



**SEATTLE
PUBLIC
SCHOOLS**

Continuous School Improvement Plan (CSIP)

North Beach Elementary
2016 - 2018

Principal
Julie Cox

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.

CSIP was reviewed and updated by the North Beach BLT in June of 2017.

Mission and Vision

Mission	Vision
North Beach is a strong community of teachers, parents and students who are dedicated to reaching our full potential as learners and citizens. North Beach provides rigorous and differentiated instructional that challenges each student to achieve to the best of his or her ability. Our inclusive classroom communities are intentionally balanced to provide complex, open-ended, thought provoking and challenging activities with peers who have a variety of strengths and interests. North Beach Teachers are committed to learning and developing supportive practices to enhance opportunities at all levels of achievement.	A strong community of teachers, parents and students who are dedicated to reaching our full potential as learners and citizens.

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.

When do we analyze student data:

Staff meetings (spring 2017-fall 2017), PLCs/Grade Level meetings, CLT meetings, MTSS meetings, Building Leadership Team (BLT) meetings (which include parent representation) and pre & post observation-conferences

What do we analyze:

We analyze student achievement data from standardized assessments such as MAP & SBAC, Common summative assessments (ReThink Math Benchmarks, District provided math assessments, TC Units of Study pre/post assessments & F & P assessments) and classroom-based common formative assessments.

Follow Up (MTSS)

We then plan data-informed SMART goals for student growth in all major areas and follow up every 6-8 weeks.

Upon initial review of our 2017-2018 school-wide standardized math assessment results in math we found that:

Winter to Spring Growth on the MAP

KINDERGARTEN

The number of kindergarteners meeting standard in READING on the 2017 spring MAP increased from 84% proficient to 89% proficient.

The number of kindergarteners meeting standard in MATH on the 2017 spring MAP increased from 86% proficient to 91% proficient.

Fall to Spring Growth on the MAP:

FIRST GRADE

The number of first graders meeting standard in READING on the 2017 spring MAP increased from 81% proficient to 85% proficient.

The number of first graders meeting standard in MATH on the 2017 spring MAP increased from 79% proficient to 81% proficient.

SECOND GRADE

The number of second graders meeting standard in READING on the 2017 spring MAP increased from 79% proficient to 82% proficient.

The number of second graders meeting standard in MATH on the 2017 spring MAP increased from 79% proficient to 80% proficient.

Smarter Balanced: SCHOOL PROFILE

Third graders increased from 70% proficient in READING 2016 to 81% proficient in 2017.

Third graders increased from 66% proficient in MATH 2016 to 86% proficient in 2017.

Fourth graders dropped from 86% proficient in READING 2016 to 83% proficient in 2017.

Fourth graders increased from 74% proficient in MATH 2016 to 78% proficient in 2017.

Fifth graders dropped from 89% proficient in READING 2016 to 84% proficient in 2017.

Fifth graders dropped from 76% proficient in MATH 2016 to 70% proficient in 2017.

Smarter Balanced: COHORT DATA

Third to Fourth: increased from 70% proficient in READING 2016 to 83% proficient in 2017.

Third to Fourth: increased from 66% proficient in MATH 2016 to 78% proficient in 2017.

Fourth to Fifth dropped from 86% proficient in READING 2016 to 84% proficient in 2017.

Fourth to Fifth dropped from 74% proficient in MATH 2016 to 70% proficient in 2017.

2017-2018 STUDENT GROWTH GOALS –READING

By June of 2018, all or nearly all kindergartners will be reading independently at level D or higher based on the F & P Reading Benchmark Assessment. [These are new students to the school.]

By June of 2018, nearly all first graders will reach the F & P reading level of I or above.

By June of 2018, 85% of second graders will reach the F & P reading level of M or above.

By June 2018, 90% of third graders will make at least one-year's growth according to the F & P Benchmark Reading Assessment.

By June of 2018, 90% of fourth graders will make at least one-year's growth according the F & P Benchmark Reading Assessment.

By June of 2018, all third graders will make at least one-year's growth according to the F & P Benchmark Reading Assessment.

By June of 2018, 85% of fourth graders will reach the F & P instructional reading level of S or above.

By June of 2018, 85% of fifth graders will reach the F & P instructional reading level of V or above.

2017-2018 STUDENT GROWTH GOALS –MATH

By June of 2018, all or nearly all kindergartners will have mastered the CCSS-M with 100% proficiency on the Math ReThink EOY Benchmark Assessment. [These are new students to the school.]

By June of 2018, 90% of all first graders will meet first grade math standards as measured by the first grade EOY ReThink Benchmark Assessment.

By June of 2018, 85% of second graders will meet or exceed standard in math on the MAP.

By June of 2018, 90% of third graders will meet third grade math standards as measured by the third grade EOY ReThink Benchmark Assessment.

By June 2018, 85% of fourth graders will meet fourth grade math standards as measured by the fourth grade EOY ReThink Benchmark Assessment.

By June of 2018, 80% of fifth graders will meet fifth grade math standards as measured by the fifth grade EOY ReThink Benchmark Assessment.

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

District Goal #1

“Teachers and staff will receive the tools and professional development they need to support each student’s journey.”

GAP CLOSING

We assess our progress in serving all students and eliminating the achievement gap among students of color to ensure that our goals address the needs of underachieving groups. We created a master schedule to maximize available student learning time, especially in literacy and math. We will address the needs of all children in the school, particularly low-achieving students by using research-based best instructional practices (see list below) to close the achievement gap.

We created school-specific Tiered interventions in Math, Reading and Social Skills.

In addition, we:

Examine data frequently in our PLCs and make data-informed decisions.

Collaborate and share ideas around best instructional practices.

Model and engage students with manipulatives

Use Math Talks
Plan for Frequent Formative Assessments
Post & communicate clear learning targets
Provide students with anchor charts
Practice math Facts
Teach math vocabulary
Use the "Gradual Release of Responsibility" Model
Align our Learning Targets to CCSS-M and CCSS- ELA
Teach students in whole groups and small differentiated groups
Provide enrichment and reteach opportunities for all students
Provide advanced and struggling students with tiered instruction
Provide advanced math groups
Provide HC and AL students information on HC/AL site schools
Use the MTSS System to identify students needing tiered interventions

ENGLISH LANGUAGE LEARNERS

Our .2 ELL teacher and PT tutor pull out and push into classrooms to support our ELL learners.

STUDENTS WITH DISABILITIES

Our two Sped teachers and Sped IAs pull out and push in to support students with special needs.

ADVANCED LEARNING

We assess the progress of HC and AL students using the F & P Reading assessments. . Instruction takes place in small groups during the Reader's and Writer's workshops.
We will assess the progress of HC and AL students in Math using the EOY ReThink Math Benchmark Assessments. We have a "walk to math" model for HC and AL students.

PROGRESS MONITORING

We discuss progress in MTSS meetings on a quarterly schedule using the Fountas & Pinnell assessments, DIBELS, Curriculum Based Assessments, ReThink Math Benchmarks, F & P word lists and Concepts of Print, WaKids, the TC pre/post UOS assessments and State Benchmarks.

MATHEMATICS

We align all our math instruction to the Common Core State Standards-Math (CCSS-M). We use the District's Math Scope & Sequence to guide our work. Learning Targets in each class are posted daily. We assess using various tools, both formative and summative. We record our math data using the District-provided standards-based spreadsheets. We have found the ReThink and District-provided math exit tickets valuable to our practice. North Beaches uses a "walk-to-math" model to provide differentiated math support. A tutor is assigned to each "at grade level" group of students. We track standards-based data and create small/flexible groupings to meet student needs.

ENGLISH/LANGUAGE ARTS

We invested in the Teacher's College Reading and Writing units of study. We received Professional Development in Readers and Writer's Workshop. In literacy, we use the TC Units of Study to teach consistent reading/writing strategies. Students read at their instructional level. This program takes children where they are academically and moves them forward. We also use Flexible Grouping to serve all students, regardless of academic designation (general education, ELL, special education, advanced learners). We align our tutors with those students who are in most need. We align all reading and

writing instruction to the CCSS. In each classroom, standards are broken down into Learning Targets. Daily Learning Targets are posted in each classroom. In reading and writing, we assess students using the pre and post UOS assessments. We track this data and adjust instruction as needed for student success. We will assess our students three times this year using the F & P Benchmark Assessment Toolkit. Third through fifth graders will take the pre and post UOS TC Unit assessments to measure growth.

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

The North Beach Professional Development plan is directly related to the SPS Strategic Goals and our CSIP.

The focus of our all-school PD for the year is building upon CSIP/District Initiatives:

- F & P Assessment Toolkits
- Collaborative Classroom Reading Program
- RULER
- New Generation Science Standards
- Cultural Competency/Race & Equity
- Guided Reading practices
- Technology Integration & Tools
- Content Area Needs
- Culture & Climate
- Culturally Relevant Practices
- BLT District Training

NOTE: Fall of 2017 we will review the new “Multi-Tiered System of Support Implementation Guide” to reflect on our progress and then select PD options from the District offerings.

All staff are invited to attend the staff meetings and PD offered at the school.

Our school will increase parent/family engagement.

Student learning goals include activities and strategies for increasing parent involvement. Parents are closely connected with supporting the school academically, socially and financially. North Beach’s Parent Teacher Association is focused on promoted students growth by financially supporting staff training, books and supplies and teachers for Art and Music.

Strategies we continue to employ include:

- Ongoing two way communications with parents
- Email communication – include encouragement for parents to contact teachers with questions and concerns
- Phone calls home
- Newsletters from teachers and principal
- Providing translation services and translating key communications
- Positive notes home
- Positive class home
- Send student work home with feedback
- Parent/Teacher Conferences
- PTA Newsletter, The Beach Comber

- Kindergarten Jump Start
- Kindergarten Orientation hosted by principal
- Parent education sessions and speakers
- PTA hosted events: Movie Nights, Open House, Math Night
- Culture Night- invite parents to school to talk about their culture
- Online academic supports
- Opening up classroom for volunteers
- Classroom parent leaders
- In-class learning celebrations
- Secret Reader
- Invite family members into class to share about a topic(holiday/custom/job)

In addition:

We have a parent representative on our BLT. This group has decision-making authority around Professional Development & Budget. The BLT also provides input on the operational side of building management and school climate. BLT meets at least once each month, depending on the time of year, and meeting agendas are posted to inform staff. Selected items from the minutes are included to the "Week in View," a staff weekly newsletter.

We are starting to add group/committee reports as staff meetings: e.g. recess supervisor's meeting updates, RULTER check-ins, BLT updates, etc. We will reconfigure our committee groups in order to work more efficiently in the 2017-2018 school year.

We do not currently have a homework policy but will create one in the fall.

Our staff is involved in decision-making.

All-Staff Collaborative Planning
 BLT Meetings, Minutes Posted, BLT Leaders check-in with teams.
 CLT Committee Planning
 Summarize Staff Meeting Work
 Committee Groups (E.g. interviewing teams)

We will assist our students to meet standard.

North Beach offers all students the opportunity to engage in a rigorous curriculum with highly qualified teachers trained in using assessment data and differentiation strategies to accommodate and extend for learners. This includes individual and small group instruction/conferring, differentiated station activities, differentiated projects and additional school/home activities

Our instructional model (as well as our TPEP, AWSP and CSIP goals) target students who are under achieving in literacy and math as well as those who are in need of enrichment. We will also focus on providing students/staff with a positive climate school-wide.

We identify students who are underperforming by looking at multiple pieces of data. (MAP, WAKIDs, SBA, ReThink Benchmarks, TC Reading assessments and CBAs.) We will plan our small group/differentiated instruction during PLCs and other collaborative conversations.

We will begin to implement the MTSS process and focus on Tier 1 practices.

MTSS

We will use Spring data (including student portfolio) to target groups for interventions starting right away in the Fall. We will look at the criteria and screeners in the Fall to assess students for continued new services. Our MTSS extended meetings will take place in early October, 2017. We will gather data (both spring and fall). Teachers will fill out our North Beach MTSS referral forms in preparation to this October summit. We will set goals and plan interventions for each underachieving child – both in math, literacy and social/emotionally intelligence. Goals will be set. Follow up MTSS meetings will take place every 6-8 weeks. We have created North Beach-specific Tier 1 2, and 3 interventions for our students. We will continue monitor and adjust interventions from tier to tier as needed.

ELL SUPPORT/ SPED SUPPORT

Our Part-time ELL certificated teacher and tutor will push into classrooms to work with designated ELL students. Students needing specially designed instruction will receive small group and one on one instruction and have access to specialized curriculum that targets specific learning needs. Students in our Focused service model will have access to general education, with mainstreaming opportunities where appropriate within the LRE. Special Education staff will move from program to program as needed within the “continuum of services” model.

ADVANCED LEARNING SUPPORT

In the fall, teachers will receive a list of students identified as AL or HC. North Beach serves students identified as Advanced Learners through a flexible grouping model in the classrooms. Advanced Learners are reading literature (fiction and nonfiction) at their individual advanced level and receive tailored instruction in reading and writing in small groups or though one on one conferring with the teacher or tutor. Using our “walk to math model,” Advanced Learners are able to learn the math curriculum one year above grade level.

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

New Teacher Orientation at North Beach

STAR Mentor

Grade level team support

PLCs

Career Ladder Teacher Support & PD

NB School Charter adherence

Welcome in spring after hiring (visits, cards, seals)

Classrooms with the highest academic/social/emotional needs are provided with more support from the NB Tutors.

SPU tutors are available

NB Teachers are strong and effective

MTSS

PLCs

IAS

SIT

ELL Teacher

ES Counselor

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

Summer post cards home to new families – Principal

New Student Bulletin Board
Buddies for new students
ES Counselor hosting lunches
Buddy Bench
New Family Principal Information Meetings
Summer Kindergarten play groups
Summer Kindergarten home visits
Jump Start
KG family connections
Meet and Greet in fall
Popsicles on the playground
Open House
Curriculum Night
PT Conferences
PTA parents night out events

How do we support students identified as highly capable?

We assess the progress of HC and AL students using the F & P Reading assessments. . Instruction takes place in small groups during the Reader's and Writer's workshops.

We will assess the progress of HC and AL students in Math using the EOY ReThink Math Benchmark Assessments. We have a "walk to math" model for HC and AL students.

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)	20,972	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,103,324	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)	5,604	Funding to support MTSS supports at all schools.
2017-2018	Combined	PTSA Grant	52,000	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	22,492	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	641,042	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:
This section will be updated in August after SBAC data is available.	This section will be updated in August after SBAC data is available.	Julie Cox & All NB Staff	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:
<p>Fourth graders dropped from 86% proficient in READING 2016 to 83% proficient in 2017.</p> <p>Fourth to Fifth dropped from 86% proficient in READING 2016 to 84% proficient in 2017.</p> <p>Fourth to Fifth dropped from 74% proficient in MATH 2016 to 70% proficient in 2017.</p>	<p>When do we analyze student data: Staff meetings (spring 2017-fall 2017), PLCs/Grade Level meetings, CLT meetings, MTSS meetings, Building Leadership Team (BLT) meetings (which include parent representation) and pre & post observation-conferences</p> <p>What do we analyze: We analyze student achievement data from standardized assessments such as MAP & SBAC, Common summative assessments (ReThink Math Benchmarks, District provided math assessments, TC Units of Study pre/post assessments & F & P assessments) and classroom-based common formative assessments.</p> <p>Follow Up (MTSS) We then plan data-informed SMART goals for student growth in all major areas and follow up every 6-8 weeks.</p> <p>Upon initial review of our 2017-2018 school-wide standardized math assessment results in math we found that:</p> <p>Winter to Spring Growth on the MAP KINDERGARTEN The number of kindergarteners meeting standard in READING on the 2017 spring MAP increased from 84% proficient to 89%</p>	Julie Cox & All NB Staff	June 2018

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>proficient.</p> <p>The number of kindergarteners meeting standard in MATH on the 2017 spring MAP increased from 86% proficient to 91% proficient.</p> <p>Fall to Spring Growth on the MAP: FIRST GRADE</p> <p>The number of first graders meeting standard in READING on the 2017 spring MAP decreased from 81% proficient to 77% proficient.</p> <p>The number of first graders meeting standard in MATH on the 2017 spring MAP decreased from 87% proficient to 79% proficient.</p> <p>SECOND GRADE</p> <p>The number of second graders meeting standard in READING on the 2017 spring MAP increased from 79% proficient to 82% proficient.</p> <p>The number of second graders meeting standard in MATH on the 2017 spring MAP increased from 79% proficient to 80% proficient.</p> <p>Smarter Balanced: SCHOOL PROFILE</p> <p>Third graders increased from 70% proficient in READING 2016 to 81% proficient in 2017.</p> <p>Third graders increased from 66% proficient in MATH 2016 to 86% proficient in 2017.</p> <p>Fourth graders dropped from 86% proficient in READING 2016 to 83% proficient in 2017.</p> <p>Fourth graders increased from 74% proficient in MATH 2016 to 78% proficient in 2017.</p> <p>Fifth graders dropped from 89% proficient in READING 2016 to 84% proficient in 2017.</p> <p>Fifth graders dropped from 76% proficient in MATH 2016 to 70% proficient in 2017.</p> <p>Smarter Balanced: COHORT DATA</p> <p>Third to Fourth: increased from 70% proficient in READING 2016 to 83% proficient in 2017.</p> <p>Third to Fourth: increased from 66% proficient</p>		

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>in MATH 2016 to 78% proficient in 2017.</p> <p>Fourth to Fifth dropped from 86% proficient in READING 2016 to 84% proficient in 2017. Fourth to Fifth dropped from 74% proficient in MATH 2016 to 70% proficient in 2017.</p> <p>2017-2018 STUDENT GROWTH GOALS – READING</p> <p>By June of 2018, all or nearly all kindergartners will be reading independently at level D or higher based on the F & P Reading Benchmark Assessment. [These are new students to the school.]</p> <p>By June of 2018, nearly all first graders will reach the F & P reading level of I or above. By June of 2018, 85% of second graders will reach the F & P reading level of M or above. By June 2018, 90% of third graders will make at least one-year’s growth according to the F & P Benchmark Reading Assessment. By June of 2018, 90% of fourth graders will make at least one-year’s growth according the F & P Benchmark Reading Assessment. By June of 2018, all third graders will make at least one-year’s growth according to the F & P Benchmark Reading Assessment. By June of 2018, 85% of fourth graders will reach the F & P instructional reading level of S or above. By June of 2018, 85% of fifth graders will reach the F & P instructional reading level of V or above.</p> <p>2017-2018 STUDENT GROWTH GOALS –MATH</p> <p>By June of 2018, all or nearly all kindergartners will have mastered the CCSS-M with 100% proficiency on the Math ReThink EOY Benchmark Assessment. [These are new students to the school.]</p> <p>By June of 2018, 90% of all first graders will meet first grade math standards as measured by the first grade EOY ReThink Benchmark Assessment. By June of 2018, 85% of second graders will</p>		

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>meet or exceed standard in math on the MAP.</p> <p>By June of 2018, 90% of third graders will meet third grade math standards as measured by the third grade EOY ReThink Benchmark Assessment.</p> <p>By June 2018, 85% of fourth graders will meet fourth grade math standards as measured by the fourth grade EOY ReThink Benchmark Assessment.</p> <p>By June of 2018, 80% of fifth graders will meet fifth grade math standards as measured by the fifth grade EOY ReThink Benchmark Assessment.</p>		

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:
<p>2017-2018</p> <p>Based on the spring of 2017 survey, only 50% of students reported positively in the "Classroom Environment" section.</p> <p>20% of students receiving Resource Room assistance are demonstrating flexibility as they interact with their peers.</p>	<p>NOTE: We will "Problem of Student Learning" after our full SBAC report has been received.</p>	<p>Climate Committee All NB Staff</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>2017-2018</p> <p>Based on the spring of 2017 survey, only 50% of students reported positively in the “Classroom Environment” section.</p> <p>20% of students receiving Resource Room assistance are demonstrating flexibility as they interact with their peers.</p>	<p>2017-2018</p> <p>Using the District Student Climate Survey, in the Classroom Environment Section, we will increase the number of students feeling positive from 50% to 55% by June of 2018. Specifically, we will look at these questions:</p> <ol style="list-style-type: none"> 1. Students in my class are friendly to each other [61%]. 2. Students in my class help each other learn [49%]. 3. Students in my class are respectful to adults [50%]. 4. Students in my class are focused on learning [38%]. <p>Action Steps:</p> <p>Continue with the implementation of RULER.</p> <p>Reinforce expectations in “morning meetings” across the grades.</p> <p>Intentionally teach the rules listed in the NB Student Behavior Matrix.</p> <p>Use interim student climate survey data to plan instruction and staff PD.</p> <p>During the 2017-2018 school year, all or nearly all of the Special Education students served at North Beach (Resource Room and Focus Room) will make on year's growth on the Systematic Data and Teacher Observation systems.</p> <p>During the 2017-2018 school year 80% of students served in Special Education and Focus Room will make one year's growth using the systemic Data System and classroom based assessments.</p> <p>By June of 2018, 80% of students receiving Resource Room assistance will meet standard in demonstrates flexibility and interacting with peers" based on classroom-based assessments.</p>	<p>Climate Committee</p> <p>All NB Staff</p>	<p>June 2018</p>