



Continuous School Improvement Plan (C-SIP)
Cascade Parent Partnership
2016 - 2018
Principal: Owen Gonder

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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. Through the implementation of RULER building wide by June 2018, Bryant students will feel increasingly more secure, confident and positive in dealing with conflict and peer interactions within an improved school building climate. We will measure this via these data points: school district student and family surveys; school-designed surveys through the Climate and Culture Committee; office referrals for discipline; and entries in PowerSchool (district database) for student physical aggression. Our student survey data this last year did not indicate the growth intended. Following our initial review year, we are confident that moving into full building implementation of RULER will yield improved results.

This year we will act on the need to better align our school systems of discipline, develop parent outreach around RULER strategies and look beyond our model to neighboring schools. In order to streamline the office referral process, we are developing a student-wide behavior matrix with more explicit behavior expectations tied to teacher instruction. We are also considering how the intersectionality of committee work relates to social/emotional/behavior instruction and interventions. The Bryant Climate and Culture Committee may continue their focus on survey design and implementation to gather additional K-5 student feedback. We are excited about the potential this coming year of aligning committees, such as Climate and Culture, Equity, RULER and MTSS, with a shared school-wide focus on supporting our students.

The Cascade BLT reviewed and approved the 2016-2017 CSIP on November 30, 2016.

Mission and Vision

Mission:

At Cascade Parent Partnership Program, staff and families collaborate to create individualized plans that support the unique needs and interests of our diverse learners. Students learn in our classrooms, at home and wherever their curiosity takes them. At Cascade, we celebrate individuality, embrace community, and have fun as we learn about ourselves and the world around us.

Vision:

We are an inclusive community of professional and parent educators working together to engage, encourage and empower students on their individual learning journeys.

Terminology

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

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

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

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

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

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

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

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

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

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

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

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

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.

Needs Assessment-Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards. The Cascade Building Leadership Team and teaching staff analyzed student achievement data from the Smarter Balanced Assessment, MAP, parent and teacher input, Student Learning Plan results and classroom-based assessments. Tiered student support was created based on this on-going review of data. We then developed data based, SMART (Specific, Measured, Achievable, Realistic and Time based) goals for student growth in all major goal areas.

Under Principle 1, Strong Leadership, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 1: Strong Leadership

Title Component 1: Needs Assessment

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

SMART Goal:

From Fall 2017 to Spring 2018, the BLT and the data team through monthly meetings will guide a school wide plan focused on intentional use of clear learning targets based on prioritized standards and the effective use of formative and summative assessment, resulting in the following:

- 83 of 111 (75%) of students by grade level will demonstrate at least one grade level of growth, as measured by STAR 360 Reading and Math and classroom based assessments.

- 15% increase in overall student participation on the Smarter Balanced Assessment, demonstrated by at least 57 of 111 of the eligible grade 3-8 students participating in the state assessment.

Tasks:

- The Data Team will facilitate conversations with staff identifying the metrics used to demonstrate a year's academic growth for ELA and Mathematics, including STAR 360 Reading and Math Assessments
- Teachers under the direction of the school data team will use prioritized Common Core State Standards in English language arts and mathematics, as well as Next Generation Science Standards, to provide a scope and sequence to multi-age, multi-grade classroom and link to assessment.
- Implement a data monitoring system under the direction of the school data team that supports all students K-8. The data team will meet monthly looking for historical patterns within student achievement data and provide all teachers with information about program strengths and weaknesses.
- Twice a month, teachers will meet during early release times to collaboratively plan, prepare and reflect on instructional outcomes, considering interventions and supports
- The data team will conduct Learning Walks with predetermined foci, created in collaboration with all teachers, and the team's observations and other findings will be shared during staff meetings and school-wide data meetings, during early release days
- Professional Learning Committee (PLC) and content area meetings will happen twice a month, on the 1st and 3rd Wednesday of each month. PLCs will focus on reading, math and science data, progress monitoring assessments, student groupings, intervention support and IEP accommodations.
- The MTSS Team will review student data to recommend appropriate support for each student's transition from PreK to Kindergarten, grade-to-grade and school to school.
- The BLT will conduct monthly meetings with agenda and minutes as provided.
- Staff meetings will occur twice a month on the 2nd and 4th Wednesday. The first staff meeting of the month will focus on MTSS implementation. The second staff meeting will focus on student progress, inclusivity and use of universal design in lesson planning.
- Continue to monitor and revise systems for reporting student monthly progress, including written student learning plans for each student that include beginning and ending dates within the enrollment reporting period and accurate account of the number of hours each student is expected to participate in learning activities.

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

Research Based strategies that help targeted students: Within Cascade's core content classes, certificated teachers utilize the following data-informed teaching methods and instructional strategies to promote student academic growth: Set clear instructional objectives, employ cooperative learning and reciprocal teaching opportunities for students, scaffold and individualize classroom instruction and utilize daily formative and end of unit summative assessments to monitor progress. During monthly Professional Learning Community (PLC) work time and Staff Progress Meetings, teachers make data-driven instructional decisions, impacting all students. Cascade's Multi-Tiered Systems of Support (MTSS) team meets weekly to discuss instructional accommodations and monitors student progress, considering academic achievement and social emotional wellbeing.

Cascade works closely with parent educators, using several strategies to inform and engage including monthly Written Student Learning Plan progress meetings, individual student support meetings (MTSS), family workshops and continued family academic resource support through the resource library and computer lab. Parents participate in teacher-facilitated workshops in all content areas, pedagogy and other related areas.

On-site, core classes taught by certificated teachers are offered to the following multi-age grade bands; K-2, 2-4,4-6 and 6-8. Students within the grade band are offered first priority when registering for semester and yearlong classes, but in an effort to support students are varying academic achievement levels, students are welcome to register for core classes outside of their grade band, if room is available. Social emotional as well as academic appropriateness is considered.

To support the needs of advanced learners as well as those requiring foundational or remedial skills, students are permitted to register for classes outside of their grade band, as appropriate. Cascade is often able to address the needs of high functioning students, including those identified as highly capable (HCC), within classes offered in these multi-age grade bands. English Language Arts and Math content is provided to students based on their academic achievement level. Collaboration between the student, family, teacher and counselor is required in making these decisions, ensuring that the student is adequately prepared for the coursework.

English Language Learners and students with special needs access classes which are most appropriate, at times outside of their grade band.

Cascade introduced a yearlong "Character Matters" program to engage staff and families with 7 character strengths towards building wisdom. Each character strength (Self Control, Social Intelligence, Optimism, Enthusiasm, Perseverance, Gratitude, and Curiosity) is the focus of a month-long teaching throughout the community.

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 4: Rigorous, aligned instruction

Title Component 2 Research based strategies that help targeted students

Indicator P4-III A07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

SMART Goal:

From Fall 2017 to Spring 2018, the instructional focus will be on creating clear and measurable learning targets and using prioritized learning standards to monitor student's progress as demonstrated through commons assessments. This information will help to better differentiate instruction to varying student needs, resulting in a 5% increase in student achievement in reading and math on the STAR 360 Reading and Math Assessment and classroom based assessments. In grades 3-8, 83 of 111 (75%) participants will demonstrate a year's growth as demonstrated in STAR 360 Reading and Math and classroom based assessments.

Tasks:

- Teachers will analyze using pre- and post-assessment data as well as on-going formative assessment to inform instruction and make mid-unit/mid-lesson adjustments.
- All teachers will differentiate assignments in response to individual student performance on pre-tests and other methods of assessment. Advanced learners, Language Learners and students with special needs are offered classroom accommodations and offered opportunities to access "Outside of grade band" classes, when appropriate.
- Small group instruction, following MTSS process, will be trained, implemented and monitored in each classroom through Learning Walk and informal principal walk-through data collected on a monthly schedule.
- Principal will observe and provide instructional feedback to each teacher on learning targets and outcomes, as seen through formal observations, Learning Walks and informal walk-throughs.
- Committee comprised of teachers, parents and students will convene to review supports for Advanced Learners to discuss progress, understand specific needs and make recommendations around resources and district-level professional developmental opportunities.

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

Professional Development that is high quality and ongoing:

This year, Cascade will utilize focused professional development in writing instruction and differentiation for all students and eliminate the opportunity gap. In an effort to reach all students, Cascade will also participate in professional development focused on sensory integration strategies and growth mind-set development. Professional learning communities are focusing on brain-research related to concept attainment and the connection between emotional development and academic achievement.

Under Principle 2, Professional Development, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 2: Staff evaluation and professional development

Title Component 4: Professional Development Activities

Indicator P2-IF14: The school sets goals for professional development and monitors the extent to which it has changed practice.

SMART Goal:

From Spring 2017 to Spring 2018, school-wide professional development on the use of Schoology for planning and increased communication with students and their families, as well as tiered instructional and behavioral supports will result in a 5% increase in student achievement in reading and math on STAR assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 28 of 40 participants will demonstrate proficiency in SBAC English Language Arts and 28 of 40 participants will demonstrate proficiency in SBAC Mathematics.

Tasks:

- MTSS/SIT (Student Intervention Team) meetings once a week, every Tuesday to review individual student data, looking at academic and behavioral concerns
- 2nd staff meeting of the month will focus on MTSS implementation, supports and services based on individual student progress monitoring data. Student groups and interventions/supports are reviewed and monitored during these meetings, including student identification, data collection, role of parent and access to tiered intervention.
- Professional development provided by outside facilitators and OSPI coaches directed at staff and community chosen topics. The three foci for professional development are Social Emotional Learning, Race & Equity and portfolio assessment.

- Professional facilitator will provide professional development to staff and families through instructional modules including implicit and explicit bias and micro-aggressions at least three times during the year.
- Behavioral program manager will provide socio-emotional education and trauma informed approach to learning professional development to teachers and families, at least twice during the school year. The focus will be on inclusivity and helping adults to have the strategies to pick up and then teach students how to better self-regulate.
- Parent and support staff training focused on the use of Schoology to inform learning and provide greater communication with families, as well as access to lessons, scoring rubrics and student progress

Our school will increase parent/family engagement.

Increase parent/family engagement:

Family involvement is the foundation of Cascade. All families meet individually with a certificated teacher to plan, implement, assess and document student learning on a monthly basis. Families are actively engaged in monitoring student progress through the Student Learning Plan process. All families assist in the student learning plan process that align with grade level expectations, Common Core State Standards and the Office of the Superintendent of Public Instruction (OSPI) requirements. Families are also invited to participate in several learning fairs and community events throughout the year, as well as to participate in community co-op classes.

As an Alternative Learning Experience (ALE) school, every student and their family works collaboratively with Cascade's certificated teachers and counselors to create a Written Student Learning Plan (WSLP), in accordance with Washington Administrative Code (WAC) 392-121-182. This learning plan documents both on-site and off-site learning and is reported on monthly through teacher generated progress reports and monthly WSLP counselor- family meetings designed to discuss and reflect on off-site academic progress.

As part of the partnership, parents commit to working with their child on home extension from each on-site class, in addition to facilitating, coordinating and/or teaching any off-site learning. Typically, a three hour per week on-site class has up to two hours of home extension/homework to address non-prioritized standards and/or provide additional repetition on previously covered class material. Many teachers are working with "flipped classrooms" requiring that students experience instruction through multiple methods, such as Khan Academy, prior to attending on-site classes. On-site class time is then focused on application of the newly learned skills in a supported and safe learning environment, encouraging risk taking and post-activity reflection.

The principal of Cascade conducts bi-monthly conversations with families, providing the opportunity for on-going discourse on building matters. Families are also provided opportunities to participate in family workshops, learning instructional techniques, which are demonstrated, discussed, and put into action through the family workshop education model.

Cascade is working to create a Family Engagement Action Team (FEAT). The goal of this work is to create an organized information hub for the many parent-led club and community activities.

Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 7: Family and community engagement

Title Component 6 Strategies to increase parent/family engagement

Indicator P7-IVA04: The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

SMART Goal:

From Fall 2016 to Spring 2017, the BLT and the data team through monthly meetings will guide a school wide plan focused on intentional use of the trauma-informed approach to learning, use of prioritized learning standards and scope and sequence, and use of assessment to differentiate instruction, resulting in a 5% increase in student proficiency in reading and math on the STAR assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 28 of 40 participants will demonstrate proficiency in SBAC English Language Arts and 28 of 40 participants will demonstrate proficiency in SBAC Mathematics.

Tasks:

- Create new Building Leadership Team with half of team membership consisting of parents or other community members associated with Cascade.
- Facilitate and support the creation of a Parent, Teacher, Student Organization (PTSO)
- Each student must have a written student learning plan, which documents the on and off site learning. Monthly student progress must be approved by a highly qualified teacher (HQT).
- Engage parents in multiple roles, including committee membership, tutoring, fundraising, and finding and maintaining community relationships. Parents are required to volunteer a nominal amount of service hours per semester.
- Create an Equity team consisting of parents, staff and students, as appropriate.
- Professional development on social emotional learning, early reading instruction and Schoology will enable families to feel more successful in working with and understanding more clearly the work completed in on-site learning.
- Creation of a parent resource center with reproducible grade level standards, checklists, free instructional materials and curriculum to use/borrow.

- On-going communication through weekly school bulletins, class newsletters and emails, twice a month "Coffee and Conversations" with the principal, teacher office hours, Cascade Community Chest- PTO discussion, Spring Family Survey and community event flyers.
- Implement "Cascade Connects" program with the larger Cascade community, providing mentoring for families seeking this level of support.
- During monthly Speakers' Bureau sessions, outside agencies and personal speakers will provide learning opportunities on community-directed topics to staff and families, including working with students with autism, college and career readiness, etc.

Our staff is involved in decision-making.

Staff is involved in decision-making:

Teachers participate in weekly planning periods, all school collaboration and are represented on the BLT. Teachers engage in open conversations about school policy, procedures, academic plans and budget decisions. All teachers participate in bi-monthly staff meetings and bi-monthly professional learning community (PLC) meetings.

Under Principle 5, Use data to inform instruction and for continuous improvement, including providing time for staff to analyze and act upon student data, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Use of data for school improvement and instruction

Title Component 1 Needs Assessment, Title Component 8 Staff Involved in Decision-Making

Indicator P5-IID12: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

SMART Goal:

From Fall 2016 to Spring 2017, teachers will monitor, adjust and assess student outcomes, according to the Common Core State Standards (CCSS), making appropriate curricular decisions and adjustments, resulting in a 5% increase in student achievement in reading and math on the STAR 360 Reading and Math assessments used three times during the year. In grades 3-8, 28 of 40 participants will demonstrate proficiency in SBAC English Language Arts and 28 of 40 participants will demonstrate proficiency in SBAC Mathematics.

Tasks:

- Data team and all teachers will monitor Spring STAR 360 Reading and Math data for K-8, aligned with the district assessment calendar, to inform practice and identify students in need of intervention.
- The data team and Written Student Learning Plan counselors will generate a test participation record, documenting increases in student participation rates from Spring 2016 to Spring 2018.
- Cross curricular and vertical grade levels teams are provided once a month release time to meet as PLCs to discuss student supports.
- The data team chair will organize monthly meetings to ensure vertical alignment between grade levels and engage teachers in conversations about prioritized standards, essential learnings from each grade level and individual student progress.

We will assist our students to meet standard.

Assist our students to meet standard:

In an concerted effort to eliminate the opportunity gap, Cascade provides several tutoring labs and extended learning opportunities, including Spring Break Academy and summer school to ensure that each student has the needed support to be successful in core academic work. Drop-in tutoring is provided five days a week from 11-1pm, staffed through a contract with University Tutors for Seattle Schools (UTSS). Tier two intervention is also provided through one-on-one Learning Assistance Program (LAP) tutoring.

Students and families coordinate with building tutors focusing on reading and math readiness. Support to identified LAP students is offered during half day Spring Break Academy and/or summer school to ensure that students are making adequate progress in core academic areas.

Students, families and teachers assess progress monthly to ensure that students are meeting the academic targets outlined in their individual student learning plans. In the case of students who do not demonstrate adequate progress during the month, an intervention plan is put in place to improve student progress toward academic goals.

Under Principle 3, Extended and Maximizing learning time and collaboration, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 3: Expanded time for student learning and teacher collaboration

Title Component 9 Assist Students to meet standards

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

SMART Goal:

From Spring 2016 to Spring 2017, the BLT will monitor the progress of the extended learning time programs and strategies being implemented using data to inform instruction and monitor intervention programs, resulting in a 5% increase in student achievement in reading and math on STAR assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 28 of 40 participants will demonstrate proficiency in SBAC English Language Arts and 28 of 40 participants will demonstrate proficiency in SBAC Mathematics.

Tasks:

- Extended learning opportunities included: Spring Learning Assistance Program (LAP) tutoring and Summer School for 3rd through 8th graders focused on reading and math.
- By May 31, 2017, Spring end of the year data meetings will be conducted between teachers and principal
- LAP tutoring for identified students in reading and math, using clear and consistent student identification criteria.
- Tutors, teachers and principal will collaborate quarterly, monitoring the effectiveness of LAP tutoring
- The data team will meet once a month to review and discuss building assessments, interventions, including extended learning opportunities and other accommodations
- The data team will track achievement data on two specific populations: African American students and students with IEPs. Twice a year, STAR 360 and classroom based achievement data will be reviewed with teachers to ensure that instruction is appropriate and meeting student needs.
- Content area teams will be provided once a month release time to analyze student work and plan, being especially aware of students scoring below standard.
- Provide a five-day per week Tutoring Lab staffed by University Tutors for Seattle Schools (UTSS), providing support to all learners, in both Language Arts and Mathematics.
- English Language Learners are provided consultancy services through SPS English Language Learner (ELL) and Migrant Education departments. Cascade instructional staff, students and families are able to receive coaching on how best to serve students acquiring language. Curriculum, realia and other materials are available on request.

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

Cascade has recruited many highly qualified staff members to the team. Cascade seeks to retain all highly qualified staff by providing opportunity for professional growth, building leadership opportunities and collaborative opportunities to grow with peers. Staff participates in Professional Learning Communities (PLC) with topics of choice related to student achievement, such as prioritizing content standards into "essential learnings" by grade level and aligning of these standards to multiple forms of assessment.

the transitions of new students and families into our school?**Transition of new students and families into our school:**

Cascade is a unique education program that differs greatly from the traditional setting. Cascade seeks to successfully transition students and families into our school through a four part enrollment process that includes: A tour of the school with a family "Meet and Greet"; An individual meeting with the principal; An introductory class to Student Learning Plans and processes; and an individual meeting with the Student Learning Plan Counselor. Families also attend an all school orientation and open house prior to beginning.

How do we support students identified as Highly capable?**System of support assures our highly qualified staff are supporting students:**

The percentage of staff considered "highly qualified" (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers are made available to all families each fall. Currently, the percentage of certificated staff considered Highly Qualified (HQ) by NCLB is 100%. There are 7 Highly Qualified teachers in this school and 0 Highly Qualified instructional assistants.

Teachers work collaboratively to support the varying needs of each student through a multi-tiered system of support (MTSS).

Successful MTSS implementation is a highly complex process that involves the following tasks:

- Gathering accurate and reliable data
- Correctly interpreting and validating data
- Using data to make meaningful instructional changes for students
- Establishing and managing increasingly intensive tiers of support
- Evaluating the process at all tiers to ensure the system is working

MTSS decisions are made using a team-based process. At Cascade PPP, The MTSS team meets weekly. Ideally in every instance, students who are most impacted are working with the most qualified and effective teachers. Students are identified for certain supports such as tutoring, accessing different funds including Free and Reduced Lunch (FRL) and the Learning Assistance Program (LAP).

Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	31,457	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,004,677	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	9,896	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	SPED	145,012	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Focus on fifth and sixth grade student ELA performance</p> <p><u>SBA:</u> In ELA, 6 of 7 (86%) fourth graders were proficient overall on the 2016-2017 Smarter Balanced Assessment 3 of 5 (60%) fifth graders were proficient overall on the 2016-2017 SBA.</p> <p><u>CBAs:</u> 1. African American students, (16 of 163) making year's progress, however 7 of 10 males and 4 of 6 females remain below grade level standards 2. SPED students (22 of 163), 13% of population, are taking more on-site learning, which makes for impacted classes - #s growing, many other undiagnosed or unevaluated students being brought to MTSS</p>	<p>From Fall 2017 to Spring 2018, the instructional focus will be on creating clear and measurable learning targets and using prioritized learning standards to monitor student's progress as demonstrated through common assessments. This information will help to better differentiate instruction to varying student needs, resulting in a 5% increase in student achievement for this subset in reading on the STAR assessments, classroom based assessments and end of year SBAC assessments. 10 of 12 fifth and sixth grade students will perform at level 3 (at standard). The three African American male students will move from level 1 (unsatisfactory) to level 2 (nearing standard) or higher by June 2018.</p>	<p>Data team/classroom teachers</p>	<p>June 2018</p>

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>16/163 students (10%) are African American (African students are not included in #, 22 w/African- 14% of student population) 10/16 African American students are boys, 6 which are 4th grade or older 4/10 (40%) AA boys are</p>	<p>From Fall 2017 to Spring 2018, ELA teachers will monitor, adjust and assess student outcomes, according to the CCSS, making appropriate curricular decisions and adjustments, resulting in a 20% increase in student achievement of African American males in reading on STAR 360 Reading assessments used three times during the year and classroom based formative and summative assessments. 6 of 10 African American male students in grades 3-8 will move to level 3 (at standard) in English Language by June 2018.</p>	<p>Data Team and classroom teachers</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
meeting standard in ELA and Math 6/16 African American students are girls, 4 which are 4 th grade or older 4/6 (67%) AA girls are not meeting standard			

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
POParentP: Home Based Instruction (HBI) families do not necessarily know standards and math and reading pedagogy Inconsistent support at home for some families Inconsistent communication with teacher re: progress and need for support	From Spring 2017 to Spring 2018, school-wide professional development on the use of Schoology for planning and increased communication with students and their families, as well as tiered instructional and behavioral supports will result in a 5% increase in student achievement in reading and math on STAR assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 28 of 40 participants will demonstrate proficiency in SBAC English Language Arts and 28 of 40 participants will demonstrate proficiency in SBAC Mathematics.	Data Team and classroom teachers	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Most students feel a sense of belonging, however student motivation, inclusion and school safety are lower than 75%. Student Climate Surveys: Belonging: Grades 3-5: 79%, Grades 6-8: 78% - Adults care about me 3-5: 79% (^17%), 6-8: 82% - Feel included in class 3-5: 79% (^10%), 6-8: 81% Student motivation and inclusion: Grades 3-5: 73% School Safety: Grades 6-8: 69%	From Spring 2017 to Spring 2018, school-wide professional development with parents and teachers will have two foci: First, training and support will be provided on social-emotional student learning, including common school-wide language, check-ins and use of positive discipline strategies. Second, parents and staff will receive district supported professional development in Race and Equity, learning about microaggressions and examining implicit bias. As a result of the professional development offered to parents and staff, there will be a 5% or more increase in "Classroom Environment" and "Social Emotional Learning" in the student climate survey and "School Educational Quality" category in the family climate survey.	PBIS Team and Classroom Teachers	June 2018

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
-Takes time to get to know me 3-5: 74%, 6-8: 88%			