

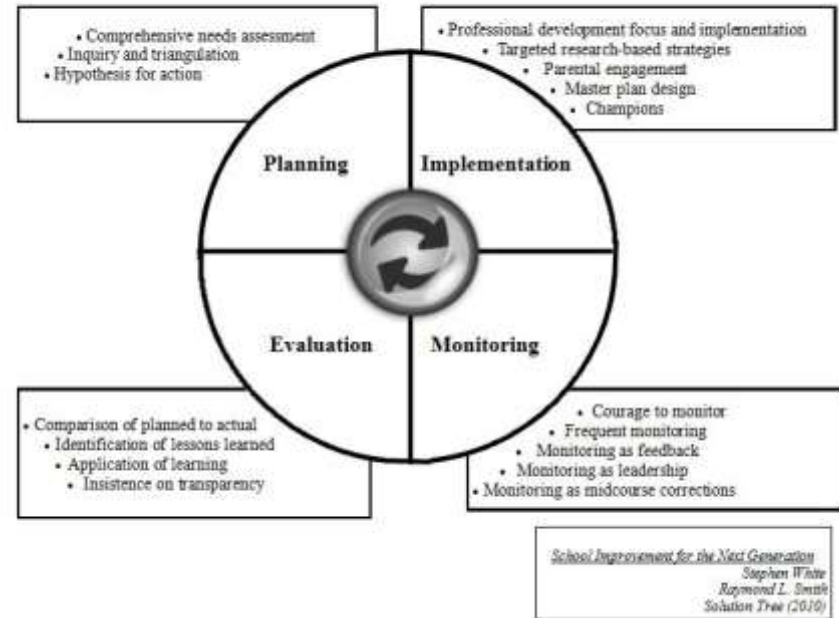
# 2016-2017 Centralia School District Improvement Plan

**SCHOOL:** Washington Elementary

**PRINCIPAL:** **Danielle Vekich**

School Leadership Team Members	
Name	Position
Kerri Blankenship	Special Education Rep.
Mary Dehnert	4 <sup>th</sup> grade Rep
Shawna Peterson	5 <sup>th</sup> grade Rep
Dan Garry	6 <sup>th</sup> grade
Regina Brown	Interventions Team Rep
Christine Langford	Reading/Interventions Rep
Charlene Johnson	Para Rep
Julie Schaefer	Para Rep
Diana Arteaga	Parent rep
Cindy Garcia	Parent rep

**The Four Critical Components of the School Improvement Process**



September 30, 2016

**Ia. DATA: Summary of State Test Results**

	<b>Grade: 4th</b>	<b>State: 4th</b>	<b>Grade: 5th</b>	<b>State: 5th</b>	<b>Grade: 6<sup>th</sup></b>	<b>State: 6th</b>
<b>ELA (all)</b>	<b>49%</b>	<b>57%</b>	<b>53%</b>	<b>61%</b>	<b>52%</b>	<b>57%</b>
<b>Hispanic</b>	<b>33%</b>	<b>39%</b>	<b>43%</b>	<b>38%</b>	<b>47%</b>	<b>37%</b>
<b>ELL</b>	<b>10%</b>	<b>20%</b>	<b>19%</b>	<b>18%</b>	<b>0%</b>	<b>10%</b>
<b>Special Education</b>	<b>33%</b>	<b>22%</b>	<b>18%</b>	<b>19%</b>	<b>20%</b>	<b>13%</b>
<b>MATH (all)</b>	<b>43%</b>	<b>56%</b>	<b>35%</b>	<b>49%</b>	<b>36%</b>	<b>48%</b>
<b>Hispanic</b>	<b>34%</b>	<b>37%</b>	<b>22%</b>	<b>30%</b>	<b>28%</b>	<b>29%</b>
<b>ELL</b>	<b>10%</b>	<b>23%</b>	<b>9%</b>	<b>14%</b>	<b>0%</b>	<b>9%</b>
<b>Special Education</b>	<b>18%</b>	<b>21%</b>	<b>9%</b>	<b>15%</b>	<b>25%</b>	<b>10%</b>
<b>Science (all)</b>			<b>60%</b>	<b>66%</b>		
<b>Hispanic</b>			<b>44%</b>	<b>44%</b>		
<b>ELL</b>			<b>26%</b>	<b>22%</b>		
<b>Special Education</b>			<b>18%</b>	<b>32%</b>		

September 30, 2016

## Ib. Data Summary

We made significant growth in the “All” category at all 3 grade levels in ELA, our Special Education students outperformed the state in ELA in 4<sup>th</sup> and 6<sup>th</sup> and 5<sup>th</sup> grade was 1% below the state. Our EL students did not make as much growth as the ALL category or our special education students.

From September 2015- June 2016 our students showed the following growth on SRI:

	All growth	Sped growth	ELL growth
4 <sup>th</sup> grade	120 lexiles	160 lexiles	89 lexiles
5 <sup>th</sup> grade	90 lexiles	85 lexiles	80 lexiles
6 <sup>th</sup> grade	80 lexiles	95 lexiles	50 lexiles

Math is our most concerning area. We are behind the state by 12-14% depending on the grade level. Our EL students and our special education students were below the state in math in all grades except Special Education: grade 6.

From September to June our students showed the following growth on SMI:

	All growth	Sped growth	ELL growth
4 <sup>th</sup> grade	151 quantiles	168 quantiles	120 quantiles
5 <sup>th</sup> grade	104 quantiles	89 quantiles	172 quantiles
6 <sup>th</sup> grade	80 quantiles	84 quantiles	2 quantiles (2 students)

ELA areas of focus: Editing, Vocabulary and Literary Text

Math: Problem-solving, Modeling & Data Analysis

Challenges	Group Ranking
65% of 5th grade students are not meeting standard on SBAC math 2016	74.00
58% of 4th grade students not passing the SBAC math 2016	66.00
67% of 6th grade students are not meeting standard on SBAC math 2016	62.00
30% of 4th grade students are at level 1 in 2016 math SBAC	31.00
% proficient in SMI math in Spring 2016- 4th- 33%; 5th- 29%; 6th- 37%	18.00
All 5th grade subgroups are below state averages in Math SBAC	16.00
80% of Special education students did not meet standard in ELA on SBAC 2016	11.00

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<p><b>Content Area:</b> ELA – Washington Elementary  <b>Student Achievement Goal (SMART GOAL):</b> As measured on SBAC, 58% of 6<sup>th</sup> grade students will be at standard in Spring 2017 (An increase of 8% from 2015-2016)</p>	
<p><b>ACTION PLAN</b></p>	
<p><i>SIP Actions: Building-wide use of CLAIM-EVIDENCE-REASONING- during monthly PD meetings ideas are shared by teachers who are using this regularly &amp; this is observed in walk-throughs by Principal and Facilitator</i></p> <p><i>ELA stem-questions are regularly used to increase higher-order thinking and focusing on the CCSS</i></p> <p><i>PLC discussion after each District Unit assessment, I-Ready diagnostic for ELA and Interim Block Assessments</i></p>	<p><b>Assess Progress: Formative and Summative Measures</b></p> <p><i>1. Implementation: Monthly PD meetings with teachers to continue to focus on ELA strategies and walk-throughs by Principal and Facilitator to ensure implementation. Visits in PLCs to monitor assessment analysis and discussion about next steps with instruction.</i></p> <p><i>2. Desired Student Outcomes: We will be implementing an increase of the SBAC interim block assessments and are aiming to get 60% of students showing proficiency. These assessments will occur after each unit in Journeys is completed.</i></p>
<p>i-Ready Reading diagnostic and instruction will be implemented building wide.</p>	<p><b>Implementation</b></p> <ol style="list-style-type: none"> <li>1. Three benchmark assessments will be administered to all students.</li> <li>2. Students who are below grade level will receive 45 minutes per week of i-Ready instruction. (Level 1 students being our highest priority) We will accomplish this during intervention time during the day and XLT program.</li> <li>3. Teachers will attend three i-Ready training sessions.</li> <li>4. Teachers will monitor their class progress on i-Ready weekly and interventions team will be double-checking.</li> <li>5. XLT will utilize either the online instruction or PDF lessons as a component of the after school program.</li> <li>6. PLC teams will analyze data reports and determine next step actions.</li> <li>7. The Leadership Team will analyze data reports and work with the principal to problem solve and improve implementation.</li> <li>8. The principal, facilitator and our XLT coordinator will continue to meet to monitor the implementation of i-Ready</li> </ol> <p><b>Desired Student Outcomes</b></p> <ol style="list-style-type: none"> <li>1. The most struggling students grow at least 1.5-2 grade levels this year according to i-Ready reports.</li> </ol>
<p>District literacy initiatives will be implemented.</p> <ol style="list-style-type: none"> <li>a. Choice Reading</li> <li>b. Conferring</li> <li>c. Writing Performance Assessments</li> </ol>	<p><b>Implementation</b></p> <ol style="list-style-type: none"> <li>1. Grade level literacy leads and instructional facilitator will attend monthly literacy meetings and will be responsible for sharing to their PLCs.</li> <li>2. Grade level literacy leads will provide PD support in our school, as well as 5 additional trainings after-school presented by Ann Grande.</li> <li>3. Teachers will effectively implement 20 minutes of Choice Reading (daily), with conferring as part of their reading program and increase the use of the CCSS stem-questions.</li> <li>4. Teachers will teach each genre of writing and complete the district benchmark assessment according the district assessment calendar.</li> <li>5. The principal will monitor the implementation of district literacy initiatives.</li> </ol> <p><b>Desired Student Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Students will have a positive attitude about reading!</li> <li>2. Students will show significant growth in reading according to the i-Ready data reports</li> <li>3. Students will have stamina to read for 20 minutes</li> </ol>

<p><b>Content Area:</b> MATH – Washington Elementary  <b>Student Achievement Goal (SMART GOAL):</b> By Spring 2017, 49% of 6<sup>th</sup> grade students will be proficient as measured by SBAC in math (an increase of 15% from 2015-2016)</p>	
<p><b>ACTION PLAN</b></p>	
<p><i>SIP Actions: Building-wide use of Increase the use of the Problem-solving template in math when students are solving story problems.</i></p> <p><i>Students will graph all of their I-Ready and SBAC Interim Assessment Block results and participate in goal-setting</i></p> <p><i>PLC discussion after each Math Unit assessment, I-Ready diagnostic for Math and 2 Interim Block Assessments</i></p>	<p><b>Assess Progress: Formative and Summative Measures</b></p> <p><i>1. Implementation: Monthly PD meetings for Mr. Ashmore to share the problem-solving template and checking in with all teachers to ensure that we are committed to breaking down the steps of problem-solving.</i></p> <p><i>2. Desired Student Outcomes: We will be implementing an increase of the SBAC interim block assessments and are aiming to get 50% of students showing proficiency. We will be choosing the SBAC interim blocks that incorporate problem-solving and data analysis (2 low areas building-wide 2016 SBAC results.)</i></p>
<p>i-Ready Math diagnostic and instruction will be implemented building wide.</p>	<p><b>Implementation</b></p> <ol style="list-style-type: none"> <li>1. Three benchmark assessments will be administered to all students in math</li> <li>2. Students who are below grade level will receive 45 minutes per week of i-Ready instruction. (Level 1 students being our highest priority) We will accomplish this during intervention time during the day and XLT program.</li> <li>3. Teachers will attend three i-Ready training sessions.</li> <li>4. Teachers will monitor their class progress on i-Ready weekly and interventions team will be double-checking.</li> <li>5. XLT will utilize either the online instruction or PDF lessons as a component of the after school program.</li> <li>6. PLC teams will analyze data reports and determine next step actions.</li> <li>7. The Leadership Team will analyze data reports and work with the principal to problem solve and improve implementation.</li> <li>8. The principal, facilitator and our XLT coordinator will continue to meet to monitor the implementation of i-Ready</li> </ol> <p><b>Desired Student Outcomes</b></p> <ol style="list-style-type: none"> <li>9. The most struggling students grow at least 1.5-2 grade levels this year according to i-Ready reports. Students will feel more successful in looking at their progress.</li> </ol>
<p>District math initiatives will be implemented. Each grade level will have 1 Math representative on the Math materials review committee.</p>	<p><b>Implementation</b></p> <ol style="list-style-type: none"> <li>1. Each PLC will send 1 representative to the monthly Math Review Committee meetings</li> <li>2. Members will share their findings with colleagues during PLC meetings</li> <li>3. When materials come available to pilot, one staff member per grade level will incorporate these materials into their daily math lessons</li> </ol> <p><b>Desired Student Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Obtain a set of instructional materials that teaches to the CCSS in math for the 2017-18 school year.</li> </ol>

Content Area: SCIENCE		Grade level: 5th		
Student Achievement Goal (SMART GOAL): By Spring 2017, 65% our fifth grade students will meet standard on the Science MSP (5% increase from 2015-16)				
ACTION PLAN		RESOURCES		
SIP Actions	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
Every grade level will complete a minimum of 2 science assessments and meet to discuss results and next steps for students not meeting standard	<p><i>Implementation: PLC leads will report out at staff meetings and specify the dates and topics for these 2 assessments.</i></p> <p>Desired Outcome: We will meet or exceed our goal of 65% meeting standard on the 2 assessments at each level. Interventions will be determined with PLCs to ensure that there is re-teaching of specific skills and individual students.</p>	Grade level teachers	Time with Kristy Vetter to refine assessments	Jan. 2016 & March 2016
Increase instruction in engineering at each grade level in an effort to align with the NGSS.	Training materials and application during science lessons & observed in walk-throughs	Grade level teachers & D. Vekich		Sept. 2016-June 2017
District science committee (K-5) & (6-8) to come up with aligned lessons to share with teams of teachers and work with our Science Coach	Materials for lessons	Shawna Peterson, Kate Steward & Dan Garry	Paid meeting time for science committee	1 x/month for each member

2016-17 Professional Development Planning – Use of CEA Days				
Days	Elementary	Secondary	Building Your Plan	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
1	....Teacher Directed....		Not available for PD	
6	....Teacher Directed....		Not available for PD	
.5	.5	9/1/16: ½ Superintendent, ½ Building	Not available for PD	
1	District – Elementary Literacy Kickoff - August 30- 8:00-3:30	Building Principals – be aware of need to plan w/ your literacy reps (they will need PD time to complete their plan)	Elementary- Not available for building PD	Secondary - ? Not all staff involved
1	Data Carousel day- August 31- 8:00-3:30 In WA Library (lunch provided)			
1	iReady – A total of 1 day (3, 2.5 hr sessions at your building) first one is 9-13-16	iReady (A total of 2 trainings for new users- Math and English?)	Elementary not available for PD	Secondary - ? not all staff involved
1	Bldg Lvl Lit. Day (sug– 1/month Oct.-April)	These are planned for 1 hr./each (for now)		
1	PLC time in teams to be documented once 7 hours is completed (Grade levels meet Wednesdays from 7:35-7:55 for extra pay & PLC mtgs. Run until 8:20)			
1	October in-service day (AM- focus on EL instruction & PM- focus on I-Ready plans, Kagan Vocabulary)			
<b>23</b>	<b>Total</b>			

September 30, 2016

<b>2 Hour Early Dismissal Friday PD</b>		
<b>Date</b>	<b>Elementary</b>	<b>Secondary</b>
9-30-16		
10-28-16		
1-27-17		
2-24-17		
3-24-17		
4-28-17		
5-26-17		

2016-2017