



2017-18 School Improvement and Title I Plan

Emerson Elementary School
Paul Edwards, Principal

READING ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 47.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 40.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	33.9	45.8	20.3	Reading	25.5	60.8	13.7	Reading	33.0	39.6	27.5
Listening and Speaking	18.6	71.2	10.2	Listening and Speaking	27.5	59.8	12.7	Listening and Speaking	15.4	65.9	18.7
Writing	33.1	49.2	17.8	Writing	42.2	42.2	15.7	Writing	17.6	49.5	33.0
Research/Inquiry	23.7	63.6	12.7	Research/Inquiry	30.4	52.9	16.7	Research/Inquiry	19.8	49.5	30.8

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> Fully implement Reach for Reading curriculum that includes shared, guided, and independent reading 	<ul style="list-style-type: none"> Reach assessments Developmental Reading Assessment (DRA) and DRA progress monitoring
TL 1.2	<ul style="list-style-type: none"> Continue implementation of Amazing Reading Race to support and increase the volume of student reading 	<ul style="list-style-type: none"> Accelerated Reader (AR) participation data
TL 1.1	<ul style="list-style-type: none"> Implement extended day reading instruction in grades 2-5 in 6-week sections for intervention with struggling readers 	<ul style="list-style-type: none"> Reach assessments, Fall DRA, writing samples for beginning of year compared to mid-year
TL 1.3	<ul style="list-style-type: none"> Administer, score, and analyze interim block assessments at Grades 3-5 to measure student learning checkpoints throughout the year 	<ul style="list-style-type: none"> Interim block assessment data STAR tests in grades 3-5
TL 1.3	<ul style="list-style-type: none"> Implement Guided Language Acquisition Design (GLAD) units and strategies through job-embedded lesson study model 	<ul style="list-style-type: none"> GLAD unit artifacts

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.3	<ul style="list-style-type: none"> Continue implementation in grades 3-5 will regularly utilize multiple choice questions to give students regular practice with supporting an inference using text 	<ul style="list-style-type: none"> Student assessments from Reach, other sources
TL 1.3	<ul style="list-style-type: none"> Grade levels 3-5 will regularly teach and assess words with multiple meanings by examining context, word relationships, and word structure 	<ul style="list-style-type: none"> Reach and Reach for Reading planning noted in administrator-facilitated Learning Improvement Friday (LIF) documents

WRITING ACTION PLAN

Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

2016-17 SBA Results

Grade 3				Grade 4				Grade 5			
Overall: 47.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 40.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	33.9	45.8	20.3	Reading	25.5	60.8	13.7	Reading	33.0	39.6	27.5
Listening and Speaking	18.6	71.2	10.2	Listening and Speaking	27.5	59.8	12.7	Listening and Speaking	15.4	65.9	18.7
Writing	33.1	49.2	17.8	Writing	42.2	42.2	15.7	Writing	17.6	49.5	33.0
Research/Inquiry	23.7	63.6	12.7	Research/Inquiry	30.4	52.9	16.7	Research/Inquiry	19.8	49.5	30.8

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Grade level teams will regularly implement writing assessments from Reach curriculum for each writing type and calibrate scoring of writing for the purpose of better data gathering on writing proficiency 	<ul style="list-style-type: none"> Student writing samples by grade level
TL 1.1	<ul style="list-style-type: none"> Create targeted intervention groups in writing based upon ongoing assessment of student writing achievement 	<ul style="list-style-type: none"> Data from teacher-designed pre and post tests
TL 1.3	<ul style="list-style-type: none"> Vertical team will develop Smarter Balanced Assessment (SBA) performance tasks in writing to be implemented in grades 3-5 	<ul style="list-style-type: none"> Student writing prompt responses Teacher-developed prompts
TL 1.1	<ul style="list-style-type: none"> Grades 2-5 will implement after school extended day instruction in math that is connected to after school extracurricular activities to close learning gaps among student populations 	<ul style="list-style-type: none"> Extended day student data

MATH ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 53.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 36.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 43.5%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	32.2	29.7	38.1	Concepts and Procedures	36.3	45.1	18.6	Concepts and Procedures	39.1	28.3	32.6
Problem Solving and Modeling & Data Analysis	25.4	43.2	31.4	Problem Solving and Modeling & Data Analysis	31.4	52.9	15.7	Problem Solving and Modeling & Data Analysis	28.3	50.0	21.7
Communicating Reasoning	22.0	43.2	34.7	Communicating Reasoning	30.4	52.0	17.6	Communicating Reasoning	22.8	55.4	21.7

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Administer, score, and analyze SBA interim block assessments as checkpoints in grades 3-5 	<ul style="list-style-type: none"> Interim block assessment
TL 1.2	<ul style="list-style-type: none"> Track math topic test scores in grades 3-5 through the Learning Management System (LMS) gradebook to identify learning gaps among student groups. Grades K-2 will be tracked as item analysis on shared spreadsheets 	<ul style="list-style-type: none"> Math topic tests Math exit tickets
TL 1.3	<ul style="list-style-type: none"> All students in grades K-2 will focus on numbers and operations in base ten understanding place value as it relates to the underlying foundation for computational success in grades 3, 4, and 5. Emphasis in addition and subtraction All students in grades 3-4 will focus on operations and algebraic thinking understanding how to solve problems using the four operations with an emphasis in multiplication and division and the relationship to factors and multiples as it relates to the underlying foundation for success with fractions in grade 5 	<ul style="list-style-type: none"> Kindergarten Assessment Resource Kit (KARK) numbers 10-19 proficiency District topic tests
TL 1.3	<ul style="list-style-type: none"> Collaboratively plan and implement student discourse strategies that promote student-centered math instruction leading to a balanced math model 	<ul style="list-style-type: none"> Student discourse rubric Topic assessments

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1	<ul style="list-style-type: none"> Grades 2-5 will implement after school extended day instruction in math that is connected to after school extracurricular activities to close learning gaps among student populations 	<ul style="list-style-type: none"> Extended day assessments Extended day student work
TL 1.3	<ul style="list-style-type: none"> Continue implementation of Jedi Math program to support math fact fluency throughout the school in grades 1-3 	<ul style="list-style-type: none"> Reflex math fact fluency

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 5th grade meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 50%	Strand % Perf. Below	Strand % Perf. Similar
Systems	63.7	36.3
Inquiry	52.7	47.3
Application of Science	41.8	58.2
Domains	42.9	57.1

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.3	<ul style="list-style-type: none"> Continue implementation of NGSS in all classes and grade levels through science vertical team time and professional development for teachers 	<ul style="list-style-type: none"> Washington Comprehensive Assessment of Science (WCAS) sample test for grade 5 Common science assessments
TL 1.3	<ul style="list-style-type: none"> Continue implementation of Emerson's Science Technology Engineering and Mathematics (STEM) fair as a lead-in to district STEM fair 	<ul style="list-style-type: none"> Pre and post list of questions developed by students
TL 1.3	<ul style="list-style-type: none"> Implement common grade level assessments in science for two of science kits for the school year 	<ul style="list-style-type: none"> Common grade level assessments in science
TL 1.3	<ul style="list-style-type: none"> Students in 4th and 5th grades will demonstrate ability to develop answerable questions to investigate through STEM fair research 	<ul style="list-style-type: none"> Sample activities/labs

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2017-18 school year is a 10% increase in family engagement among programs and events.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1	<ul style="list-style-type: none"> Continue “Coffee with the Principal” meetings quarterly to receive feedback from families on school climate, communication, successes, and challenges 	<ul style="list-style-type: none"> Family attendance year to year comparison
SR 5.1	<ul style="list-style-type: none"> Continue Watch Dads of Great Students (D.O.G.S.) program to facilitate more adult male engagement in the school day 	<ul style="list-style-type: none"> Increased number of days with Watch D.O.G.S in the school compared to last year
SR 5.1	<ul style="list-style-type: none"> In partnership with community partners, continue after school English as a Second Language (ESL) program for families that includes childcare 	<ul style="list-style-type: none"> Family attendance year to year comparison
SR 5.1	<ul style="list-style-type: none"> Continue family support specialist position to identify needs of families and connect families with needed resources 	<ul style="list-style-type: none"> Log of families served
SR 5.1	<ul style="list-style-type: none"> Display attendance, academic, and perceptual data on the reception area bulletin board monthly to inform families on the school’s progress toward goals 	<ul style="list-style-type: none"> School data dashboard

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

Increase family involvement by building positive relationships, improving effective communication to all families, providing opportunities for family input into plans for improving the school, and inviting families to participate in school events as measured by the Educational Effectiveness Survey (EES) for parents and staff.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1	<ul style="list-style-type: none"> Communicate and measure staff customer service throughout the year using a survey instrument for parents and community members to fill out Monitor facility cleanliness and maintenance to promote welcoming environment 	<ul style="list-style-type: none"> Survey results indicate consistently positive experiences with Emerson Elementary School staff each month Monthly walkarounds identify maintenance issues and issues are submitted into Schooldude for work
III 2.2	<ul style="list-style-type: none"> Continue heightened school communication via school website, Facebook page, and Blackboard Connect 	<ul style="list-style-type: none"> Website hits Facebook page hits Blackboard connect message volume and variety of communication methods
SR 5.1	<ul style="list-style-type: none"> Implement increased staff participation in evening events for families, including greeting and participation in activities with families 	<ul style="list-style-type: none"> Baseline of staff attendance
Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
PSS 3.4	<ul style="list-style-type: none"> Continue to implement monthly discipline team meetings with staff members to identify discipline trends and make targeted school interventions while ensuring that there is no disproportionality among student subgroups 	<ul style="list-style-type: none"> Discipline team meeting agendas School Wide Interventions Systems (SWIS) discipline data

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
PSS 3.4	<ul style="list-style-type: none"> Continue Rachel's Challenge Chain of Kindness to celebrate acts of kindness in the school 	<ul style="list-style-type: none"> Kindness chain links
PSS 3.4	<ul style="list-style-type: none"> Implement two all-staff training on Positive Behavior Intervention Supports (PBIS) 	<ul style="list-style-type: none"> Discipline training attendance
PSS 3.4	<ul style="list-style-type: none"> Designate monthly time for school discipline team to meet and construct new PBIS-based discipline and behavior management system 	<ul style="list-style-type: none"> Team meeting agendas Work products from team meetings

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.4	<ul style="list-style-type: none"> Implement warmup activities in staff meetings to prompt staff to consider equity issues in the classroom and in the school 	<ul style="list-style-type: none"> Meeting agendas
SR 5.1	<ul style="list-style-type: none"> Monitor that all student and family groups include a broad representation that reflects the demographics of the school 	<ul style="list-style-type: none"> Meeting agendas
TL 1.3	<ul style="list-style-type: none"> Monitor equity targets in reading and writing on summative assessments and interim block assessments throughout the year to focus on closing achievement gap 	<ul style="list-style-type: none"> Data team meeting minutes Unit summative assessment data from gradebook

ATTENDANCE

Key Performance Outcome(s):

The target for the 2017-2018 school year is a 1% increase in student attendance rate when compared to 2016-2017.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1	<ul style="list-style-type: none">• Reengage students in transition who have multiple absences	<ul style="list-style-type: none">• Monthly attendance rates
TL 1.1	<ul style="list-style-type: none">• Continue implementation of attendance monitoring program for students with five or more absences of any type	<ul style="list-style-type: none">• Student attendance data
TL 1.1	<ul style="list-style-type: none">• Continue implementation of attendance incentive programs (popcorn parties, pie the principal, sticker charts)	<ul style="list-style-type: none">• Student attendance data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

To increase teacher comfort with teacher device use in preparation for student device use in future instructional years.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3	<ul style="list-style-type: none">Continue to implement teacher tablets and utilize them through professional learning opportunities throughout the school year	<ul style="list-style-type: none">LIF and staff meeting agendas
TL 1.3	<ul style="list-style-type: none">Implement Keyboarding Without Tears (KWT) curriculum in 3rd through 5th grade classrooms	<ul style="list-style-type: none">KWT data
TL 1.3	<ul style="list-style-type: none">Continue to implement chromebooks during classroom assessments so students can become familiar with use of the devices	<ul style="list-style-type: none">Chromebook calendar
TL 1.3	<ul style="list-style-type: none">Continue to implement OneNote notebooks in all grade levels and teams to increase and deepen collaboration	<ul style="list-style-type: none">OneNote notebooks

STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
<ul style="list-style-type: none"> • Laurie Miller 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Reading • Writing
<ul style="list-style-type: none"> • Colleen Williams 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Math
<ul style="list-style-type: none"> • Lynn Fritzler 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Math
<ul style="list-style-type: none"> • Deanna Kazen 	<ul style="list-style-type: none"> • Paraeducator 	<ul style="list-style-type: none"> • Welcoming culture • Attendance • Family partnerships
<ul style="list-style-type: none"> • Melissa Fox 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Reading • Writing • Math • Science
<ul style="list-style-type: none"> • Pamela Cremin 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Reading • Writing • Math • Science
<ul style="list-style-type: none"> • Kristen Blanchard 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Reading • Writing • Math • Science
<ul style="list-style-type: none"> • Lindsay Leffelman 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Reading • Writing • Math • Science

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
<ul style="list-style-type: none"> • Jason Mayer 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Reading • Writing • Math • Science
<ul style="list-style-type: none"> • Miranda Mahorney 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • Welcoming culture
<ul style="list-style-type: none"> • Hannah Sands 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • Welcoming culture
<ul style="list-style-type: none"> • Kristie Gooding 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • Reading • Writing • Math • Science