



Continuous School Improvement Plan (CSIP)

West Seattle Elementary

2016 - 2018

Pamela McCowan-Conyers, Principal



West Seattle Elementary

2015-2016 School of Distinction, as well as a 2016-2017 School of Distinction.

Introduction

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

>The West Seattle Elementary BLT reviewed and approved the 2016-2017 CSIP on November 14, 2016.

Mission and Vision

Mission and Motto:

We empower our students to become scholars.

Whatever It Takes for Each and Every Kid!

Belief and Vision:

It is our fundamental belief and expectation that every West Seattle Elementary Scholar will learn and achieve at high levels given a rigorous and relevant curriculum and strong positive relationships.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

INTRODUCTION

West Seattle Elementary (WSE) is a PK-5 Elementary School located in the High Point neighborhood of West Seattle. Our school community is highly diverse, as evidenced by a Free and Reduced Lunch (FRL) population of over 91%, an English Language Learner (ELL) population of 39% or 190 students (this percentage is higher if you include students with waivers and unidentified ELL students) and a Special Education (SpEd) population of over 25%. Our community speaks over 14 languages. WSE was the recipient of the School Improvement Grant (SIG) awarded in 2010-2011, culminating in 2012-2013.

We have been on a trajectory toward closing the achievement gap. We were chosen again this year (2016-2017) as a School of Distinction by the State; as well as being chosen last year (2015-2016) as a School of Distinction. Despite these accomplishments we know that we have work to do in both Math and Reading. With such a huge ELL and Minority population at WSE, we have decided on a non-fiction ELA focus this year. An example of this is our integration of Social Studies curriculum into our Reading instruction. Other measures that support our gap closing efforts include decreasing discipline referrals, increasing community and family engagement and staff satisfaction scores and attendance rates; all of which are documented through the Seattle School's climate surveys.

The core curriculum in Math is Math in Focus. We are sure to align all instruction to the Common Core Standards. We supplement math instruction with several technology- based instructional software packages such as Compass Learning, Extra Math, and ST Math. We also have a math coach from Re-Think Math/MasterTrack come in weekly to review data with grade level teams. Each month our teachers examine how students are grasping the elements of the common core standards, and what concepts should be retaught. Teachers at West Seattle Elementary are well versed in the Math Workshop model.

West Seattle Elementary students are always growing as readers! We use the Reader's Workshop model for reading and writing instruction. The Reader's Workshop model emphasizes a variety of research-based strategies to give students the tools they need to become great readers. Our major emphasis is to give students the higher-level thinking skills that all proficient readers use when they read a text. Individual conferencing and assessment are built into our reading program so that every student's learning needs are met. In addition to our school lending library of over 10,000 volumes, each classroom has a leveled classroom library with a variety of books for students to enjoy. We have started a 1st grade reading club this year that meets weekly after school, to give our primary students a chance to develop a love of reading at an early age. English language learners are supported by our bilingual instruction team.

Our strong relationships with community partners have contributed to our sustainability.

Our relationships with the Young Men’s Christian Association (YMCA) has led to a fully funded, full day summer school experience for 120 WSE students, as well as extended day programs. WSE and the YMCA collaborated in the planning, hiring, and implementation of both programs and they fully align with school goals and objectives. Last year we added an after school math component. The retired teacher who is providing the instruction meets regularly with classroom teachers to ensure he is supporting instructional goals established by them. Another exciting partnership that helps to cement WSE as a focal point for the High Point Community is our school-based NeighborCare Clinic, which was Levy funded and has been in operation at WSE since the 2013-2014 school year. The clinic currently has 212 students registered. We are collaborating with our community partner, Collaborative Learning for Educational Achievement and Resilience (CLEAR), as we explore the needs of the ‘whole child’. CLEAR provides teachers with professional development opportunities as well as social-emotional support in the classroom in teaching the trauma-brained student. The CLEAR social emotional program was created through Washington State University. Staff members from NeighborCare Clinic, CLEAR and the YMCA are fully integrated into our school community and serve on several committees including our attendance, PBIS, SIT and MTSS teams.

West Seattle Elementary has become the pride of the High Point Community. This loyalty was evidenced during the “Be There Rally”, which kicked off the beginning of the 2016-2017 school year. This event was so unifying and peaceful that it garnered the attention of the Seattle Times, the West Seattle Blog, KOMO 4 and KIRO 7 news outlets. We (WSE in collaboration with the YMCA) featured all of our community partners in uniform; the police, the Coast Guards, firemen, as well as parents, sororities and fraternities, neighbors, educators and our neighbors throughout the West Seattle community. We had music, donated food (Quality Food Center - QFC), and smiles all around. As each of our mosaic of students of various colors, creeds and religions walked down the red carpet leading into the school, we clapped and cheered in loud celebration. A great time was had by all.

We face significant challenges during the 2016-2017 school year in our efforts to sustain the progress we have made in closing the achievement gap. Our school enrollment has increased, but so has the number of teachers teaching split classes. We have a new Principal (who had been the Assistant Principal at WSE for 6 years) and Assistant Principal this year, as well as 8 new to the teaching profession or new to WSE teachers. We have also had long term substitutes starting in our 4th and 4/5 classrooms this year. Space has been an issue at the school; we currently have 4 portables with the District promising to install a 5th one by Winter Break. We currently have a couple of vacant teacher positions. Even with these challenging situations, our school culture is extremely positive and great teaching and learning is happening daily in classrooms.

Our experience as a SIG funded school has afforded us the opportunity to demonstrate excellent stewardship of Levy and Title 1 funds with fidelity. Many of the strategies and best practices we have used in the past to close the achievement gap have been firmly entrenched in our school culture. This have been evidenced through data analysis, meetings with staff and conversations with District leadership.

MTSS

Our School has conducted a Multi-Tiered System of Support - Academics (MTSS-A) meetings in our efforts to determine goals for individual students and in accessing the strength of our Tier 1 instruction. It will also assist us in targeting students who may need interventions in order to meet grade level standards; or students who are exceeding grade level standards and would benefit from Advanced Learning Opportunities (ALO). We will conduct MTSS-A and Multi-Tiered System of Support – Behavioral (MTSS-B) meetings three times per school year (Fall, Winter and Spring). This way we are able to monitor the effectiveness of our interventions. We have conducted a MTSS-B (Behavioral) in order to address students’ social-emotional needs. We support students with internalizing and externalizing behavioral needs. We have created a detailed data wall so that teachers and administration know how each child is progressing at all times. On a weekly basis, teachers meet in PLCs to discuss and analyze student data. At West Seattle Elementary, we address the needs of the whole child. Below are our school-wide goals in Reading and in Math, as well as our attendance goals.

1st and 2nd Grade Goals

*Our Levy Focus Students are students who are approaching standards.

Reading: Based on the analysis of our (Measures of Academic Achievement)MAP data, less than 50% of our K-2nd grade Levy Focus students are making proficient progress in Reading.

By the end of the 2016-2017 school year, 42% of 1st and 2nd grade Levy Focus students make typical growth in Reading, as evidenced per MAP testing.

Math: Based on the analysis of our MAP data, less than 50% of our K-2nd grade Levy Focus students are making proficient progress in Math.

By the end of the 2016-2017 school year, 35% of 1st and 2nd grade Levy Focus students make typical growth in Reading, as evidenced per MAP testing.

3rd – 5th Grade Goals

*Our Levy Focus Students are students who are approaching standards.

Reading: Based on the analysis of our Smarter Balance Achievement (SBA) data, less than 50% of our 3rd-5th grade Levy Focus students are meeting standard in Reading.

By the end of the 2016-2017 school year, 65% of our 3rd – 5th grade Levy Focus students meet Reading standards as evidenced by the SBA test.

Math: Based on the analysis of our SBA data, 52% of our 3rd-5th grade Levy Focus students are meeting standard in Math.

By the end of the 2016-2017 school year 71% of our 3rd – 5th grade Levy Focus students meet Math standards as evidenced by the SBA test.

	<p>**We have a total of 141 Levy Students</p> <p style="text-align: center;"><u>Whole School Attendance Goals</u></p> <p>74% of K-5 grade students (from 64%) with fewer than 5 absences (excused or unexcused) in the 1st semester.</p> <p>70% of K-5 grade students (from 64%) with fewer than 5 absences (excused or unexcused) in the 2nd semester.</p> <p><u>Student strengths:</u></p> <ul style="list-style-type: none"> • Multilingual • Knows what it means to be a “Husky Scholar” • Strong Family Support • Resilient; multiple intelligences • Self-advocates and problem solvers • Strong relationships with other students and families (community) • Strong relationships with staff • Students and their siblings attend WSE • Most students walk to school; able to participate in Breakfast in the Classroom and a vast array of extended day opportunities. • Most students take advantage of after school offerings (School Play, Husky Clubs, CLC, Chess, Core Curriculum Support).
<p>We will use research-based strategies that help targeted students.</p>	<p>At WSE, we address the needs of the whole child. We have over a 91% Free and Reduced Lunch rate. Some of the research based strategies we utilize to help targeted students include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Small group instruction through the workshop model • Curriculum selections that reflect diversity in ability levels and ethnicities. • Push in model for Special Education and English Language Learner services • Mainstreaming for all of our FOCUS self-contained classroom students • Behavioral interventions include check and connects with individual students by respected school staff • Individualized behavioral plans for students’ school-wide • Modification of curriculum to meet child’s needs • After data analysis, re-teaching of standards that students have not achieved. • Double doses of core instruction, as needed. • Vast array of extended day academic, social-emotional and enrichment opportunities for students led by WSE teachers and staff. <p>We address the needs of all children in the school, both low achieving and high achieving by providing the following full service supports:</p> <ul style="list-style-type: none"> • In school, full service NeighborCare Clinic • Full-time nurse • Full-time counselor • A full time mental health practitioner

- Extended Learning opportunities: Community Learner Center/YMCA, Breakfast in the Classroom time, Husky Clubs, UTSS Tutors.
- Full Time Family Support Worker (A family needs resource)
- Small differentiated group instruction
- Push in support from Special Education and English Language Learner Depts.
- ACCESS and FOCUS programs for Students with IEPs who need extra support in the General education environment.
- Target supports and interventions systems monitored through PBIS, MTSS-A, and MTSS-B.
- Tiered interventions for both Academic and Behavioral goals.
- ALO students' needs are met by teachers providing differentiated curriculum and instruction for students. Husky Clubs offers differentiated after school / extended day enrichment opportunities.
- .5 FTE Vocal (K-2) and Instrumental Music Teachers (4-5)
- We are a Creative Advantage/SAIL school, offering a STEAM infused curriculum
- We are a full continuum school offering extra supports through Special Education services from Pre-School through 5th grade. We offer one developmental preschool class, 2 FOCUS self-contained classrooms (primary and intermediate), a resource and a ACCESS program.
- We have a full day Head Start program at WSE, we also collaborate with other programs at the High Point Community Center (2), and Neighborhood House (4).
- In addition to being a Title funded school, we are also a Levy funded school. The Levy provides for us a part-time Levy Coordinator, a part-time teacher reading interventionist, a 1.0 classified reading assistant, and a 1.0 Family Support worker. Title provides us with 2 Reading Interventionists, 1 Math Interventionist, 1 small group instructional software interventionist, and 1 ELA tutor.

Progress Monitoring:

In order to be intentional about our learning targets and students' progress towards those targets, we progress monitor consistently throughout the school year. Following are tools and assessments we utilize to monitor student progress:

- Rethink Mathematics check points
- CBA Informal formative assessments
- TC Running Records and DIBELS every 6 weeks
- MAP Fall, Winter, Spring
- SBA Interim Fall, Winter, Spring
- MTSS-A and MTSS-B data
- Teacher PLC data

Strengthen Core Instruction:

At WSE, we know one of the best ways to ensure a great foundation for all students is by ensuring great Tier 1 instruction in every classroom. Below are ways we are doing this at WSE:

- ELA Non-fiction alignment to social studies focus
- Focus Learning Communities during staff meeting time
- Weekly Professional Learning Communities for both classroom teachers and itinerant staff
- Targeted Professional Development offerings for teachers
- Targeted ELA alignment – TRI Days
- Focus on ELA Alignment, Assessment Data, Scope and Sequence and Intervention during 9 identified Teacher Collaboration Days
- WSE New Teacher Induction PLC
- WSE New Teacher workshops
- Teacher observations based on Learning Targets
- Data Review – Grade Level Teams meet with math coach monthly to monitor Tier 1 instruction.
- Rethink Math Consultant supporting teachers in data analysis and assistance in lesson planning and working within the workshop structure.
- 5 Career Ladder Teachers focused on supporting the strengthening of core instruction in every classroom, at every grade level.

Extended Learning:

At WSE, our kids are fortunate to be able to learn at various times of the day. We take ‘instructional minutes seriously, and students have learning opportunities that extend from before school until 5:30 in the afternoon daily. Below is a list of programs that make those opportunities available to students:

- Community Learning Center
- YMCA (Before and after school care)
- Husky Clubs
- UTSS Tutors
- Breakfast in the Classroom
- Chess Club

West Seattle Elementary has chosen to participate in two separate but coordinated arts infusion models to ensure all students have access to high levels of arts knowledge and expression thus expanding their opportunities for practicing 21st Century Skills. STEM and Arts Infused Learning (SAIL) professional development has been provided by Arts Impact; Creative Advantage, the Seattle Public Schools initiative to infuse arts into our South and Southwest schools has also began.

- Theater arts, visual arts, and dance in-classroom lessons from all SAIL-trained teachers
- Theater arts class weekly grades K-5
- Elementary music class weekly grades K-2
- Visual arts class weekly grades 3-5
- High quality arts materials available to all teachers
- Ten-hour artist-mentor/teacher collaboration for all SAIL-trained teachers
- Disney Musicals in School annual productions

	<ul style="list-style-type: none"> • Art from the Heart Day – all school art project integration • Instrumental music lessons available weekly for grades 4-5 <p>Academic Press:</p> <ul style="list-style-type: none"> • Math Bee (2016-2017) • Spelling Bee • Geography Bee • Accelerated Reader Contests • Global Reading Challenge • Chess Team • Science Fair • Disney Theatre Production <p>Enrichment:</p> <ul style="list-style-type: none"> • Husky Clubs • Theatre Arts • SAIL- STEAM and Arts Infused Learning • Creative Advantage School • Robust Chess program • Music PCP • Art PCP • Salmon in the classroom • Geography, Math and Spelling Bee • Accelerated Readers Challenge • Global Reading Challenge <p>Solve Real World Situations:</p> <ul style="list-style-type: none"> • PBL Learning in classrooms • Salmon in the classroom • Outdoor educational experiences – Husky Adventure Club • Opportunities to infuse core curriculum with real world problems and concerns. <p>Progress at own pace:</p> <ul style="list-style-type: none"> • Small group teaching and learning • 1:1 reading, writing and math conferences with students • Workshop model: differentiation in learning activities based on student need <p>Alignment to District Strategic Plan:</p> <ul style="list-style-type: none"> • Every student, every classroom, every day- this is how we approach teaching and learning. • Our school motto: Whatever it takes for each and every kid!
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>At WSE, our Professional Development is targeted, data informed and ongoing:</p> <ul style="list-style-type: none"> • Career Ladder Teams (CLT): Solid team at WSE. We have one teacher leader for each grade level team. These teachers support teachers with the ‘nuts and bolts’ of educating students. They also support one another in sharpening their teaching skills in order to adhere to the WSE culture of high expectations in teaching and learning. The master teacher often leads staff meetings and CLT meetings. It was a high leverage move on the part of WSE administration to utilize this team of

	<p>high achieving professionals to help in the support and strengthening of new teachers at WSE this year. In addition, they support all teachers in strengthening core Tier 1 instruction.</p> <ul style="list-style-type: none"> • CLEAR-social emotional, trauma informed teaching practices • Focused Learning communities—focused on developing an ELA scope and sequence, assessments, data and core instruction • Cultural Diversity/ Awareness PD • Rethink Math Consultant and coach – Grade Level Teams do data analysis and calibrate how it informs teaching for each individual child. • Teacher Collaboration Days – 9 total days – led by Career Ladder Team Teachers – Teambuilding exercises – ELA scope and sequence, lesson planning, assessments and data review • Staff meetings – Instructional, Social Emotional and Cultural PD • TRI Day trainings - Instructional, Social Emotional and Cultural PD • Teacher Professional Development Days - Instructional, Social Emotional and Cultural PD <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • It directly supports the instructional moves our students needs and our data reflects • Our teachers meet weekly in Professional Learning Community (PLC) teams. <p>Resources utilized to make Professional Development Possible at WSE:</p> <ul style="list-style-type: none"> • 3 full day release days per grade level for collaboration days specific to ELA goals – Utilization of Title 1 funds • Used Title 1 and Levy dollars to hire interventionists and Instructional Assistants, Specialists and tutors for academic support • Title 1 and Levy paid for instructional resources, materials and guides • Career Ladder Teachers • Book Clubs </div>
<p>Our school will increase parent/family engagement.</p>	<p>Increasing Parent/ Family Engagement:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Monthly Parent Teas (Somali, Hispanic, African-American and English Speaking) • Parent Volunteers • Book Fair • Family Engagement Action Team (FEAT) • Parent Booster Club • 2 parents on Building Leadership Team (BLT) • Purple folders • Phone calls • Scheduled meetings with administrators • Multiple mediums of communication: Email, robo calls, kid mail, Facebook page, School website • 2 Open Houses – Curriculum Nights (Primary and Intermediate) • Parent- Teacher Conferences </div>

	<ul style="list-style-type: none"> • Be There Rally • Family Nights, Multicultural Night, Movie and Popcorn Nights, Family Fitness Night • Language/Ethnicity based guest speakers for the Teas • Husky Clubs, Field Day, Soccer/Sports Day • Full Time Family Support Worker – Supports and creates opportunities for engagement for all parents
<p>Our staff is involved in decision-making.</p>	<p>WSE Leadership Teams and Committees:</p> <p>WSE personifies the term ‘shared leadership’. The teachers and staff are invested and take ownership of teaching and learning at WSE. Our BLT is now called the BLT/Equity Team. We feel that we need to ensure equity in all of our systems, programs, policies and procedures at WSE. Every teacher or staff member at WSE is on a committee. We also have the following committees at WSE: FEAT, CLEAR/PBIS, MTSS-A, MTSS-B, SIT, Social Committee, Technology, Curriculum, Attendance and Special Education teams. Additionally, we have monthly Grade Level Team (GLT) and weekly Professional Learning Committee (PLC) meetings.</p> <p>**2 Parents currently serving on BLT committee</p>
<p>We will assist our students to meet standard.</p>	<p>Student Assistance:</p> <ul style="list-style-type: none"> • MTSS A and B process, data teams, attendance team, • Summer Staircase – Full day summer school program • Targeted interventions • Small group instruction for reading and math • Workshop model in every classroom for Reading, Writing and Math
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>Retention of High Quality, Effective and Qualified Staff:</p> <ul style="list-style-type: none"> • Structured autonomy in classroom instructional supplemental curriculum and best practices; alignment to CCSS. • Treating teachers as professionals • Motivating teachers to achieve leadership opportunities in the building. • Strong administration support in all areas of teaching and learning, as well as in behavioral support • Teachers exhibit ownership in success of students and school • School culture and climate is one that supports high expectations • Cultural awareness professional development
<p>How do we support the transitions of new students and families into our school?</p>	<p>Transition support for new students and families:</p> <ul style="list-style-type: none"> • Collaborate with Head Start parents during their Family nights and answer questions • Invited our Head Start and preschool students to visit our K classes and assemblies • Have conversations with preschool and head start on kindergarten readiness skills • Vertical alignment • The Developmental Preschool teacher attends WSE PD and events. • Full time Family Support Worker to meet and support new families • Teachers and District: Engagement with preschool staff (Neighborhood House,

	Community Centers and staff housed at WSE) and Middle School staff (Denny and Madison Middle schools).
Our system of support assures our highly qualified staff are support students.	<p>Highly Qualified Staff:</p> <p>Yes, our highest qualified teachers are providing interventions, as well as great Tier 1 instruction daily in classrooms. We ensure, through our use of the workshop model for Reading, Writing and Math, that a qualified, certificated teacher sees and works with struggling students in the classroom every day.</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	\$2,891,953.00	Instruction for all students aligned to state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 271,671.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$ 7,678.00	Building funds to support classroom and building programs
2016-2017	Specific Use Funds	OST Transportation	\$ 14,000.00	Additional support for students
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 88,601.00	Funding to support MTSS supports at all schools
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 97,188.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
		Title 1	\$ 277,963.00	Additional support for students
2016-2017	Combined Funds	Family and Education Levy	\$ 244,500.00	City Levy funds to support targeted students and increase attendance at funded schools.
		Levy Performance Pay	\$ 51,538.00	Additional support for students
2016-2017	Specific Use Funds	SPED	\$1,019,356.00	Federal – Students with Disabilities

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	What will success look like? (SMART Goal ¹ to	Assigned	Target Date for

Learning	target level of performance desired)	to:	Completion:
<ul style="list-style-type: none"> 3-5th grade students identified as AA are not making adequate progress in Reading. 6 out of 10 AA males in grades 3-5 are not making adequate progress (at least 1 year's progress) in Reading. 	<p style="text-align: center;"><u>African-American Male Goal</u></p> <ul style="list-style-type: none"> By the end of November, 2016, these 6 students will show 25% of a year's progress in Reading, as per DIBELS and MAP testing. By the end of March, 2016, these 6 students will show 65% of a year's progress in Reading, as per DIBELS and MAP testing. By the end of May, 2016, these 6 students will show 100% of a year's progress in Reading, as per DIBELS and MAP testing. 	All 3-5 th Grade Classroom Teachers	May, 2016

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:
<p>Reading: Based on the analysis of our MAP data, less than 50% of our K-2nd grade Levy Focus students are making proficient progress in Reading.</p> <p>Math: Based on the analysis of our MAP data, less than 50% of our K-2nd grade Levy Focus students are making</p>	<p style="text-align: center;"><u>1st and 2nd Grade Data</u></p> <p>*Our Levy Focus Students are students who are approaching standards.</p> <p>Our goal for the 2016-2017 school year is that 42% of 1st and 2nd grade Levy Focus students make typical growth in Reading, as evidenced per MAP testing.</p> <p>Our goal for the 2016-2017 school year is that 35% of 1st and 2nd grade Levy Focus students make typical growth in Math, as evidenced per MAP testing.</p>	1 st and 2 nd grade teachers	May, 2016 for all.

<p>proficient progress in Math.</p> <p>Reading: Based on the analysis of our SBA data, less than 50% of our 3rd-5th grade Levy Focus students are meeting standard in Reading.</p> <p>Math: Based on the analysis of our SBA data, 52% of our 3rd-5th grade Levy Focus students are meeting standard in Math.</p>	<p style="text-align: center;"><u>3rd – 5th Grade Goals</u></p> <p>*Our Levy Focus Students are students who are approaching standards.</p> <p>By the end of the 2016-2017 school year, 65% of our 3rd – 5th grade Levy Focus students meet standards in Reading as evidenced by the SBA test.</p> <p>By the end of the 2016-2017 school year, 71% of our 3rd – 5th grade Levy Focus students meet standards as evidenced by the SBA test.</p>	<p>3rd-5th grade teachers.</p>	
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Whole School Goal			
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>Reading: Based on the analysis of our MAP data, less than 50% of our K-2nd grade Levy Focus students are making proficient progress in Reading</p> <p>Math: Based on the analysis of our MAP data, less than 50% of our K-2nd grade Levy Focus students are making proficient progress in Math.</p> <p>Reading: Based on</p>	<p style="text-align: center;"><u>1st and 2nd Grade Data</u></p> <p>*Our Levy Focus Students are students who are approaching standards.</p> <p>. Our goal for the 2016-2017 school year is that 42% of 1st and 2nd grade Levy Focus students make typical growth in Reading, as evidenced per MAP testing.</p> <p>Our goal for the 2016-2017 school year is that 35% of 1st and 2nd grade Levy Focus students make typical growth in Reading, as evidenced per MAP testing.</p> <p style="text-align: center;"><u>3rd – 5th Grade Data</u></p> <p>*Our Levy Focus Students are students who</p>	<p>All Classroom Teachers</p>	<p>May , 2016 for all</p>

<p>the analysis of our SBA data, less than 50% of our 3rd-5th grade Levy Focus students are meeting standard in Reading.</p> <p>Math: Based on the analysis of our SBA data, 52% of our 3rd-5th grade Levy Focus students are Levy Focused students meeting standard in Math.</p>	<p>are approaching standards.</p> <p>Our goal this by the end of the 2016-2017 school year is that 65% of our 3rd – 5th grade Levy Focus students meet standards as evidenced by the SBA test.</p> <p>. Our goal this by the end of the school year is that 71% of our 3rd – 5th grade Levy Focus students meet standards as evidenced by the SBA test.</p>		
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School Culture Goal			
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>Year after year, WSE struggle with high rates of absenteeism. Our attendance team meets weekly and tries several strategies geared toward promoting students being at school every day on time to no avail. If students are not at school, they are not learning.</p>	<p><u>All School Attendance Goals</u></p> <p>74% of K-5 grade students (from 64%) with fewer than 5 absences (excused or unexcused) in the 1st semester.</p> <p>70% of K-5 grade students (from 64%) with fewer than 5 absences (excused or unexcused) in the 2nd semester.</p>	<p>All teachers and staff, administration, and the attendance team.</p>	<p>May, 2016.</p>