



Continuous School Improvement Plan (CSIP)

Cascade Parent Partnership
Program

2016 – 2018

Principal Owen Gonder



School Overview

Introduction

Cascade Parent Partnership Program partners with parents to create, oversee and direct individual student learning plans aligned with Common Core. Cascade's program structure requires dedicated parent or adult guardian commitment in close partnership with staff to reach our high academic standards and to foster the social, emotional, physical, and intellectual development of each student.

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 Cascade BLT will review and approve 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.

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 (MTSS)

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 2016 to Spring 2017, 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 assessment, resulting in a 5% increase in overall student proficiency in reading and math on the SBAC interim assessments, classroom based assessments and end of year SBAC assessment. In grades 3-8, 29 of 34 participants will demonstrate proficiency in SBAC English Language Arts and 25 of 33 participants will demonstrate proficiency in SBAC Mathematics. In addition, there will be a 15% increase in overall student participation on the Smarter Balanced Assessment, demonstrated by at least 45 of 82 of the eligible grade 3-8 students participating in the state assessment.

Tasks:

- Create opportunities for core team reflection and feedback on principal leadership. (FEB)
- Create opportunities for core team reflection and feedback on principal leadership. (MAY)
- The BLT will conduct monthly meetings with agenda and minutes as provided.
- Implement a data monitoring system under the direction of the school data team that supports all students K-8. The data team will meet with teachers to review student reading, math, science and writing data, planning interventions and outcomes.
- 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 five 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.
- Monthly Learning Walks will occur with the data team. All teachers will participate in all observations.
- Continue implementation of the school data team, comprised of the principal, a written Student Learning Plan counselor, a special education teacher, a certificated elementary representative and a certificated middle school representative. This team, during monthly

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| | <p>meetings, will look for historical patterns within student achievement data and provide all teachers with information about program strengths and weaknesses.</p> <ul style="list-style-type: none"> • Monthly Learning Walks will occur with the data team. All teachers will participate in all observations. • Creation of a school data team, comprised of the principal, a written Student Learning Plan counselor, a certificated elementary representative and a certificated middle school representative. This team, during monthly meetings, will look for historical patterns within student achievement data and provide all teachers with information about program strengths and weaknesses. • 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. • 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 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. |
| <p>We will use research-based strategies that help targeted students.</p> | <p>Research Based strategies that help targeted students:</p> <p>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 meet weekly to discuss instructional accommodations and monitor student progress, considering academic achievement and social emotional wellbeing.</p> <p>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.</p> <p>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.</p> <p>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:</p> <p>Principle 4: Rigorous, aligned instruction Title Component 2 Research based strategies that help targeted students <i>Indicator P4-III A07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</i></p> |

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| | <p>SMART Goal: From Fall 2016 to Spring 2017, 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 SBAC interim assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 29 of 34 participants will demonstrate proficiency in SBAC English Language Arts and 25 of 33 participants will demonstrate proficiency in SBAC Mathematics.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • 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. |
| <p>Our school offers professional development that is high quality and ongoing.</p> | <p>Professional Development that is high quality and ongoing:</p> <p>This year, Cascade will utilize focused professional development in writing instruction and differentiation for all students. 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.</p> <p>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:</p> <p>Principle 2: Staff evaluation and professional development Title Component 4: Professional Development Activities <i>Indicator P2-IF14: The school sets goals for professional development and monitors the extent to which it has changed practice.</i></p> <p>SMART Goal: From Spring 2016 to Spring 2017, 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 SBAC interim assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 29 of 34 participants will demonstrate proficiency in SBAC English Language Arts and 25 of 33 participants will demonstrate proficiency in SBAC Mathematics.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • 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 |

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| | <p>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.</p> <ul style="list-style-type: none"> • School wide focus 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 |
| <p>Our school will increase parent/family engagement.</p> | <p>Increase parent/family engagement:</p> <p>Family involvement is the foundation of Cascade. All families meet individually with a certificated teacher to plan, implement, assess and document student learning. 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.</p> <p>The principal of Cascade conducts weekly family workshops, in which teaching techniques and teaching moves are demonstrated, discussed, and put into action through the family workshop education model.</p> <p>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.</p> <p>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:</p> <p>Principle 7: Family and community engagement Title Component 6 Strategies to increase parent/family engagement <i>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).</i></p> <p>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 SBAC interim assessments, classroom based assessments and end of year SBAC assessment. In grades 3-8, 29 of 34 participants will demonstrate proficiency in SBAC English Language Arts and 25 of 33 participants will demonstrate proficiency in SBAC Mathematics.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Creation of new Building Leadership Team and review of BLT bylaws and comprehensive school plan • Facilitate and support the creation of a Parent, Teacher, Student Organization (PTSO) • Open lines of communications between teachers, students and families • Engage parents in multiple roles, including committee membership, tutoring, fundraising, and finding and maintaining community relationships. • 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 |

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| | <p>(HQT).</p> <ul style="list-style-type: none"> • On-going communication through weekly bulletins, monthly newsletters, class newsletters and emails, teacher office hours, Cascade Community Chest- PTSO discussion, Mission/Vision community input, Spring Family Survey and community event flyers. • Implement Cascade Connects with the larger Cascade community, providing mentoring for families seeking this level of support. |
| <p>Our staff is involved in decision-making.</p> | <p>Staff is involved in decision-making:</p> <p>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.</p> <p>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:</p> <p>Principle 5: Use of data for school improvement and instruction Title Component 1 Needs Assessment, Title Component 8 Staff Involved in Decision-Making <i>Indicator P5-IID12: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</i></p> <p>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 SBAC interim assessments used three times during the year. In grades 3-8, 29 of 34 participants will demonstrate proficiency in SBAC English Language Arts and 25 of 33 participants will demonstrate proficiency in SBAC Mathematics.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Data team and all teachers will monitor Spring Measurements of Academic Progress (MAP) data for K-2, 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 2015 to Spring 2017. • 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. • Cross curricular and vertical grade levels teams are provided once a month release time to meet as PLCs to discuss student supports. |
| <p>We will assist our students to meet standard.</p> | <p>Assist our students to meet standard:</p> <p>Cascade provides several support tutoring labs to ensure that each student has needed support to be successful in core academic work. Students, families and teachers assess progress monthly to ensure that students are meeting the academic targets outlined in their individual student learning plans. In</p> |

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| | <p>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.</p> <p>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:</p> <p>Principle 3: Expanded time for student learning and teacher collaboration Title Component 9 Assist Students to meet standards <i>Indicator P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.</i></p> <p>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 SBAC interim assessments, classroom based assessments and end of year SBAC assessment. In grades 3-8, 29 of 34 participants will demonstrate proficiency in SBAC English Language Arts and 25 of 33 participants will demonstrate proficiency in SBAC Mathematics.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • 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 • 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. |
| <p>Retain high quality, highly effective, and highly qualified staff.</p> | <p>Retain high quality, highly effective and highly qualified staff:</p> <p>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.</p> |
| <p>How do we support the transitions of new students and families into our school?</p> | <p>Transition of new students and families into our school:</p> <p>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</p> |

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| | open house prior to beginning. |
| Our system of support assures our highly qualified staff are support students. | <p>System of support assures our highly qualified staff are supporting students:</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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).</p> |

Note:

As part of the OSPI Student and School Success Comprehensive Plan, Title 1 expectations described in components 1, 2, 3, 5, and 10 require evidence documents, aligned with the Title 1 Checklist of Evidence. These supporting documents are uploaded into the OSPI Indistar Comprehensive Plan File Cabinet. Refer to the Indistar File Cabinet’s corresponding Component Folder to view these documents.

Components 4, 6, 7, 8, and 9 require specific indicators be added to the Student and School Success Plan/CSIP, as well as evidence documents, to be uploaded into the corresponding Component folders. The expected Title 1 indicator SMART goals and tasks have been included in the narratives above for each component above. The checklist of evidence documents has been uploaded as required.

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

| Multi-Tiered System of Support Budget | | | | |
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| Academic Year | Funding Type | Funding Source | Amount | How Funds will improve student learning |
| 2016-2017 | Combined Funds | General Education Dollars | \$879,692 | Instruction for all students aligned to state standards. |
| 2016-2017 | Specific Use Funds | Transitional Bilingual | \$20,599 | Teachers, translations, extra time to support translations at family events, resources to support academic success of ELL students |
| 2016-2017 | Combined Funds | Self Help | \$367 however PTSO is currently fundraising | Funds to support instructional program, from classroom supplies to hiring of contracted services |
| 2016-2017 | Combined Funds | PTSO Grant | Grant has not yet been approved | Funding to support emergency equipment purchase |
| 2016-2017 | Combined Funds | Free & Reduced Lunch | \$12,881 | Funding to support MTSS supports at all schools |
| 2016-2017 | Specific Use Funds | Learning Assistance Program (LAP) | \$38,875 | Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12 |
| 2016-2017 | Specific Use Funds | SPED | \$79,604 | Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP |
| 2016-2017 | Specific Use Funds | OSPI Priority Funds | \$30,000 | Supplemental state dollars to support K-8 instructional program, used in hiring a reading specialist, staffing a 3-hours, M-F tutoring lab and providing additional collaborative PD for staff and families. |

Building Based Goals

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

| Gap Closing Goal(s) | | | |
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| Problem of Student Learning | What will success look like? (SMART Goal 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, 3 of 6 fourth graders were proficient overall on the 2015-2016 Smarter Balanced Assessment 3 of 5 sixth graders were proficient overall on the 2015-2016 SBA.</p> <p><u>CBAs:</u> 1. African American students, (16 of 157) making year's progress, however 7 of 10 males and 4 of 6 females remain below grade level standard 2. SPED students (22 of 157), 14% 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>GOAL: From Fall 2016 to Spring 2017, 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 for this subset in reading on the SBAC interim assessments, classroom based assessments and end of year SBAC assessments. 7 of 11 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 2017.</p> | Data Team and classroom teachers | June 2017 |

| Cluster of Teachers/ Grade Level Goal(s) | | | |
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| Problem of Student Learning | What will success look like? (SMART Goal to target level of performance desired) | Assigned to: | Target Date for Completion: |
| <p>16/157 students (10%) are African American (African students are not included in #, 22 w/African- 14% of student population)</p> <p>10/16 African American students are boys, 6 which are 3rd grade or older</p> | <p>GOAL: From Fall 2016 to Spring 2017, 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 the SBAC interim assessments used three times during the year</p> | Data Team and classroom teachers | June 2017 |

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| <p>4/10 (40%) AA boys are meeting standard in ELA and Math</p> <p>6/16 African American students are girls, 4 which are 3rd grade or older</p> <p>4/6 (67%) AA girls are not meeting standard</p> | <p>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 2017.</p> | | |
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| Whole School Goal | | | |
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| Problem of Student Learning | What will success look like? (SMART Goal to target level of performance desired) | Assigned to: | Target Date for Completion: |
| <p>POParentP:</p> <p>Home Based Instruction (HBI) families do not necessarily know standards and math and reading pedagogy</p> <p>Inconsistent support at home for some families</p> <p>Inconsistent communication with teacher re: progress and need for support</p> | <p>GOAL:</p> <p>From Spring 2016 to Spring 2017, 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 SBAC interim assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 29 of 34 participants will demonstrate proficiency in SBAC English Language Arts and 25 of 33 participants will demonstrate proficiency in SBAC Mathematics.</p> | <p>Data Team and classroom teachers</p> | <p>June 2017</p> |

| School Culture Goal | | | |
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| Problem of Student Learning | What will success look like? (SMART Goal to target level of performance desired) | Assigned to: | Target Date for Completion: |
| <p>Most students feel a sense of belonging, however student motivation, inclusion and school safety are lower than 75%.</p> <p>Student Climate Surveys:</p> | <p>GOAL:</p> <p>From Spring 2016 to Spring 2017, 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,</p> | <p>PBIS Team and classroom teachers</p> | <p>June 2017</p> |

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| <p>Belonging: Grades 3-5: 79%, Grades 6-8: 78% - Adults care about me 3-5: 79% (^17%), 6-8: 82%</p> <p>- Feel included in class 3-5: 79% (^10%), 6-8: 81%</p> <p>Student motivation and inclusion: Grades 3-5: 73%</p> <p>School Safety: Grades 6-8: 69% -Takes time to get to know me 3-5: 74%, 6-8: 88%</p> | <p>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.</p> | | |
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