



Continuous School Improvement Plan (C-SIP)
Martin Luther King Jr. Elementary School
2016 - 2018
Principal: Dr. Christopher Thomas

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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. Our CSIP was approved November 2, 2016.

Mission and Vision

Mission:

Every child achieving at high levels and every adult accountable for every child's success.

Vision:

At Martin Luther King Jr. Elementary School, we believe that all things are possible when every adult is responsible for every child.

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.

Hispanic / Latino of any race(s)	55	17.0%
Asian	105	32.5%
Black / African American	131	40.6%
Native Hawaiian / Other Pacific Islander	12	3.7%
White	5	1.5%
Two or More Races	15	4.6%
Special Programs		
Free or Reduced-Price Meals (May 2016)	224	72.0%
Special Education (May 2016)	39	12.5%
Transitional Bilingual (May 2016)	141	45.3%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	0	0.0%

As measured by the SBA, Martin Luther King Jr. did not meet Adequate Yearly Progress. Martin Luther King Jr. students demonstrated the following proficiency levels:

2015-16 Results (Administration Info taken from OSPI Report Card)

Grade Level SBA ELA SBA Math

3rd Grade

28.5% 32.7%

4th Grade

42.0% 41.1%

5th Grade

36.3% 31.8%

Grade Level MSP Science

5th Grade

40.9%

School Goals: See individual Focus areas:

READING: Implementation of the Collaborative Classrooms Curriculum. As part of our master schedule every student is provided 90 minutes of uninterrupted instruction. This includes: teacher-led small groups, where children receive instruction at their reading level, self-selected reading, independent practice geared toward their specific needs and instruction in phonics and/or vocabulary development. Instructional assistants and other ELL teachers provide academic support within K-5 classrooms. Through this collaboration, cross-grade level teams identify when skills are taught and when they are mastered. With the use of the intervention/enrichment block, instructional staff will provide opportunities to accelerate the learning of students at all levels. Instructional staff will collaborate to identify the specific needs that will be targeted during this time, with the use of MAP data.

MATH: Implement a school-wide Comprehensive Mathematics Program (as part of a master schedule) to include scheduling that will support flexible math groupings of students, with the use of Math in Focus curriculum. Identify students who are approaching grade level expectations and provide them with focused interventions, specifically in number sense and problem solving. Once these students achieve mastery, students not meeting grade level expectations will be identified and provided strategic supports.

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: During the 2017 -2018 school year, strong leadership through the administrative team, BLT and Action Planning Teams will result in an increase in student achievement scores in K – 5 reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on SBA interim benchmark assessments reading and math assessments. (Comparing Spring to Spring)

Tasks:

PLCs will meet within 2 weeks (by 11-11-2017) after fall benchmark assessment results have been compiled to discuss, analyze and plan instruction and interventions based on MAP, SBA and Teachers College Data.

Fall Data will be collected by November 28th utilizing MAP and F&P Assessments.

Winter Data will be collected by January 27th utilizing MAP, SBA and F&P Assessments.

PLCs will meet within 2 weeks (by 2-10-18) after winter benchmark assessment results have been compiled to discuss, analyze and plan instruction and interventions based on MAP, SBA and Teachers College Data.

Spring Data will be collected by May 2018, utilizing MAP, SBA and Teacher's College Assessments.

Grade level teams will collect TC data 3 times per year during the 2016-17 school year.

PLC's will meet within 2 weeks (by 6-9-17) after spring benchmark assessment results have been compiled to discuss, analyze and plan instruction and interventions based on MAP, SBA interims and Teachers College Data.

Staff will participate in an all-staff, school-wide data conversation at a spring staff meeting to review, analyze and plan next steps as a school based on MAP, SBA Interims and Teachers College Benchmark Data.

Administer district and state assessments following the district assessment calendar (MAP and SBA)

Staff will participate in a monthly, all-staff, school-wide data conversation during staff meetings to review, analyze and plan next steps as a school based on MAP, SBA and Teachers College Benchmark Data.

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

We assessed our progress in eliminating the achievement gap/education gap between students of different ethnicities to ensure that our goals addressed the needs of underachieving groups. We created a master schedule to maximize available student learning time especially in literacy and mathematics. We are studying and putting into place “best practices” in instructional strategies. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals. We use High Leverage Teaching Moves and the Five Dimensions of Teaching and Learning to guide our work as well as the teacher evaluation system that requires evaluations based on teacher performance as relates to student performance.

Every staff member utilizes assessment data and uses this knowledge to develop differentiation strategies to be used in the classroom as well as plan for interventions. Once data is triangulated, teachers are required to develop an individual plan of action for each group of students, those meeting, exceeding and below standard in these academic areas: reading, writing and math. Strategies employed in the classroom as well as interventions are research based (the work of Lucy Calkins, Danielson and Doug Reeves as examples).

Advanced Learners: Students who are identified as Advanced Learners will be provided instruction at their level in reading and math. As mentioned above, we utilize assessment data and use differentiated strategies (e.g. targeted small group instruction for advanced learners) to support each of our learners. This includes the development of action plans for our advanced learners who are exceeding in academic areas (reading, writing, and math). We also work to connect students to after school enrichment activities to further enhance student engagement and learning based on student interest (e.g. music, robotics, chess). We have also established a protocol at MLK to have more students assessed for advanced learning opportunities including supporting families with this process.

Teaching academic language through word work is a priority. Every teacher is required to teach test taking strategies as a genre to facilitate the teaching of academic language.

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 2017- 2018: By June, 2018, Instructional staff will employ the strategies of accountable talk, high leverage teaching moves, and posting of the learning targets which will result in an increase in student achievement scores in K – 5 reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on the SBA interim benchmark assessments.

Tasks:

- Teachers will meet weekly in grade level teams and monthly in PLC teams to analyze student achievement data. Staff will continue to use flexible grouping to reteach and accelerate learning.

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

Within the Seattle School District year-long calendar, there are specific days that are required of all schools. Some of these days are directed while others afford the opportunity for schools to self-select. Given this structure, Martin Luther King Jr. Elementary School has the following Professional Development structure which alternates weekly on Wednesday: Staff Professional Development is led either by the principal/assistant principal or staff/career ladder teachers, with the focus on PBIS, race and equity, Domain 2 of the Danielson, reading, ELL instruction and the review of assessment data that informs instruction. Scheduled teacher collaboration time which provides an hour per week of extra pay for teachers to discuss student data and the needs of students. Teachers engage in discussions related to previously mentioned subjects.

Reading and math interventionist support teachers in their classrooms by observing teaching in action, modeling teaching and providing direct intervention to targeted students. They also support teachers in utilizing assessment data to provide class and individualized support for students.

The instructional staff (teachers and instructional assistants) engage in on-going Math In Focus and Collaborative Classrooms training throughout the course of the school year. We receive on-going PD on ELL instruction based on the needs of students and or instructional staff.

Our school survey data is indicating the need for increased job embedded Instructional Professional Development. To provide increased job embedded PD throughout the work day, the Building Leadership Team (BLT) has requested to utilize Title I dollars to support the funding of an Assistant Principal to lead all in-service trainings, early release day workshops, lesson demonstrations, and other activities related to the ongoing growth and development of instructional staff at our school.

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 2017-2018:

During the 2017 - 2018 school year, training and implementation of targeted, continual, Professional Development will result in an increase in student achievement scores in K – 5 grade reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on the SBA interim benchmark assessments

Tasks:

- Staff will review ELL strategies in spring of 2018 and determine which strategies will be a school-wide focus.
- Staff will continue to participate in 4 ELL PD trainings through 2017-2018 school year.
- Staff will participate in monthly trainings and implementation strategies aligned with Domain 2 in Danielson Framework on the topics of PBIS, Ruler and Trauma Informed strategies.

Our school will increase parent/family engagement.

Every major student learning goal includes activities and strategies for increasing parent involvement.

1. The Home School Coordinator is responsible for coordinating all family activities along with the after-school programming and tutoring. Our Home School Coordinator works with the FEAT team which helps coordinate Family Literacy and Math events.
2. Parents/guardians are encouraged to volunteer in classrooms and other areas of the school.
3. Family Support Worker (FSW) works closely with students and families on her/his caseload linking students to needed resources in the community and strategies for improving attendance. FSW will assist in meeting the needs of families through home visits with teachers, securing the necessary goods and services, participating in school activities on and off campus and providing general support with families.
4. We also utilize family listening sessions with different language and affinity groups in the school to make sure meeting all families/students needs. We also have a Friday robocall/email that goes out to all families in English and students home language (7 different languages).

We have a differentiated homework policy based on each grade band, which is outlined in our student/family handbook. Reading independently or with a parent/guardian is part of all grade bands homework.

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 2017-2018:

During the 2017-2018 school year, Martin Luther King Jr. Elementary School parents will continue to support the instructional frameworks and strategies to increase meaningful parent/family involvement that will result in an increase in student achievement scores in K – 5 reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and Grades 3-5 will increase by 10% or more on SBA interim benchmark assessments.

Tasks:

- During the spring, 2017, the Home School Coordinator and ELL department will collaborate to update and revise the school compact for distribution at the start of the 2017-2018 school year to all parents in English and native languages.
- ELL staff will support the outreach to families for the Literacy and Math Nights.
- Literacy and Math Night, Multicultural, and Attendance events will be planned and delivered during the 2017-2018 school year.

To increase school to parent communication, Robo Calls and e-mails go home weekly in multiple languages to keep parents informed of school activities and events.

Our staff is involved in decision-making.

Teacher representatives participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. We meet at least two times per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.

Additional levels of decision-making:

1. Conversations with the principal
2. Grade Level and PLC meetings
3. Teacher Collaboration meetings
4. Think tank groups with the principal by whomever is interested
5. Staff Professional Development Sessions

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

Ø Indicator: P5-IID08 Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

SMART Goal:

During the 2017-2018 school year, through the administration and analysis of benchmark assessments, student data in grades K-5 will result in an increase in student achievement scores in K – 5 reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on the SBA interim benchmark assessments.

Tasks:

The primary and intermediate PLC teams will meet to create a data analysis protocol to be used during MAP, SBA and F&P data analysis team meetings by November 2017.

We will assist our students to meet standard.

Our CSIP targets closing the opportunity gap in a number of specific areas of student learning.

Teachers are required to set goals to support student learning needs as based on assessment and observational data. The test coordinator informs each student of his/her MAP results. Teachers and specialists discuss these results with students and work to develop strategies to address areas of growth as well as build on areas of strength.

Principal/Assistant Principal conduct walk throughs in classrooms. The principal and assistant principal meet with teachers to discuss areas to build upon and areas where growth is needed.

Teacher targeted professional development is also utilized based on student and/or teacher needs.

Continued analysis of data and use of this data to inform instruction and intervention needs for targeted students.

Beyond the academic support of students, we as a school are working on building positive relationships and positive beliefs in each of our students through PBIS and RULER. This is done through creating school-wide norms for adults and students in common spaces as well as promoting an "all in" approach in supporting students. We have worked to create a culture that positively acknowledges each student and celebrates the diversity of our school community.

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 2017 -2018:

During the 2017- 2018 school year, targeted interventions (before, during and after school)will result in an increase in student achievement scores in K – 5 reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on the SBA interim benchmark assessments.

Tasks:

- Grade levels will analyze data from MAP and SBA interim benchmark assessments identifying students to participate in extended learning programs.
- Disney in the Schools will be offered for 17 weeks as an extended learning program - Tying in performing arts and ELA
- Robotics will be offered to 4th-5th grade students before school through the 2017-2018 school year.
- City year will offer afterschool enrichment classes to identified students three times a week.
- City year will offer afterschool enrichment classes to students three times a week during the 2017-2018 school year.

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

Applications for open positions are screened carefully and vetted by members of the interview committee. The interviewing process is collaborative, and interview questions are specific to the needs of the staff, applicants are

informed of the requirements needed if selected to work at Martin Luther King Jr. Elementary School. We as a school work to recruit diverse candidates who are representative of the students and families of our school.

All new teachers have regular monthly meetings to provide support to help them with instruction, district requirements, supplies, materials and other needs that they may have. We also provide many opportunities for professional development. These activities help new staff members feel supported and be able to best support students and their needs.

We have two Career Ladder teachers on staff who provide support to staff internally and externally by their participation in SPS Career Ladders trainings.

Instructional staff visit other schools to observe high quality teaching (use of high leverage teaching moves and the 5 Dimensions of Teaching and Learning); the Danielson Framework for Teaching (Teacher Evaluation System).

The principal/assistant principal visits classrooms regularly and provide specific feedback based on the 4 Domains (Content and Pedagogy, Classroom Environment, Instruction and Professional Responsibility).

The principal/assistant principal provide supports, as needed and/or requested.

Under Principle 6, Provide a safe, supportive environment promoting social, emotional, and physical health, 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 6: Safety, discipline, and social, emotional, and physical health

Title Component 9 Provide assistance to students experiencing difficulty

- Indicator P6-IIIC13: All teachers will reinforce classroom rules and procedures by positively teaching them.

SMART Goal 2017-2018:

Through the implementation of school wide behavior management plan, Positive Climate Committee and RULER, office referrals will decrease by 10% which will result in an increase in student achievement scores in K – 5 reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on the SBA interim benchmark assessments.

Tasks:

- Through state and district PBIS supports, trainers will conduct a Tiered Fidelity Inventory collection of evidence to generate a needs assessment in the area of school culture. This will be completed and shared with staff and the PBIS team will develop a training plan based on this data.
- The PBIS Team examined the staff charter and established a school-wide culture of expectations for common spaces. Teachers have been working with students with fidelity to demonstrate best practices surrounding positive behavioral supports. The Team regularly communicates to instructional staff students to recognize for monthly student recognition/achievement award assemblies.
- The Wellness Team will make home visits throughout the year with the goal of meeting proactively with families based on behavior and attendance data.
- Attendance awards given 3 times per year to students by City Year staff.

Note:

Title 1 expectations state components 1, 2, 3, 5, and 10 require evidence documents, aligned with the Title 1 Checklist of Evidence, be uploaded into the Indistar 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 have been uploaded as required.

How do we support the transitions of new students and families into our school?

We host a welcoming event for incoming students and invite their families to tour the school and meet our staff and students. As new kindergarten students arrive to our school, we tour the building with them and their families, escort them to classrooms, provide them packets of information they may have missed.

The first meeting of the school year is a Title I meeting in which families are informed of the Parent Policy, what they can expect, the resources that are available to them, the goals for the year and ways the school and family can work together to promote the environment we all want (that includes the social, emotional, and academic needs of all of our students). CSIP goals are reiterated during Jump Start, Curriculum/ELL Night, Family Literacy Night, Family Math Night, home visits, and Parent Teacher Conferences.

Under Principle 5, Recommend appropriate supports for each student' transitions between grade levels, schools, interventions, 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: Transition

Title Component 7

- *Indicator P5-IID07: The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).*

SMART Goal 2017-2018:

During the 2017 -2018 school year, through the analysis of student data to make appropriate placement decisions and smooth transitions from pre-school to Kindergarten, between grade levels, and transitioning into middle school, student achievement scores will increase in grades K – 5 reading by 10 points or more on the MAP (Kindergarten also completes WAKids) (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on the SBA interim benchmark assessments.

Tasks:

- Continue to work with Seed of Life and Head Start Pre-K programs by attending parent and information nights.
- Incoming Kindergartners will participate in Jump Start in August.

Staff will identify students and schedule students who need an early SIT in the fall. Staff will participate in at least two All-Day SITs.

How do we support students identified as Highly capable?

Advanced Learners: Students who are identified as Advanced Learners will be provided instruction at their level in reading and math. As mentioned above, we utilize assessment data and use differentiated strategies (e.g. targeted small group instruction for advanced learners) to support each of our learners. This includes the development of action plans for our advanced learners who are exceeding in academic areas (reading, writing, and math). We also work to connect students to after school enrichment activities to further enhance student engagement and learning based on student interest (e.g. music, robotics, chess). We have also established a protocol at MLK to have more students assessed for advanced learning opportunities including supporting families with this process.

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	Title I, Part A	184,323	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	104,858	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,889,847	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	104,158	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	43,737	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	204,502	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	500,826	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 2017-18 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:
We have a large number of students scoring below grade level benchmark on MAP Reading.	<ul style="list-style-type: none"> • Our goal will be to increase students scores by 10 points as measured by the MAP Reading Assessment in our K –2 classrooms. • We will be using MAP Reading assessments, TC Reading Benchmarks, as well WA Kids for Kindergarten. We will also be utilizing classroom observations. 	K-2 Teachers	June 2018

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:
We have a large number of students scoring below grade level benchmark on MAP Reading.	<ul style="list-style-type: none"> • Our goal will be to increase students scores by 10 points as measured by the MAP Reading Assessment in our K –2 classrooms and in our 3-5 grade bands. <p>We will be using MAP Reading assessments K-5, TC Reading Benchmarks K-5, SBA Reading Interims 3-5, as well WA Kids for Kindergarten. We will also be utilizing classroom observations.</p>	K-2 and 3-5 grade bands	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
We have a large number of students scoring below grade level benchmark on MAP Reading.	During the 2017 - 2018 school year, through the administration and analysis of benchmark assessments, student data in grades K-5 will increase in student achievement scores in K-5 reading by 10 points or more on the MAP (comparing Fall to Spring scores) and grades 3-5 will increase by 10% or more on the SBA interim benchmark assessments.	All staff	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Only 21% of the students completing the student climate survey reported positively that they feel "Students in my school treat each other with respect."	By June 2018, we will see a 25% increase in the number of 3 rd -5 th grade students who give a positive response to the statement: "Students in my school treat each other with respect" as measured by the District Student Climate Survey.	All Staff	June 2018