



## Continuous School Improvement Plan (CSIP)

TOPS K-8

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. TOPS' BLT wrote and passed the CSIP in November of 2016.

## Mission and Vision

### Mission

We are committed to educating our students by using an anti-bias, multicultural approach in a safe and stimulating environment. We help all students to learn, to understand and honor diversity, to respect and care for themselves and others, to be responsible, and to achieve a high level of academic excellence. By eliminating the achievement gap, we include students historically underserved by the public school system and help all students to meet or exceed standards.

### Vision

We are creating a school that empowers students to be active participants, leaders, learners, and contributors to social justice.

**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	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p><b>Based on the analysis of data, what are some concerns about student learning?</b></p> <p>Students in math grades 5-8 are experiencing a drop in their achievement on the math SBA.</p> <p><b>What evidence (e.g.: SBA data, school-based assessments, student voice, classroom observations, etc.) supports these concerns?</b></p> <p style="padding-left: 40px;">Grade 3: 67% at standard            Grade 4: 72% at standard            Grade 5: 66% at standard            Grade 6: 63% at standard            Grade 7: 47% at standard            Grade 8: 43% at standard</p> <p style="padding-left: 40px;">Grades 3-5: 69% at Standard, 82% White, 45% African American            Grades 6-8: 56% at Standard, 62% White, 32% African American</p> <p>Additional qualitative data includes observations regarding the cohesiveness of the math teaching in grades 3-8. Changes in grading practices: switch from standards based grading in grades K-5 to letter grades in 6-8.</p> <p>Student survey data in grades 3-5 indicate            Student survey data in grades 6-8 indicate</p> <p><b>What is the specific student learning problem to be addressed in this cycle of inquiry?</b></p> <p>There is a downward trend in grades 4-8 of students meeting standard on the mathematics SBA. This is inconsistent with the district and state trends. The district trends from 66% meeting standard at 4<sup>th</sup> grade to 61% at 8<sup>th</sup> grade. The state is 55% to 48% respectively.</p> <p>Our student problem of learning aligns with district-wide goal on eliminating the opportunity gap.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p><b>How do we address the needs of all children in the school, particularly low-achieving students?</b></p> <p>Students are given regular formative assessments and screeners to identify current level of reading and understanding of mathematics content standards. Students identified as below grade-level in reading and math grades K-3 are provided additional intervention support. In addition, students in grades 4 &amp; 5 will receive additional reading intervention support during the school day and mathematics support after school. All K-5 grade level teachers ability group students for reading work in order to provide ample and appropriate</p>

intervention as well as acceleration as needed. Students in grades 6-8 reading below grade level as identified by several sources of data (SBA scores, formative assessments and the Scholastic Reading Inventory) are placed in Read 180 in order to improve their reading fluency and comprehension. Students in grades 6-8 receive additional math support and tutoring either through a designated study session or through the use of an in-class and lunch time tutor 4 days a week.

**What alternative instructional techniques and services will we implement for our Advanced Learners (ALO), Students with Disabilities (SWD), and English Language Development (ELD) students?**

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

**MTSS Tier 2 interventions:**

Students who are achieving well below or well above grade level standards (including Advanced Learners) are targeted under MTSS for tier 2 interventions. HC eligible students who choose not to attend their HCC pathway site also receive these tier 2 interventions.

These may include:

flexible (and/or cluster) grouping  
curriculum compacting  
tiered instruction  
project-based learning  
small group instruction  
moderate acceleration  
telescoping of curriculum

Ability-based small groupings during both literacy and mathematics instruction. Pull-out sessions for re-teaching, providing specially designed instruction (SDI) and pre-teaching.

**How do we progress monitor student learning on a regular basis?**

- Teachers in grades K-5 complete maintain running records to track progress toward CCSS.
- Fountas & Pinnell reading assessments are completed monthly for struggling learners and at least 3 times a year for students reading at/above grade level.
- MAP assessments will be given to students in grades 1 and 2 twice (fall and spring) and once to kindergarten students in the winter.
- Math screeners will be given in the fall, winter, and spring to track student progress on grade level standards in grades 2-5.
- PLC collaboratively developed formative assessments to track student growth on grade level/subject level goals in the middle school program.

**What will we do to strengthen the core academic program of the school?**

- Increased focused on strengthening PLC work, teacher use of data and formative assessment practices to improve student learning and academic growth.
- Focus on High Leverage Teaching Moves as a building in order to improve instruction at the Tier 1 level for all students.

	<ul style="list-style-type: none"> <li>• Math 4-8 PLC work on the Mathematical Practice of Problem Solving. Teachers will co-create a rubric, utilize an assessment to gather baseline data and track student progress throughout the year.</li> </ul>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p><b>Describe your professional development plan.</b></p> <ul style="list-style-type: none"> <li>• Intensified use of PBIS strategies to increase acknowledgement of positive behaviors</li> <li>• Implementation of RULER K-8 to develop capacity of students to recognize and self-regulate emotions.</li> <li>• Equity training and engagement to increase the understanding of the diversity of our student body.</li> <li>• Focused work with Professional Learning Communities on utilizing data-driven instruction, collaborative use of formative assessments, and common goal setting.</li> <li>• Focused academic PD and support for teacher attending district math trainings.</li> <li>• Career Ladder Teacher Focus on mathematics in grades 2-8 with release time for teachers to meet, align, and collaborate.</li> </ul> <p><b>How does our professional development drive the School Improvement Plan?</b></p> <ul style="list-style-type: none"> <li>• Targets the achievement gap through the use of professional development.</li> <li>• Increases the equity of treatment of students using PBIS.</li> <li>• Creates a positive environment for all student to feel comfortable, safe and ready to work.</li> <li>• Supports teachers to improve relationships, create positive, safe, and emotionally safe learning environments where students and teachers can take risks and learn together.</li> <li>• Focused PLC work by a grades 4-8 math teachers on creating a continuum of learning around the Mathematical Practice of Problem Solving.</li> </ul> <p><b>How does our work in professional development improve instruction?</b></p> <ul style="list-style-type: none"> <li>• Increase the use of the PBIS and RULER to create an atmosphere that is conducive and inclusive to high level learning and engagement for all students.</li> <li>• Common language throughout the school regarding positive behaviors.</li> <li>• Common language in grades 4-8 on the Mathematical Practice of Problem Solving</li> <li>• Expanding teacher toolbox of instructional strategies and use of common strategies so all students have a common experience.</li> <li>• Teacher focus on student data to guide instructional practice should show increased student learning and use of both intervention and extension strategies to improve student learning.</li> </ul> <p><b>Does it have an effect on student achievement?</b></p> <ul style="list-style-type: none"> <li>• How have we allocated sufficient resources (ex. money, time) toward implementing professional development?</li> <li>• How are ALL staff involved in professional development?</li> </ul>
<p>Our school will increase</p>	<p><b>How are families involved and engaged in our school community and in their child's education?</b></p> <p>Site Council composed of parents with at least two parents represented from each grade band. (2 parents for K-2, 3-5, and 6-8) There is at least one room rep for each elementary</p>

parent/family engagement.

class and one parent per grade at the middle school. Room reps meet at least once a month to discuss communication issues. We have two parent reps on BLT. Coalition for Social Justice (a committee independent of Site Council and with at least a 20-year history) is comprised of our parent community. Parent volunteer coordinator works with parents and staff to coordinate volunteer work within the school. Principal meets with the Site Council Executive board at least once a month and with the Site Council (PTSA) at least once a month. Additional opportunities for families, staff and students to come together are:

- Planting the Seeds
- TOPICS (monthly sessions for grades 1-5 students to integrate into different learning environments with parent volunteers leading some sessions).
- Volunteer Coordinators
- Fundraising (Auction and Annual Fund)
- Grade Level Camps (7<sup>th</sup> and 8th grade camps, K-2 Camp Arboretum)
- Communication group that facilitating the school website updates
- Parent Coordinator that completes the school newsletter
- Site Council and CSJ movie nights addressing key parenting issues (*Screenagers*)

**How is communication with parents ongoing and two-way?**

Parents can bring concerns to Site Council, BLT, teachers and principal directly. There is a newsletter that is sent out every 2 weeks through the school website. Parents are directly involved with updating and improving the school website.

There are regular parent room rep communications for items that occur between newsletters for items.

Parents provide feedback through the yearly parent survey.

Other areas where parents and school work together and interact:

- Fall Curriculum Night and Fall Conferences
- October Welcome Back Ice Cream Social
- August JumpStart Potluck for Kindergarten Families
- New Family Orientation the day before school
- Taste of TOPS (March event focused on sustainability)
- Coalition for Social Justice Events throughout the school year
- Teacher use of Schoology as a communication tool for students and families
- Regular meetings with families of students in our ELL program.

**Review results of Parent Survey**

*Are there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?*

Positives:

- Special programs at the school or district to help my child. (up 11% ES, 17% MS)
- The school encourages feedback from parents and the community. (up 16%)
- The school is responsive to the input and concerns of families (up 15%)
- I know community resources that are available to my child (up 24% ES, 39% MS)
- There is at least one adult I can talk to if I have a concern. (89% ES, 95% MS)

Areas of Growth:

	<ul style="list-style-type: none"> <li>• School educational quality is the same as the district level at 71%. Seems a little disappointing.</li> <li>• The school's approach to student discipline is fair. 70% ES, 62% favorable at MS. The decrease is interesting.</li> <li>• The school does a good job sharing information about my child's academic progress. Down in both Elementary School and Middle School. 65% ES down 4% from last year. 69% MS down 8% from last year.</li> <li>• School has successfully overcome cultural barriers between staff and families. (56% ES and 63% MS)</li> </ul> <p>Reflections or Modifications:</p> <ul style="list-style-type: none"> <li>• The number of parent surveys responses was low considering the student population. (80 parents responded and 83% of the responses were from white families). We need to do a better job of reaching out to all of our families and encouraging them to participate in the survey.</li> <li>• We need to do a better job of communicating with parents regarding student academic progress. Trimester grade reports at the elementary level are probably not frequent enough. We made a concerted effort to work with teachers on utilizing Schoology as a communication tool with families and students. I am hoping that we see a difference this next year.</li> <li>• Discipline processes need to be clearly articulated both in the classroom and to parents. Increased staff work on PBIS and processes should show improvement in this area.</li> </ul>
<p>Our staff is involved in decision-making.</p>	<p><b>How is staff involved in the development of the school improvement plan?</b>  Staff is involved in the development of the CSIP through the BLT. Teachers on the BLT directly make changes to the CSIP and create material and goals to be included in the CSIP. Staff will review the CSIP and we will continue to edit and refine as the year progresses.</p> <p><b>How is staff involved in decision making at the school? Refer to your decision-making matrix.</b></p> <ol style="list-style-type: none"> <li>1. Each representative on the BLT is responsible for gathering and sharing input from constituents, in order to represent their views in meetings as well as his/her own.</li> <li>2. The BLT recognizes that the principal must make some decisions related to scheduling, budget accountability, personnel (workloads, work locations, income), assignment of students, professional performance, discipline, student retention, and curriculum based upon Seattle School District directives, state or federal laws, or timeline.</li> <li>3. The BLT may decide to appoint a committee (e.g. budget committee, IC) or an individual (e.g. principal, department chair) to develop a proposal for action, but in order to satisfy the Decision Making Matrix the BLT must approve that proposal via consensus or vote.</li> <li>4. The BLT will reach collective decisions by voting. Each non-administrative member of the BLT has one vote. Administrative members may use one vote each to break a tie among the regular voting members.</li> <li>5. In all matters the BLT will strive for consensus, through a shared commitment to the TOPS mission and vision. If any Member disagrees or abstains from voting on an</li> </ol>

	<p>item, the team will give them an opportunity to explain their position. If a subsequent vote still does not achieve a consensus, the group can overrule objections with a supermajority of at least 2/3 (two thirds).</p> <p>6. In situations where a 2/3 (two thirds) majority vote cannot be achieved, the principal may independently select from among the options voted upon. The principal’s rationale for the choice will be recorded and made available in the BLT’s records.</p>
<p>We will assist our students to meet standard.</p>	<p><b>How do we identify students who are not achieving the state standards during the school year?</b></p> <ul style="list-style-type: none"> <li>• Use the results of SBA testing from the previous year (MAP, Reading assessments, and math screeners for 3<sup>rd</sup> grade students)</li> <li>• Use of Classroom Based Assessments to identify students not meeting standards.</li> <li>• Use of regular formative assessments, screeners, and reading assessments to track student mastery of standards.</li> </ul> <p><b>What do we do to help these students?</b></p> <ul style="list-style-type: none"> <li>• Flexible groupings in class</li> <li>• Classroom-based intervention groups</li> <li>• Assign intensive study hall</li> <li>• Assign READ 180 class for struggling readers in the middle school</li> <li>• Afterschool tutoring for 4-5<sup>th</sup> grade math</li> <li>• Extra staff person at middle school for tutoring during lunch and in classroom</li> <li>• 4-5 ELA intervention by staff member</li> <li>• K-3 ELA/Math intervention by staff member</li> <li>• Tutoring during lunch time as offered by staff members</li> </ul>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p><b>What are we doing to support teachers and their employment and retention at our school?</b></p> <ul style="list-style-type: none"> <li>• Create schedules that blocks working time periods together in single blocks.</li> <li>• Professional development that creates more relationship building</li> <li>• Falcon Fan Mail – compliments written down and given</li> <li>• Kudos – Weekly staff emails</li> <li>• Problems: No staff room, need more non-school relationship development</li> </ul> <p><b>What is the experience level of our staff?</b></p> <ul style="list-style-type: none"> <li>• K-1: &lt; 3-5 years</li> <li>• 2-3: &lt; 6 years</li> <li>• 4-5: 3-20+ years</li> <li>• 6-8: 15-40 years experience</li> <li>• Specialists: 2-30 years experience</li> </ul>
<p>How do we support the transitions of</p>	<p><b>How does our program for transiting preschool students into our school benefit our students?</b></p> <p>Incoming kindergarten families and students are invited to participate in our JumpStart program in August. In addition, our TOPS parents organize playdates during the months of</p>



new students and families into our school?	<p>July/August and a Potluck during the JumpStart week. This provides families with a connection to TOPS before school begins and allows students to meet kindergarten teachers.</p> <p><b>How do we involve local preschool programs in our improvement work?</b></p> <p><b>How can we increase communication between local preschool programs and our school?</b></p> <p><b>How do we transition our 5<sup>th</sup> or 8<sup>th</sup> students into their middle or high-school?</b></p>
Our system of support assures our highly qualified staff are support students.	<p>Are we utilizing all staff in the best way possible, and are they appropriately certified? For example, if we continue to pull some students from the classroom for extra reading instruction, do those individuals have reading credentials?</p>

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	\$2,739,996	Use of General Education Dollars to fund elementary and middle school teaching positions and purchase additional materials and supplies as needed.
2016-2017	Specific Use Funds	Transitional Bilingual	\$62,440	Use of funds to staff teaching support students in our ELL program, translation of materials, translators.
2016-2017	Combined Funds	Self Help	\$110,634	Building funds to support classroom and building programs.
2016-2017	Combined Funds	Free & Reduced Lunch	\$46,747	Funding to support MTSS supports. Funds utilized to support a full time counselor.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$48,594	½ time reading and math intervention specialist to work with K-3 students. Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12

Building Based Goals			
We have chosen to focus on the following area(s) over the 2016-17 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>Students in math grades 5-8 are experiencing a drop in their achievement on the math SBA. Grade 3: 67% at standard Grade 4: 72% at standard Grade 5: 66% at standard Grade 6: 63% at standard Grade 7: 47% at standard Grade 8: 43% at standard SBA scores in grades 3-8 are listed below and with the cohorts. Need to disaggregate the data and identify the opportunity gap. Grades 3-5: 69% at Standard, 82% White, 45% African American Grades 6-8: 56% at Standard 62% White 32% African American Additional qualitative data includes observations regarding the cohesiveness of the math teaching in grades 3-8. Changes in grading practices, standards based K-5 to letter</p> <ul style="list-style-type: none"> <li>grades in 6-8. Review of student grades in middle school and correlation to SBA scores. * My focus aligns with district-wide goal on eliminating the opportunity gap.</li> </ul>	<p>All students of color in grades 2-8 not meeting standard on the 2016 SBA or identified through MAP scores as below the 50th percentile will demonstrate growth in the following ways on the SBA/Formative Assessments/Math Screeners/MAP:</p> <p><b>Grade 2:</b> Students will demonstrate x amount of growth on the 2nd grade formative assessments over the course of the school year. In addition, their MAP scores will show the expected growth or higher by June 2017. (Data still being collected and analyzed)</p> <p><b>Grade 3:</b> All students scoring below 20 out of 100 math fluency problems on the fall baseline assessment (11 students) will increase their score by 20 points over the course of the school year.</p> <p><b>Grades 4-8:</b> On the Spring Math SBA</p> <ul style="list-style-type: none"> <li>students at a LL1 will move to a HL1 or L2 on the spring SBA. (1 student)</li> <li>Students at HL1 will move to ML2 or HL2 ( 11 students)</li> <li>Students at LL2 will move to HL2 or L3 (12 students)</li> <li>Students at ML2 and HL2 will move to L3 (27 students)</li> <li>Ideally all these students will maintain their current level of SBA scores (gray dots on district reports or move to green dots).</li> </ul> <p>Also at these grade levels, students</p> <ul style="list-style-type: none"> <li>In grade 4 the students who did not score at least a 12/16 on the problem solving assessment (14 students) will increase their score by at least 3 points by June 2017.</li> <li>In grade 5 the students who did not score at least a 12/16 on the problem solving assessment (20 students) will increase their score by at least 4 points by June of 2017.</li> <li>In grade 6 the students who did not score at least a 12/16 on the problem solving assessment (/ students) will</li> </ul>	<p>2-8<sup>th</sup> grade math teachers and the principal.</p>	<p>June 2017</p>
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	<p>increase their score by at least 3 points by June of 2017.</p> <ul style="list-style-type: none"> <li>• In grade 7 the students who did not score at least a 12/16 on the problem solving assessment (51/51 students) will increase their score by at least 3 points by June of 2017.</li> <li>• In grade 8, students who did not score at least a 12/16 on the problem solving assessment will increase their score by at least 3 points by June of 2017.</li> </ul>		
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**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:
See above.	<p>All students in grades 4-8 not meeting standard on the SBA or the math screeners will demonstrate growth in the following ways on the SBA/Formative Assessments/Math Screeners:</p> <p><b>Grades 4-8:</b> On the Spring Math SBA</p> <ul style="list-style-type: none"> <li>• students at a LL1 will move to a HL1 or L2 on the spring SBA. (1 student)</li> <li>• Students at HL1 will move to ML2 or HL2 (16 students)</li> <li>• Students at LL2 will move to HL2 or L3 (19 students)</li> <li>• Students at ML2 and HL2 will move to L3 (44 students)</li> </ul> <p>Also at these grade levels, students</p> <ul style="list-style-type: none"> <li>• In grade 4 the students who did not score at least a 12/16 on the problem solving assessment (38/56 students) will increase their score by at least 3 points by June 2017.</li> <li>• In grade 5 the students who did not score at least a 12/16 on the problem solving assessment (38/55 students) will increase their score by at least 4 points by June of 2017.</li> <li>• In grade 6 the students who did not score at least a 12/16 on the problem solving assessment (/ students) will increase their score by at least 3 points</li> </ul>	4-8 grade math teachers and the principal	June 2017

	<p>by June of 2017.</p> <ul style="list-style-type: none"> <li>In grade 7 the students who did not score at least a 12/16 on the problem solving assessment (51/51 students) will increase their score by at least 3 points by June of 2017.</li> <li>In grade 8, students who did not score at least a 12/16 on the problem solving assessment will increase their score by at least 3 points by June of 2017.</li> </ul>		
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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:
See above.	<p>All students in grades 2-8 not meeting standard on the SBA or the math screeners (grades 2 &amp; 3) will demonstrate growth in the following ways on the SBA/Formative Assessments/Math Screeners/MAP:</p> <p><b>Grade 2:</b> Students will demonstrate x amount of growth on the 2nd grade formative assessments over the course of the school year. In addition, their MAP scores will show the expected growth or higher by June 2017.</p> <p><b>Grade 3:</b> Students scoring below 20 out of 100 math fluency problems on the fall baseline assessment (24/49) will increase their score by 20 points over the course of the school year.</p> <p><b>Grades 4-8:</b> On the Spring Math SBA</p> <ul style="list-style-type: none"> <li>students at a LL1 will move to a HL1 or L2 on the spring SBA. (1 student)</li> <li>Students at HL1 will move to ML2 or HL2 (16 students)</li> <li>Students at LL2 will move to HL2 or L3 (19 students)</li> <li>Students at ML2 and HL2 will move to L3 (44 students)</li> <li>Ideally all these students will maintain their current level of SBA scores (gray dots on district reports or move to green dots).</li> </ul> <p>Also at these grade levels, students</p>	2-8 grade math teachers and the principal	June 2016

	<ul style="list-style-type: none"> <li>• In grade 4 the students who did not score at least a 12/16 on the problem solving assessment (38/56 students) will increase their score by at least 3 points by June 2017.</li> <li>• In grade 5 the students who did not score at least a 12/16 on the problem solving assessment (38/55 students) will increase their score by at least 4 points by June of 2017.</li> <li>• In grade 6 the students who did not score at least a 12/16 on the problem solving assessment (/ students) will increase their score by at least 3 points by June of 2017.</li> <li>• In grade 7 the students who did not score at least a 12/16 on the problem solving assessment (51/51 students) will increase their score by at least 3 points by June of 2017.</li> <li>• In grade 8, students who did not score at least a 12/16 on the problem solving assessment will increase their score by at least 3 points by June of 2017.</li> </ul>		
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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:
<p>Student survey responses to the first two statements below in grades 3-8 showed decreases. Responses to the third statement are included. All three survey responses are correlated to student success on the SBA.</p> <ul style="list-style-type: none"> <li>• Adults at school care about me. (ES: 73% favorable, down 2%; MS 68% down 10%)</li> </ul>	<p>By the end of the school year, ALL of our students can identify at least one adult in the building that cares about them.</p> <p>In addition, we will also see gains of at least 5-10% at the elementary level and 10-20% at the middle school level on the student survey questions.</p>	Entire Staff.	June 2017

<ul style="list-style-type: none"><li>• My teachers take the time to get to know me. (ES: 66% favorable, down 8%; MS 49%, down 19%)</li><li>• My teacher makes me feel included in class. (70% ES, 57% MS)</li></ul>			
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