

November 03, 2016

Plan last updated: 10/4/2016

School Improvement Plan

School: Washington Elementary School

Principal: Julie Miller

PURPOSE: The School Improvement Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next school year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school goals.

LIST SCHOOLWIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8th Grade Algebra, 2nd Grade L Arts, Graduation Rate)			
MATH BASELINE PROFICIENCY	MATH PROFICIENCY GOAL	LANG. ARTS BASELINE PROFICIENCY	LANG. ARTS PROFICIENCY GOAL	SCIENCE BASELINE PROFICIENCY	SCIENCE PROFICIENCY GOAL	Increase satisfactory attendance by 10% and decrease severe chronic attendance by 20%. BASELINE	Increase satisfactory attendance by 10% and decrease severe chronic attendance by 20%. GOAL	Decrease the number of weekly behavioral referrals to administration BASELINE	Decrease the number of weekly behavioral referrals to administration GOAL
						2015-2016		2015-2016	
45	55	34	42	30	49	47% / 13%	57% / 7%	13	7

CORE PLAN: TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED

(A red asterisk means the desired results or actions have been updated since the plan was approved in the Spring)

SCHOOL PERFORMANCE CHALLENGES	ROOT CAUSES OF PERFORMANCE CHALLENGE	YEAR-END PERFORMANCE RESULTS	ACTIONS TO ADDRESS ROOT CAUSES(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR- END RESULTS
The number of students scoring proficient on SAGE and other year-end English Language Arts (ELA) and math assessments are below state and district averages.	Summative ELA assessment data reveals that Washington students struggle with determining central ideas or themes of diverse text formats and analyzing their development; including summarizing key supporting details and ideas (in reading, writing, listening and speaking). Summative math assessment data reveals that Washington students are less proficient in meeting the following grade-level standards: K-3: Numbers and Operations using Base 10. 4-6: Fractions and Decimals.	Overall proficiency in grades K-6 will increase by 10 percentage points in both math and English language arts (ELA) as measured by SAGE and other year-end assessments (SAP CI1.1, CI1.3).	<ul style="list-style-type: none"> Washington will participate in year two of the USOE sponsored Assessment To Achievement (A2A) Collaborative School Improvement Model to enhance instructional practices and increase student proficiency in ELA and math. -A site-based A2A School Transformation Team (STT) will participate in USOE professional learning sessions throughout the school year and lead teacher professional development during faculty meetings. -Teachers will meet weekly in Collaborative Transformation Teams (CTTs) to assess student progress, evaluate their practice, conduct observations, and plan next-step actions. -Title 1 funds will be used to support professional development and training as sponsored by the USOE. 	<p>Late Spring 2016: School selects new membership for School Transformation Team (STT)</p> <p>June 2016 - May 2017: STT participates in USOE A2A training</p> <p>September 2016 - May 2017: STT conducts monthly professional development</p> <p>September 2016 - May 2017: Teachers participate in weekly collaborative CTT meetings aligned with the A2A Model</p>	Washington administration and faculty	<p>-Increased levels of proficiency in ELA and math as targeted in our Year-End Performance Results.</p> <p>-STT and CTTs engage in continuous monitoring of overall growth as measured by SAGE and other ELA and math summative assessments</p> <p>-All faculty will participate in professional development, meaningful engagement in collaborative teams (CTT/PLC).</p> <p>-Data collection and analysis from teacher-conducted peer observations at and</p>

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			<ul style="list-style-type: none"> SAGE and other assessment data will be used to identify specific learner-centered problems (LCPs) in both ELA and math. An evidence-based instructional strategy (EBIS) will be implemented school-wide to enhance instructional practice and improve academic performance. 	<p>May 2016: School will participate in a data dive using 2015 & 2016 SAGE and other assessment data to identify academic strengths and weaknesses and determine specific LCPs in ELA and math.</p> <p>June 2016: STT will attend USOE A2A training to identify LCPs and an evidence-based instructional strategy (EBIS).</p>	STT members, faculty, administration, district team, and USOE A2A facilitators	<p>across grade levels.</p> <p>-Increased levels of proficiency in ELA and math as targeted in Year-End Performance Results.</p> <p>-Monitoring of student growth on specific LCPs as measured by frequent formative assessment and other data derived from student work.</p> <p>-Administrator's observations of classroom instructional practices, including the effective implementation of the identified EBIS by the teacher.</p>
Washington struggles to maintain a positive school climate that supports both the academic and social-emotional needs of our students, and in using effective communication tools to maintain and enhance family and community involvement.	High mobility; Student behavior problems related to academic gaps and mental health deficits; Inconsistent use of school-wide behavior support systems; Limited use of available communication tools for outreach to parents	1) Washington will create a safe, positive, consistent and engaging learning environment that will result in a 50% decrease in the number of referrals coming from non-instructional times and also a 50% reduction in the number of	<ul style="list-style-type: none"> We will fully implement Playworks; a research-based program, that emphasizes strategies to engage students in a recess model that is proactive, promotes student-to-student problem-solving (conflict resolution), and builds self-esteem. 	Playworks will be purchased using Title 1 funds. The program will be implemented on the first day of school. Staff training will begin summer of 2016 and continue throughout the school year.	John Kelly, VP, and Playworks coach, staff	A 50% decrease in the number of behavioral referrals during non-instructional times as well as a 50% reduction in office referrals. Both will be measured by Educators Handbook

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		<p>weekly office referrals from 13 to 7. This will be measured by Educator Handbook at the end of the 2016-2017 school year (SAP SS2.1, SS2.2, SS2.3).</p> <p>2. The school will incorporate a variety of communication tools to enhance outreach and increase family and community involvement as measured by volunteer and attendance data and survey feedback (SAP CCE1.1).</p>	<ul style="list-style-type: none"> The school will increase the use of effective communication tools for our community, to include: use of Facebook, Twitter feeds, renewed Website, student produced school newspaper 	2016 - 2017 school year	School Administration, counselor, and Family Involvement Coordinator	School will have a regular presence on Facebook and Twitter and other social media. Students will produce a student newspaper at least quarterly. Parents will be surveyed to gain feedback.
<p>Washington is impacted by significant numbers of students who are absent. Current data reflects that:</p> <p>1) Less than half (47%) of Washington students have satisfactory attendance (missing less than 5% of the school year)</p> <p>2) 13% of students have severe chronic absenteeism (students missing 20% or more of the total school days)</p>	<p>Root causes include:</p> <ul style="list-style-type: none"> -Washington's high mobility rate -35% of students live out of Washington's boundary -Absence on early-release days is higher in comparison to regular school days, especially in Kindergarten -Students identified as low income are chronically absent 23% more than those who are not 	<p>Washington will have a 10% increase in the percentage of students having satisfactory attendance and decrease the percentage of students with severe chronic absenteeism from 13% to 7% by the end of the 2016-2017 school year (SAP AE3.1).</p>	<ul style="list-style-type: none"> Washington will engage in the following activities to improve student attendance and decrease chronic absenteeism: <ul style="list-style-type: none"> -Implement a consistent, five-day weekly schedule that eliminates early-release Fridays. -Create an effective multi-tiered system of support for students and families that includes attendance intervention, tracking and monitoring. -Initiate "Attendance Matters - Everyday Counts!" - a school-wide campaign to increase awareness and educate families about the importance of attendance. 	<p>Spring 2016: Obtain faculty, SCC, and district approval to implement a new five-day schedule to begin in the 2016-2017 school year.</p> <p>August 2016: Initiate and implement school-wide attendance campaign</p> <p>School Year 2016-2017: MTSS Team will implement a multi-tiered system of support.</p>	MTSS school team, attendance tracker, Family Involvement Coordinator, school counselor and administration	<p>The following evidence will show progress towards the year-end goal:</p> <ul style="list-style-type: none"> -By the end of the 2016-2017 school year, student attendance will increase from 47% satisfactory to 57% satisfactory, and severe chronic absenteeism will be reduced from 13% to 7%. -An effective school-wide multi-tiered system of support will be in place as measured by student proficiency data, behavioral referrals, and absence reports that reflect continuous growth and improvement. -Attendance campaign and interventions will

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			<ul style="list-style-type: none"> The MTSS Team will develop a school store that will support financial literacy by providing items that can be purchased with earned currency for attendance and behavior. <p>Students and their families who are tracked for chronic absenteeism will be monitored and provided incentives to have children in school everyday</p>	<p>August 2016: Establish a school store, provide appropriate materials for teachers, and present information about its use to students, parents, and faculty</p> <p>School Year 2016-2017: Operate a school store and maintain its inventory and related materials</p>	Becky Huff, school counselor, MTSS Chair	<p>result in a decrease in absenteeism as measured by attendance data -Attendance will be tracked daily and monitored weekly as measured by attendance records</p> <p>School store is established and functioning well as measured by inventory, currency count, and student attendance and behavior data.</p> <p>Overall chronic absenteeism is reduced by 6% from the prior year as measured by student attendance data</p>
			<ul style="list-style-type: none"> Washington Elementary will participate in the Breakfast in the Classroom (BIC) Program for the 2016-2017 school year. 	<p>April 2016: Washington will apply for the BIC grant</p> <p>School Year 2016-2017: Implement the BIC Program, pending approval of the grant</p>	School administration and staff	<p>Attendance and the percentage of students eating breakfast at school will be tracked throughout the school year to demonstrate evidence of progress.</p>