS: System of support assures our highly qualified staff are supporting students:

The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 22 Highly Qualified teachers in this school and 1 Highly Qualified instructional assistants.

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-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.

SMART Goal: During the 2017-18 school year through the implementation of school wide behavior management plan (PBIS), Positive Climate Committee and RULER strategies, students will feel safe and supported in this positive environment, which will result in an increase in student achievement scores of 10% or more as measured by: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring)

Tasks:

- Classroom teachers will develop and implement Ruler Classroom Charter to teach conflict resolution strategies.
- Teachers will develop and implement a classroom management plan using a template provided by the BLT/PBIS Team to establish routines, consequences and home/school communication.
- Teachers will conduct classroom meetings daily and it will be written in their lesson plans.
- Students in grades 3-5 have been provided a Weekly planner to provide a weekly summary of student learning and parent information.
- Student monthly positive recognition assemblies have been scheduled and parents are invited and encouraged to attend.

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

We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. Emerson hosts a back to school night for new kindergarten, new students to the building and returning students. Our 5th graders are provided opportunities to visit their chosen middle school, as well as the middle schools visit Emerson.

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).

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 scores of 10% or more as measured by the:

- WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math. (Comparing Spring to Spring).

Tasks:

- Fifth (5th) grade students will be provided an opportunity to visit their chosen middle school, as well as the middle school counselors will visit Emerson and talk with students in the Spring.
- Administrative team will meet with Tiny Tots and Head Start Preschool Programs to develop and build relationships between the preschool and K-5 staff to ensure inclusion and acceptance of all school programs.
- All Kindergarten students are provided the opportunity to participate in yearly Jumpstart Program during the summer.
- Kindergarten readiness night (K transitions night) to be held in May for families interested in attending Emerson the following school year.

Our system of support assures our highly qualified staff are supporting students.

How do we support students identified as Highly capable?

The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 22 Highly Qualified teachers in this school and 1 Highly Qualified instructional assistants.

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	196,215	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)	104,858	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,366,925	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)	49,437	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	202,556	City Levy funds to support targeted students and increase attendance at funded schools.
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	226,972	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	824,386	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:
<p>Percent of students not meeting standard on 2015-16 SBA Math:</p> <p>3rd Grade, 64.2%</p> <p>4th Grade, 62.0%</p> <p>5th Grade, 79.6%</p> <p>Percent of students not meeting standard on 2015-16 Spring SRI Reading:</p> <p>2nd Grade, 55.8%</p> <p>3rd Grade, 44.6%</p> <p>4th Grade, 41.9%</p>	<p>Indicator: P5-IID12 All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</p> <p>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 an increase in student achievement by scores of 10% or more as measured by the:</p> <p>.WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (Comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring).</p> <p>Tasks:</p> <ul style="list-style-type: none"> • WAKids assessment will be administered two times per year to all kindergarten students. (Fall, Spring) • SMI math assessment will be administered to all K - second grade students four times per year. • DIBEL's reading assessment will be administered 3 times per year to all 1st and 2nd grade students. • SRI reading assessment will be administered to all K - fifth grade students four times per year. • Data analysis is on the agenda for PLC meetings for assessing student needs and curriculum adjustments to meet the needs of all of their students • The MTSS Team will analyze school wide student benchmark data within three weeks of receiving data. Data will be analyzed five times this school year. (October 25, 2016, December 7, 2017, 	<p>All Staff</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	February 8, 2017, March 29, 2017 and June 7, 2017) <ul style="list-style-type: none"> • SBAC Interim assessments in reading and math will be administered 3 times per year to all 3rd through 5th grade students. 		

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:
Percent of students not meeting standard on 2015-16 SBA Math: 3rd Grade, 64.2%	<p>Indicator P4-III A07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on per-tests and other methods of assessment.</p> <p>SMART Goal: During the 2017-18 school year, through the training, implementation and monitoring of differentiated instruction based on student data analysis, student achievement, will increase by scores of 10% or more as measured by e: WAKids Assessment for Kindergarten students all - Spring) Grades 1-5 as measured by SRI Reading comparing Fall to Spring scores) Grades 3-5 as measured by the Smarter Balanced assessment in math. (Comparing Spring to Spring).</p> <p>Tasks:</p> <ul style="list-style-type: none"> .The administrative team will identify specific instructional focus areas based on the Danielson Framework for this school year. .The Math Coach will provide thirty minutes of coaching and demonstrate lessons every other day for grades 3-5. <p>The administrative team will conduct Learning Walks to monitor classroom practices for building-wide determined instructional focus area(s).</p>	All Staff	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Percent of students not meeting standard on 2015-16 SBA Math:</p> <p>3rd Grade, 64.2%</p> <p>4th Grade, 62.0%</p> <p>5th Grade, 79.6%</p> <p>Percent of students not meeting standard on 2015-16 Spring SRI Reading:</p> <p>2nd Grade, 55.8%</p> <p>3rd Grade, 44.6%</p> <p>4th Grade, 41.9%</p>	<p>Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.</p> <p>SMART GOAL: During the 2017-18 school year, strong leadership through the Administrative Team, Building Leadership Team and the Professional Learning Community Teams (PLC's), listed as tasks in the Student and School Success Plan (SSSP) will result in an increase in student achievement scores of 10% or more as measured by the:</p> <ul style="list-style-type: none"> • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (Comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring). <p>Tasks:</p> <ul style="list-style-type: none"> .Administrative team will meet bimonthly with state and district coaches to review SSSP monitoring and implementation. .Administrative Team will conduct bi-monthly Learning Walks to collect trend data to inform individual and school wide PD needs. .The BLT will meet at least two (2) times per month and at least one meeting per month will include an agenda item to monitor the implementation and progress monitoring of the Student and School Success Plan. • MTSS/Levy Team will review student achievement data following each benchmark assessment (Fall, Winter, Spring) to determine next steps to increase individual student achievement. Data analysis will be shared with staff and BLT. 	All Staff	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Percent of students not meeting standard on 2015-16 SBA Math:</p> <p>3rd Grade, 64.2%</p> <p>4th Grade, 62.0%</p> <p>5th Grade, 79.6%</p> <p>Percent of students not meeting standard on 2015-16 Spring</p>	<p>Indicator P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.</p> <p>SMART Goal: During the 2017-18 school year through the implementation of school wide behavior management plan (PBIS), Positive Climate Committee and RULER strategies, students will feel safe and supported in this positive environment, which will result in an increase in student achievement scores of 10% or more as measured by:</p> <ul style="list-style-type: none"> • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (Comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring). 	All Staff	June 1, 2018

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>SRI Reading: 2nd Grade, 55.8% 3rd Grade, 44.6% 4th Grade, 41.9%</p>	<p>Tasks:</p> <ul style="list-style-type: none"> .Classroom teachers will develop and implement Ruler Classroom Charter to teach conflict resolution strategies. .Teachers will develop and implement a classroom management plan using a template provided by the BLT/PBIS Team to establish routines, consequences and home/school communication. .Teachers will conduct classroom meetings daily and it will be written in their lesson plans. .Students in grades 3-5 have been provided a Weekly planner to provide a weekly summary of student learning and parent information. <p style="padding-left: 40px;">Student monthly positive recognition assemblies have been scheduled and parents are invited and encouraged to attend.</p>		