



Continuous School Improvement Plan (CSIP)

Lowell Elementary, Prekindergarten – Grade 5

2016 - 2018

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## School Overview

### Introduction

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

Staff voted to approve the CSIP, by a 2/3rds majority on November 18, 2016. Staff approved our new BLT By-Laws and Decision-Making Matrix on November 16, 2016; BLT members to be voted in by December 15, 2016.

## Mission and Vision

### Mission

To implement an Integrated, multi-tiered system of support framework through professional development and collaborative teaming to close the opportunity gap for every Lowell Dragon.

### Vision

To grow Dragons who are

- Dependable
- Respectful
- Accountable
- Goal-orientated
- Organized
- Nurturing
- Safe

in a collaborative school climate and culture built on relationships, informed by a lens of equity, and rich with academic and social learning opportunities.

## 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.

### Concerns about student learning:

- A. Passage rate on Spring 2016 Smarter Balanced Assessment (SBA) for English-Language Arts (ELA) and Mathematics
- B. Winter 2016 English-Language Proficiency Assessment (ELPA) for English-Language Learners
- C. Passage rate on Fall 2016 Measured of Academic Progress (MAP) for Reading and Mathematics
- D. Student reading levels on Fountas and Pinnell Benchmark Reading Assessment, (F&P) Fall 2016
- E. Spring 2016 Student Climate Survey Ratings

### Evidence that supports our concern:

#### A. SBA Spring 2016

ELA	Math
Grade 3 (Current 4 <sup>th</sup> Graders) – 37% passage	Grade 3 (Current 4 <sup>th</sup> Graders) – 44% passage
Grade 4 (Current 5 <sup>th</sup> Graders) – 34% passage	Grade 4 (Current 5 <sup>th</sup> Graders) – 26% passage
Grade 5 (Current 6 <sup>th</sup> Graders) – 69% passage	Grade 5 (Current 6 <sup>th</sup> Graders) – 39% passage

#### B. Winter 2016 ELPA

Grade	Beginner	Intermediate	Advanced
Kindergarten (current 1 <sup>st</sup> graders)	23%	69%	8%
First grade (current 2 <sup>nd</sup> graders)	20%	53%	27%
Second grade (current 3 <sup>rd</sup> graders)	0	75%	25%
Third grade (current 4 <sup>th</sup> graders)	0	100%	0
Fourth grade (current 5 <sup>th</sup> graders)	21%	79%	0

#### C. MAP Fall 2016

Reading	Math
Grade 1 42% of students at 50 PR+	Grade 1 54% of students at 50 PR+
Grade 2 57% of students at 50 PR+	Grade 2 69% of students at 50 PR+
Grade 3 60% of students at 50 PR+	Grade 3 43% of students at 50 PR+

Grade 4 76% of students at 50 PR+  
Grade 5 53% of students at 50 PR+

Grade 4 57% of students at 50 PR+  
Grade 5 38% of students at 50 PR+

**D. Fountas and Pinnell Reading Benchmark (F&P) Fall 2016**

	<b>Below Expected Level</b>	<b>At Expected Level</b>	<b>Above Expected Level</b>
Kindergarten	testing at time of report	testing at time of report	testing at time of report
First Grade	60%	25%	15%
Second Grade	37%	30%	33%
Third Grade	38%	42%	21%
Fourth Grade	48%	16%	35%
Fifth Grade	32%	25%	43%

Percentage of students performing below expected level who are students of color

	<b>Kindergarten</b>	<b>Not reported</b>
First Grade		83%
Second Grade		88%
Third Grade		83%
Fourth Grade		93%
Fifth Grade		100%

**E. Spring 2016 Student Climate Survey Highlights: Areas/Items in Need of Growth (below 70%)**

<b>Area</b>	<b>Lowell</b>	<b>District</b>
<b>Belonging</b> I am treated with as much respect as other students. (53%) If I have a problem, there is at least one adult at school I can talk to. (67%)	68%	73%
<b>Classroom Environment</b> Students in my class are friendly to each other. (39%) Students in my class help each other learn. (59%) Students in my class are respectful to adults. (43%) Students in my class are focused on learning. (40%)	45%	50%
<b>Healthy Community</b> I feel proud of my school. (65%) Adults at school treat students fairly. (51%) Students in my school treat each other with respect. (32%) We learn how to solve conflicts with each other at my school. (58%)	57%	62%
<b>Learning Mindset</b> I usually finish whatever I begin. (48%) I challenge myself to do difficult things. (60%)	69%	72%
<b>Pedagogical Effectiveness</b> My teacher gives me new challenges if the work in class is too easy. (64%)	77%	75%
<b>School Safety</b> I feel safe at school. (66%) I usually feel calm and relaxed when I'm at school. (55%) I feel safe in the neighborhood by my school. (56%) Adults notice if someone is bullied at school. (42%) Adults are able to stop someone from being a bully. (45%)	50%	58%
<b>Social Emotional Learning</b> I am aware of my moods and feelings. (64%) I can calm myself down when I get frustrated or upset. (51%) I think before I act. (51%)	66%	73%
<b>Student Motivation &amp; Inclusion</b> My teacher shows us how our work will help us in real life. (65%)	73%	74%

**Specific student learning problem:**

We have identified literacy, with a focus on reading, as our specific problem of student learning. Although math performance levels are low overall as well (average 36% of passage on SBA Spring 2016), we selected reading as our focus because the ability to comprehend and make meaning from text impacts performance in all other curricular domains, including mathematics.

<p>We will use research-based strategies that help targeted students.</p>	<p><b>Addressing the needs of all students</b></p> <ul style="list-style-type: none"> <li>○ Developing and following a school-developed Common-Core-Based ELA scope and sequence/curricular map</li> <li>○ Unpacking of Common Core Standards to identify prerequisites to support differentiation for all learners</li> <li>○ Implementating leveled libraries (working to secure funds so all classrooms have a leveled library)</li> <li>○ Teaching of guided reading, using leveled readers (providing professional development for all staff in this area and working to secure funds to purchase needed leveled book sets)</li> <li>○ Setting silent/independent reading goals at each grade level</li> <li>○ Providing professional development for all staff in reading’s Big 5</li> <li>○ Holding regularly scheduled MTSS meetings (e.g., data analysis, data walls, identifying students in need of services and supports, as well as enrichment)</li> <li>○ Holding weekly scheduled collaborative team meetings that include grade-level teachers, Bilingual and Special Education staff, and administration</li> <li>○ Crafting of a systematic Student Intervention Process (goal of full operation, December 2016)</li> <li>○ Crafting of a master schedule that provides 40 minutes of shared planning three times a week</li> <li>○ Implementing a breakfast program through a grant from United Way</li> <li>○ Scheduling two days of physical education each week to support student wellness</li> <li>○ Playing, then eating lunch, to support student wellness</li> <li>○ Hiring an interventionist to support reading and mathematics (at this point, is an unfilled 1.0 FTE)</li> <li>○ Hiring a counselor to support student social/emotional/mental health (at this point, is an unfilled 0.50 FTE)</li> <li>○ Putting in place Positive Behavior Interventions and Support strategies (e.g., FIRE – Find solutions, Include others, Represent responsibility, Engage in learning; FIRE tickets, voice levels)</li> <li>○ Focusing on development of Tier 1 strategies/interventions in both academics and behavioral/social/emotional domains through professional development</li> <li>○ Developing a wellness team that includes administration, teachers, counselor, school nurse, youth coordinator, Family Support Worker, interventionist (goal of full operation, January 2017)</li> <li>○ Implementing weekly check-ins on student learning (e.g., exit tickets, checklists, teacher-developed quizzes)</li> <li>○ Participating district-provided Positive Behavior Interventions and Support strategies trainings combined with group and 1:1 coaching with our District behavioral support staff person around trauma-informed practices.</li> </ul> <p><b>Instructional techniques:</b></p> <p>Advanced Learners</p> <ul style="list-style-type: none"> <li>○ Identifying resources (e.g., books, software) to support students in going deeper into content and standards</li> <li>○ Identifying projects and activities to support students in going deeper into content and standards (e.g., book clubs)</li> <li>○ Scaffolding ways in which students demonstrate understanding</li> <li>○ Engaging in professional development in enrichment</li> </ul> <p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>○ Aligning IEP goals and teaching targets with Common Core Standards through accommodations and modifications</li> <li>○ Providing small group, 1:1 instruction in reading</li> <li>○ Using leveled-readers</li> <li>○ Teaching of functional/daily living vocabulary</li> <li>○ Communicating student progress weekly to general education and ELL staff</li> <li>○ Developing individual student schedules that clearly define when and where services will be</li> </ul>
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- provided, in consideration of students' general education schedules
- Purchasing needed materials/resources
- Collaboratively developing scaffolds to support student achievement in Tier 1, general education classrooms

English Language Development

- Participating in the District's ELL curricular pilot program
- Assessing students' speaking, listening, reading, and writing levels using the curricular pilot
- Implementing research-based practices for providing services to students who are ELL (goal of schedule implementation December 2016)
- Morning student performance weekly using exit tickets, conferring, and assessments
- Communicating student progress weekly to general and special education staff
- Collaborating with general education/special education teachers about strategies that support student literacy/language acquisition in Tier I in general education classrooms and in Special Education services

How monitor student learning on a regular basis:

- MAP testing fall, winter and spring
- Fountas and Pinnell Benchmark assessment at least three times a year
- Weekly, teacher-developed exit tickets
- Weekly use of teacher checklists and observations to track student performance on target skills
- Weekly collaborative meeting times to discuss student performance and trends
- Formal MTSS meetings three times per year
- Twice-monthly meetings with SPED case managers
- Monthly meetings with full SPED staff
- Monthly meetings with ELL certificated staff

Steps to strengthen our core academic program:

- Developing a Common Core Standards-based curricular map/scope and sequence K-5
- Participating in the District's ELL curricular pilot
- Providing professional development in Reading's Big Five
- Conducting an inventory of leveled readers and purchasing additional texts to support guided reading groups and book clubs (in collaboration with PTA)
- Increasing access to computer-based software programs and platforms to provide individualized paced/leveled learning in reading (initiated November 2016 in fourth and fifth and will expand to include all grades no later than January 2017)
- Awarding of Seattle Schools Foundation grants to purchase iPads for grade level teams and Special Education classrooms

Extended-Day Learning opportunities:

- Team Read for second and third graders, 2 days a week
- Miller Community Center after school programs, 5 days a week
- PTA-sponsored before-and-school programs, 5 days a week
- Seattle Music Program 2 days a week

All students having access to Arts Education through

- Certificated art and music specialists
- Participation in the City/District Creative Advantage Program, which incorporates arts organizations for interdisciplinary learning

Opportunity to grow at their own pace

- Based on Fountas and Pinnell Benchmark assessments, provide small group instruction using text at students' instructional reading levels. Flexible group membership, with students moving into different groups/grouping configurations as demonstrate proficiency.
- Reading books at their individual instructional and independent reading level during independent reading time during school, and when reading at home.

- Individual tracking of student progress in school-adopted sight words list.

How school improvement plan directly aligns to our district strategic plan

At Lowell, we identified this year as the “Year of Relationships” and the “Year of the Standards” based on the Superintendent’s message, **“Eliminating opportunity gaps and ensuring educational excellence for each and every student is the issue of our time.”**

**Year of Relationships**

This is our Year of Relationships, with a heightened awareness of positive beliefs, positive relationships, positive learning, and positive partnerships as core to our students, and staff success in closing the opportunity gap. We have launched our integrated MTSS program by focusing on PBIS tactics of establishing school-wide behavioral expectations and a system for recognizing and tracking students’ behavior. At Lowell, we are Dragons, and we are “on FIRE”:



*F*ind solutions through problem solving  
*I*nclude others by using kind words and actions  
*R*epresent responsibility for ourselves, our school, and our community  
*E*ngage in learning

Our voice-level system provides consistency throughout the school and helps us all, as a team, to focus students on learning:

4	Outside Voice 88+ decibels
3	Presentation Voice 70-80 decibels
2	Group Work 50-70 decibels
1	Whisper Voice 40-50 decibels
0	Voices Off Silence

Starting in December, we are introducing our school-wide virtues:

**Lowell students are:**



**Driven**  
**Respectful**  
**Accepting**  
**Goal-orientated**  
**Organized**  
**Nurturing**  
**Safe**

	<p><b>Year of the Standard</b>  As a staff, we conducted a grain-analysis of standards, and are building our scope-and-sequence/curricular map in reading and writing. Daily learning targets are directly aligned with a Common Core Standards, and differentiated to meet the needs of every Dragon. Informal assessments are directly aligned to learning targets and Common Core Standards. During Collaborative Time meetings, MTSS meetings, and individual conferences, we focus on individual student and group performance in identified Common Core Standards. We are following the District’s scope and sequence/pacing guide when teaching mathematics.</p> <p>All certificated staff are on eVAL. All goal-setting directly aligns with our school goal of reading, with general education teachers focused on reading growth for all students, with subgroups involving identified students of color reading before expected level. Special Education certificated staff and Special Education Instructional Assistants have set goals, with a laser focus on student achievement of literacy-based Individualized Education Plan (IEP) goals.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p><b>Professional development plan</b>  Primary focus is on reading and the development of relationships. The three days prior to the start of school focused on what MTSS is and how it will frame our work for the year, PBIS school-wide expectations, and teaching of the Big 5 in reading (i.e., phonological awareness, decoding/phonics, fluency, vocabulary, and comprehension) and Big 5 in writing (i.e., argument, informational/expository, narrative, process, and research). These same themes have been discussed at each staff meeting and early release, with staff engaged in data analysis and development of data walls. This approach will continue throughout the 2016-2017 school year.</p> <p>Beginning in January, professional development will integrate a focus on climate and student behavioral/social/emotional needs with our academic focus. Many of our students have experienced significant trauma and have attended multiple schools during their short educational careers. We are working to identify/implement protective factors that will support our students full engagement in learning.</p> <p><b>How the PD plan drives the School Improvement Plan</b>  Professional development is helping us unpack/understand the Common Core Standards and to develop learning targets and learning experiences that scaffold student achievement toward proficiency in identified standards. This work includes accommodations and modifications to meet the needs of students who English-Language Learners, who are served through Individualized Education Plans (IEPs), and who are Advanced Learners.</p> <p><b>How PD improves instruction and effects student achievement</b>  Professional development is helping us develop, implement, and analyze informal assessment that continually inform us which students are understanding key concepts, which students may need to go deeper into the content (enrichment), and which students are in need of reteaching.</p> <p><b>Resources allocated to PD</b>  Please see budget section.</p>
<p>Our school will increase parent/family engagement.</p>	<p><b>Actions to involve and engage the school community</b></p> <ul style="list-style-type: none"> <li>○ PTA Events</li> <li>○ Curriculum Night</li> <li>○ Literacy Night</li> <li>○ Mathematics Night</li> <li>○ Heritage Day and Evening Event</li> <li>○ Input to BLT</li> </ul> <p><b>School-family communication (two-way)</b></p>

- Dragon Tales
- Emails
- Parent-Teacher Conferences

**Parent Survey Results Analysis**

**Demographics of Responders**

What is your race/ethnic origin?

White	24	35%
Asian	23	34%
All other	21	31%

How often is English spoken at home?

Always	38	56%
All other	30	44%

Please select the highest level of education you have completed.

Some college	12	18%
Bachelor's Degree	20	29%
Graduate or Professional Degree	12	18%
All other	24	35%

What is your child's race/ethnic origin?

White	24	35%
Asian	16	24%
Multi-racial	17	25%
All other	11	16%

Please indicate your approximate average household income.

\$25,000 to \$49,999	19	28%
I prefer not to respond	11	16%
All other	38	56%

*Survey Areas of Strength:*

- There is at least one adult in this school I can talk to if I have a concern: 82%
- I feel confident discussing my child's education with teachers at the school: 82%
- I feel confident in my ability to support my child's learning at home: 89%
- Teachers & staff at school care a lot about my child's academic success and personal well being: 84%
- My child is treated with as much respect as other students: 84%
- I am greeted warmly when I call or visit the school: 81%

*Survey items scoring below 60%.*

**Parent/family influence and decision-making: 64%**

- I have opportunities to influence what happens at the school: 55%
- The school partners with families to improve the learning environment at school: 46%
- The school is responsive to the input and concerns of families: 56%
- The school reaches out to families when decisions important to families need to be made: 57%
- I know community resources that are available to help my child: 59%
- I know special programs available at school or the district to help my child: 50%

**School educational quality: 67%**

- This school's approach to student discipline is fair: 58%



	<p><b>Welcoming and culturally-responsive school climate: 73%</b>  The school has successfully overcome cultural barriers between staff and families: 52%</p>
<p>Our staff is involved in decision-making.</p>	<p><b>Staff involvement in school improvement plan</b></p> <ul style="list-style-type: none"> <li>○ Building Leadership Team (BLT) – staff voted on 11/16/16 to adopt new BLT for the 2016-2017 school year; BLT will hold first meeting in December 2016.</li> <li>○ Collaborative-shared planning time – weekly meetings for grade-level teams of general education teachers, Bilingual teachers, and Special Education Resource Room Teacher (as available). Decisions: curricular map and implementation, learning targets, assessment tools, materials, and identification of students’ needs and how those will be addressed</li> <li>○ Grade-Level-Band (GLB) meetings – one time per month, grade-level teams including all staff/specialist gather to discuss school-wide issues (e.g., BLT, materials, safety), with information brought back to BLT and/or administration for consideration in planning.</li> <li>○ Surveys – surveys are used as a quick way to gather perspectives from all staff members on topics including scheduling, materials, behavior supports, resources.</li> <li>○ Staff meetings – we work on a consensus-building platform, with group decisions made during meetings by clapping, show of hands, and standing to express opinions; we continue to discuss and move the conversation until we have general agreement on next steps.</li> <li>○ Staff serve on hiring committees, and are invited to Safety, Student Intervention Team (SIT), Special Education, Bilingual, and other planning meetings. Meetings are open to those who want to attend.</li> </ul> <p><b>Decision-making matrix</b> - staff voted on 11/16/16 to adopt a decision-making matrix for the 2016-2017 school year.</p>
<p>We will assist our students to meet standard.</p>	<p><b>Identification of students who are not achieving state standards</b>  Staff have been invited to three Student Intervention Team (SIT) planning meetings. The group adopted a process plan 11/17/2016 that will be implemented during the 2016-2017 school year. Roll-out of plan to all staff scheduled for last week in November.</p> <p><b>Our MTSS plan to help these students</b>  As a whole staff, we continue to build our integrated-MTSS triangle of supports. On 11/17/2016, the planning group came to consensus on where MTSS, SIT, and SPED referral fit into our triangle. We are hopeful to hire a 1.0 FTE interventionist by December 2016 and have our intervention program launched no later than January 2017. (We have been interviewing for this position since the summer, but have not found a candidate with the skillset to work with our diverse student population.)</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p><b>Support Teachers</b></p> <ul style="list-style-type: none"> <li>○ Collaborative time three days a week, 40 minutes each, to support planning and sharing of ideas and strategies, with administration, SPED, and Bilingual staff as part of the planning team</li> <li>○ On-sight professional development</li> <li>○ BLT structure and decision-making matrix</li> <li>○ Grade-level band meetings</li> <li>○ MTSS formal meetings three times a year, with informal MTSS work occurring during collaborative time, and staff meetings</li> <li>○ Learning walks, with staff joining walks starting in January 2017</li> </ul> <p><b>Retention of Teachers</b></p> <ul style="list-style-type: none"> <li>○ Collaborative evaluation process involving demo lessons, modeling of strategies, videotaping, and arrangement of staff to visit classrooms</li> <li>○ Leadership opportunities (e.g., BLT membership, collaborative team time, after school programs)</li> </ul> <p><b>Experience Level of our Staff</b>  Average seniority (average years of teaching, as recognized by Seattle Public Schools): 7.6 years of teaching (range: in first year of teaching to 28 years of teaching). Of 28 certificated staff, 36% have taught for 2 years or less; of the certificated staff, 60% are in their first or second year of teaching at</p>

	<p>Lowell Elementary. Dr. Stump is the third principal in the last three years; Ms. Holmes (Assistant Principal) is in her second year of the position; office staff are in their first year in their positions and first year at Lowell Elementary.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p><b>Preschool Work</b></p> <ul style="list-style-type: none"> <li>○ IEP meetings to discuss needs and put services in place</li> <li>○ Beginning of year support for students transitioning out of preschool (e.g., visiting students' new placements)</li> </ul> <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>○ Jump Start program</li> <li>○ Popsicle event for parents to meet each other and for students to play together</li> </ul> <p><b>Transition to middle school</b></p> <ul style="list-style-type: none"> <li>○ Middle school staff coming to our campus to talk with 5<sup>th</sup> graders</li> </ul>
<p>Our system of support assures our highly qualified staff support students.</p>	<p><b>Utilization of staff</b></p> <ul style="list-style-type: none"> <li>○ Hiring of certificated teacher in role of interventionist</li> <li>○ Certificated staff providing direct services to students in the Bilingual program</li> </ul>

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars		Descriptive Text
2016-2017	Specific Use Funds	Transitional Bilingual	\$2,024	We are a first year pilot school for ELL curricula. We will use these dollars to support the purchase of additional materials needed to meet the needs of our specific student population in the area of literacy.
2016-2017	Combined Funds	Self Help	\$10,000	
2016-2017	Combined Funds	PTSA Grant		Working with PTA leadership
2016-2017	Combined Funds	Free & Reduced Lunch	\$63,000	<ul style="list-style-type: none"> <li>○ Purchase of additional Fountas and Pinnell Benchmark kits to support performance monitoring – will guide teachers/staff in interventions and needed supports to tailor instruction to individual student needs</li> <li>○ Purchase of leveled text for guided reading groups – will provide students opportunities to receive instruction in books at their instructional level</li> <li>○ Purchase of leveled novels for book clubs – will provide students opportunities to read and engage in discussions with peers about text at their instructional level</li> <li>○ Purchase of reading educational software that provides individual learning time and immediate feedback in reading foundational skills paired with data tracking for teacher analysis of student progress</li> <li>○ Purchase of mathematics educational software that provides individual learning time and immediate feedback in reading foundational skills paired with data tracking for teacher analysis of student progress</li> </ul>
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$24,297	Staff achieved consensus on 11/16/16 to revamp the budget in terms of the use of these dollars, with a staff vote schedule for

				mid-December. Current budget earmarks these dollars for tutoring.
2016-2017	Combined Funds	Title I	\$12,000  \$7,000	Staff achieved consensus on 11/16/16 to revamp the budget in terms of the use of these dollars, with a staff vote schedule for mid-December.  Current budget earmarked the \$12,000 for tutoring and \$7,000 for certificated staff professional development.
2016-2017	Specific Use Funds		Forth-coming	Staff were awarded 11/17/16 Seattle Foundation Grants – focus is on the purchase of hardware; need to refine individual grant budgets and goals
2016-2017	Specific Use Funds	Arts for Central Arts Pathway	\$2,500	Residency with Seattle Children’s Theater

<b>Building Based Goals</b> We have chosen to focus on the following area(s) over the 2016-17 school year			
<b>Gap Closing Goal(s)</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>
% of students of color reading <b>below designated fall reading level</b> as measured by Fountas and Pinnell Benchmark Fall 2016: <ul style="list-style-type: none"> <li>• Kindergarten: testing at time of report</li> <li>• First: 83%</li> <li>• Second: 88%</li> <li>• Third: 83%</li> <li>• Fourth: 93%</li> <li>• Fifth: 100%</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2017, 80% of students of color reading below level will make at least one year’s growth, as measured by the Fountas and Pinnell Benchmark reading assessment.</li> <li>• Indicators:               <ul style="list-style-type: none"> <li>○ Fountas and Pinnell Benchmark</li> <li>○ MAP testing fall, winter, and spring</li> <li>○ Sight word tracker</li> <li>○ Exit tickets and teacher-developed checklists</li> </ul> </li> </ul>	Stump	May 2017

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Cluster of Teachers/ Grade Level Goal(s)			
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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>% of students reading <b>at or above grade level</b> as measured by the Fountas and Pinnell Benchmark Fall 2016:</p> <ul style="list-style-type: none"> <li>Kindergarten: testing in process</li> <li>First: 40%</li> <li>Second: 63%</li> <li>Third: 63%</li> <li>Fourth: 51%</li> <li>Fifth: 68%</li> </ul> <p>% of students reading <b>above grade level</b> as measured by the Fountas and Pinnell Benchmark Fall 2016 (subset):</p> <ul style="list-style-type: none"> <li>Kindergarten: testing in process</li> <li>First: 15%</li> <li>Second: 33%</li> <li>Third: 21%</li> <li>Fourth: 35%</li> <li>Fifth: 43%</li> </ul>	<ul style="list-style-type: none"> <li>By May 2017, 60% of kindergarten students will read at grade level, as measured by the Fountas and Pinnell Benchmark reading assessment (Level D or higher).</li> <li>By May 2017, 60% of first graders will read at grade level, as measured by the Fountas and Pinnell Benchmark reading assessment (Level J or higher).</li> <li>By May 2017, 75% of second grade students will read at grade level, as measured by the Fountas and Pinnell Benchmark reading assessment (Level M or higher).</li> <li>By May 2017, 75% of third grade students will read at grade level, as measured by the Fountas and Pinnell Benchmark reading assessment (Level P or higher).</li> <li>By May 2017, 70% of fourth grade students will read at grade level, as measured by the Fountas and Pinnell Benchmark reading assessment (Level T or higher).</li> <li>By May 2017, 75% of fifth graders students will read at grade level, as measured by the Fountas and Pinnell Benchmark reading assessment (Level W or higher).</li> </ul>	Stump	May 2017

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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:
<p>% of students reading <b>at or above grade level</b> as measured by the Fountas and Pinnell Benchmark Fall 2016:</p> <ul style="list-style-type: none"> <li>• Kindergarten: testing in process</li> <li>• First: 40%</li> <li>• Second: 63%</li> <li>• Third: 63%</li> <li>• Fourth: 51%</li> <li>• Fifth: 68%</li> </ul> <p>% of students reading <b>above grade level</b> as measured by the Fountas and Pinnell Benchmark Fall 2016 (subset):</p> <ul style="list-style-type: none"> <li>• Kindergarten: testing in process</li> <li>• First: 15%</li> <li>• Second: 33%</li> <li>• Third: 21%</li> <li>• Fourth: 35%</li> <li>• Fifth: 43%</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2017, 70% of students, K-5 will read at grade level, as measured by the Fountas and Pinnell Benchmark reading assessment.</li> </ul>	Stump	May 2017

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School Culture Goal			
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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>See data presented in the opening section of this document; we are continuing some questions, while introducing others.</p>	<ul style="list-style-type: none"> <li>• By May 2017, we will score 65% favorable response on each of the following student climate survey items:</li> </ul> <p><i>Primary Survey (K-2):</i></p> <ol style="list-style-type: none"> <li>1. If I have a problem, there is at least one adult at school that I can talk to.</li> <li>2. Students in my class are friendly to each other.</li> <li>3. We learn how to solve problems with each other at my school.</li> <li>4. I usually feel calm and relaxed when I'm at school.</li> <li>5. I can calm myself down when I get frustrated or upset.</li> <li>6. Other people respect my ideas.</li> <li>7. Students in my class want to learn.</li> <li>8. I have friends at school.</li> </ol> <p><i>Intermediate Survey (3-5):</i></p> <ol style="list-style-type: none"> <li>1. If I have a problem there is at least one adult at school that I can talk to.</li> <li>2. I have friends at school.</li> <li>3. We learn ho to solve conflicts with each other at my school.</li> <li>4. I usually feel calm and relaxed when I'm at school.</li> <li>5. I can calm myself down when I get frustrated or upset.</li> <li>6. Bullying is a problem at our school.</li> <li>7. Other people respect my point of view even if they disagree.</li> <li>8. Students in my class are focused on learning.</li> <li>9. Students in my school treat each other with respect.</li> </ol>	<p>Stump and Holmes</p>	<p>May 2017</p>

