

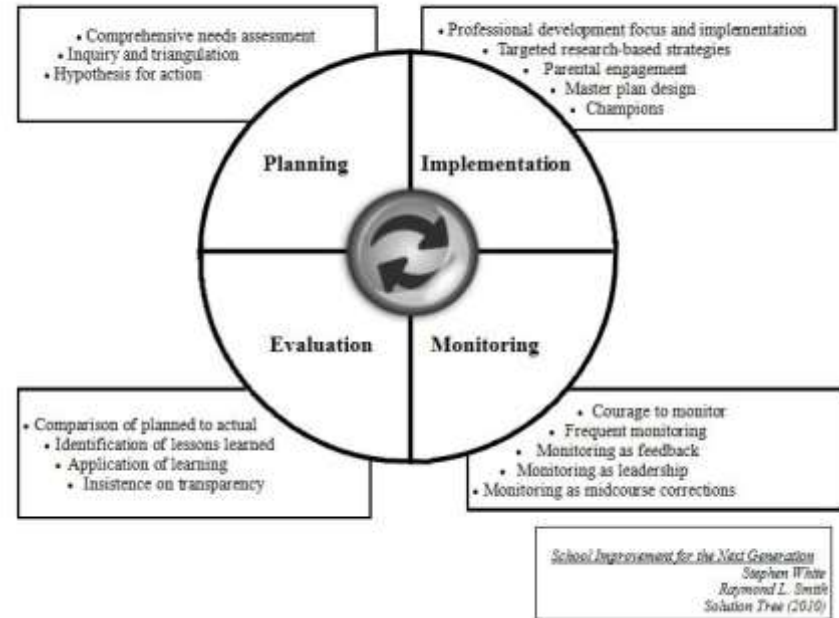
# 2016-17 Centralia School District Improvement Plan

**SCHOOL: Jefferson Lincoln Elementary**

**PRINCIPAL: David Eacker**

School Leadership Team Members	
Name	Position
David Eacker	Principal
Susan Muniz	Kindergarten
Sarah Qualia	First Grade
Jenny Ashmore	Second Grade/Parent
Hilary Prince	Third Grade
Merran Mahoney	Counselor/Specialist
Susan Holmgren	Librarian/Classified
Michelle Hewitt	Instructional Facilitator
Jane King	Special Education
	PTO

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



September, 2016

## Ia. DATA: Summary of State Test Results

*Use this page to insert a summary of state test results including ELA, math, and science (if applicable) with a state comparison. Include subgroups: All, Hispanic, ELL, Special Education, and low Socioeconomic.*

*(Sample table, MODIFY meet your needs, delete unnecessary columns, or delete and paste in your own table, etc.)*

	<b>Grade: 3</b>	<b>State</b>
<b>ELA (all)</b>	<b>37%</b>	<b>55%</b>
Hispanic	<b>31%</b>	<b>35%</b>
ELL	<b>10%</b>	<b>21%</b>
Special Education	<b>0%</b>	<b>28%</b>
Low Socioeconomic	<b>34%</b>	<b>38%</b>
<b>MATH (all)</b>	<b>58%</b>	<b>59%</b>
Hispanic	<b>46%</b>	<b>42%</b>
ELL	<b>38%</b>	<b>30%</b>
Special Education	<b>14%</b>	<b>30%</b>
Low Socioeconomic	<b>56%</b>	<b>44%</b>

## Ib. Data Summary

1. Using all the assessment data available at your school (more than just the statewide assessment data), write a narrative which summarizes your student achievement results. Which groups of students are doing well at your school in ELA, Math and Science (if applicable)? Which groups are your lowest performing students? Which strands within ELA, Math or Science is the most improvement needed?

- In the area of ELA, our students overall scored 37% proficient in 2015-2016 on the Smarter Balanced Assessment. Our lowest performing group of students was our Special Education students, and our English Language Learners also scored quite low. The claim needing the most improvement in the ELA assessment was reading, with 39% below standard.
- Our students overall in Math performed at 58% of students at levels 3 and 4 on the 2015-2016 SBA. Our lowest performing groups of students in Math again are our English Language Learners and students receiving special education services. In math, the claim of Problem Solving and Modeling & Data Analysis needs the most improvement for all students.
- In both ELA and Math, our students in Special Education and ELL categories underperformed when compared to our students overall on the SBA and in our benchmark assessments, as well. The following percentages are the students in the low risk category or proficient category as measured by the Easy CBM and SRI/SMI.

<b>2015-2016</b>	<b>All</b>	<b>EL</b>	<b>Sped</b>
SBA ELA	37%	10%	0%
SBA Math	58%	38%	14%
SRI	68%	39%	27%
SMI	26%	6%	13%
Easy CBM Passage Fluency	61%	45%	33%

- Our EL students performed 16% behind other students in the area of passage fluency. EL students scored almost 30% lower than our students overall on the SRI, and 20% points lower on the SMI. The SMI was significantly lower for all students, regardless of category. It does not appear to align well to the SBA. Our special education students scored significantly lower than other students in all test categories in the Easy CBM and SRI/SMI assessments.
- When looking at the lower grade levels, we feel the preparedness of the students entering Jefferson Lincoln as kindergarteners has much to do with how they score throughout the years leading up to the third grade. The percentage of kindergarteners at high risk as measured by the Easy CBM was only 41% for knowing their letter sounds, 22% for phoneme segmenting, and 22% at low risk in word fluency.

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- The 2015-2016 WA Kids data indicates that the majority of our students entering kindergarten had the skills expected of 4-5 year olds. Students entering kindergarten without adequate skills and abilities start off behind from day one. Each grade level strives to close the gap between where students are and expected grade level performance. WA Kids scores will not be available until after the assessment at the end of October. The percentage of students with the skills expected of kindergarten age at Jefferson Lincoln last year were:
  - 73% Social & Emotional
  - 67% Physical
  - 77% Language
  - 75% Cognitive
  - 89% Literacy
  - 65% Math

**II. Academic Action Plan:** Each school will write goals for academic achievement areas. Primary level will write goals on 3<sup>rd</sup> grade ELA and math. Intermediate will write goals on 5<sup>th</sup> grade science, 6<sup>th</sup> grade ELA, and 6<sup>th</sup> grade Math. Middle school will write goals on 8<sup>th</sup> grade science, ELA, and math. High school will write goals on 10<sup>th</sup> grade science, 11<sup>th</sup> grade ELA and math.

A.

<b>Content Area: ELA</b>		<b>Grade level: 3<sup>rd</sup> Grade</b>		
<b>Student Achievement Goal (SMART GOAL):</b>				
<ul style="list-style-type: none"> <li>We will increase our SBAC ELA scores of level 3 and 4 over the next 4 years from 37% in 2016 to 80% in 2020. 47% of students are expected to be proficient in the spring of 2017.</li> </ul>				
<b>ACTION PLAN</b>		<b>RESOURCES</b>		
<i>SIP Actions</i>	<b>Assess Progress: Formative and Summative Measures</b>	<b>Person (s) Responsible:</b>	<b>Resources Needed:</b>	<b>Implementation Timeline</b>
<p><i>Examples:</i>  <i>Specific instructional strategies.</i></p> <p><i>Professional Development: How will you increase staff capacity to implement this strategy?</i></p> <p><i>System or process changes / improvements: PLC, data collection, use of time, monitoring plan, etc.</i></p>	<p>1. <i>Implementation: what approaches will be used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, monitoring strategies, grade level discussions, lesson plan review).</i></p> <p>2. <i>Desired Student Outcomes: specific assessments, assignments and other indicators of student success</i></p>	<p><i>Be specific (.i.e, PLC leads, principal, instructional facilitator, etc.)</i></p>	<p><i>How will you align your resources (people, time, dollars, materials, and partnerships) to accomplish your goals?</i></p>	<p><i>Many initiatives will take more than one year. Break initiative into multiple "phases" if necessary.</i></p>
<p>We will continue year two of the teachers meeting as grade level PLC teams all at the same time in the gym to be able to use all available personnel as resources.</p>	<p>1. Teams meet at tables in the gym in close proximity to other teams on a weekly basis. Principal and facilitator participate in PLC meetings. Agendas and minutes will be kept and reviewed by principal.</p> <p>2. Records of meetings will be kept. Principal and facilitator will participate with PLC teams</p>	<p>Teachers, Principal</p>	<p>Space and time to meet.</p>	<p>Ongoing</p>
<p>Teachers will continue to implement reading fluency practice, monitoring, and student goal setting regularly.</p>	<p>1. Teachers will use a model of multiple partner reads in one sitting 3 to 5 times per week depending on grade level and time of year.</p> <p>2. Students will graph and monitor their progress, set goals and save results.</p>	<p>Teachers, Principal, District Instructional Coach</p>	<p>Fluency curriculum materials</p>	<p>September</p>

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<p>Grade levels will continue an RTI plan with approximately 30 minutes of intervention time for reading.</p>	<p>1. Classroom teachers will track and analyze student progress, determine if students are tier 1, tier 2, or tier 3, and design specific interventions for students who perform below expectations (tiers 2 and 3).</p> <p>2. PLC teams will analyze benchmark assessment data, common classroom assessments, and formative data. Through targeted interventions, tier 2 and 3 students are expected to move toward tier 1 and proficiency.</p>	<p>Teachers, Principal, Instructional Facilitator</p>	<p>Teacher developed daily schedules with intervention time planned. EAs assigned to grade levels.</p>	<p>Ongoing</p>
<p>EAs will be placed in classrooms to work with students with the highest needs during intervention times.</p>	<p>1. EAs will be assigned to specific grade levels. They will work with teachers to deliver targeted interventions to students of greatest need.</p> <p>2. Student growth on benchmark and progress monitoring assessments is expected to increase for students receiving assistance during intervention time.</p>	<p>Principal, Teachers, EAs</p>	<p>Assessment data to determine student needs. EAs assigned to work with students.</p>	<p>Ongoing</p>
<p>The school will provide targeted assistance during extended learning time (XLT) to target low academic performers and English Language Learners</p>	<p>1. Tier 3 students needing extra assistance will be identified through benchmark assessments and teacher input from other forms of assessments. They will receive extra assistance for 1 hour after school in reading, math, and English language assistance if they are EL students.</p> <p>2. Students are expected to increase scores toward proficiency on benchmark assessments, common classroom assessments.</p>	<p>Instructional Facilitator, XLT staff, Teaching staff</p>	<p>Teacher provided curriculum. XLT budget. Personnel to deliver instruction.</p>	<p>Each school year, October through June</p>
<p>Benchmark assessments will be administered 3 times throughout the year, and data will be analyzed at PLCs to determine next steps. Progress monitoring will be administered as needed.</p>	<p>1. Students in all grades will take the iReady assessment and Easy CBM fluency assessment, and district writing assessments in the fall, winter, and spring.</p> <p>2. PLC teams will analyze and use assessment results to inform instruction with an RTI model.</p>	<p>Instructional Facilitator, Principal</p>	<p>iReady and Easy CBM assessments, Teachers and EAs to administer assessments, Technology for testing, Time for analyzing data</p>	<p>Fall, Winter, Spring. Progress monitoring throughout the school year</p>

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<p>Teachers will monitor progress through formative assessments as well as common unit assessments for each reading standard.</p>	<p>1. Grade levels will monitor and record student progress on assessments similarly within each grade level.</p> <p>2. Teachers will use the information to guide instruction to target specific student needs and improve assessment results.</p>	<p>Teachers</p>	<p>Journeys assessments, Common assessments aligned to standards.</p>	<p>Ongoing</p>
<p>Close reading strategies are used weekly to help students with reading informational texts and standards.</p>	<p>1. The district instructional coach will work with teachers to continue implementing best practices regarding close reading strategies.</p> <p>2. Every grade level will build on these strategies to create students who are able to dissect difficult texts.</p>	<p>Teachers</p>	<p>Professional development in close reading strategies, Text materials</p>	<p>Ongoing</p>
<p>Support in Special Education will be provided during the school day with specially designed instruction for some students in the resource room. We will pilot a push in model of special education services in two 3<sup>rd</sup> grade classrooms.</p>	<p>1. Students below 3<sup>rd</sup> grade will continue to be pulled out to receive specially designed instruction in the resource room using specialized curriculum materials. Third grade students will receive push-in assistance from the resource room teacher and her educational assistants during their special education block.</p> <p>2. The gap between special education students and other subgroups of students will decrease on classroom and benchmark assistance. Individual tracking will show growth toward IEP goals.</p>	<p>Special Education Teacher, Classroom Teachers</p>	<p>Special education instructor, EA assistance in delivering instruction, Curriculum materials aligned with student needs</p>	<p>Ongoing</p>
<p>Professional development will be regularly scheduled throughout the year to improve instruction by assisting teachers in digging deeper into the ELA standards, and through differentiation, small group instruction, reading fluency, and EL strategies.</p>	<p>1. The district instructional coach is scheduled regularly throughout the year to deliver professional development standard by standard. She is working with our ELA team and our building instructional facilitator to deliver professional development and through follow-up instructional coaching based on teacher need.</p> <p>2. Observation documentation, PLC discussions/sharing, Inter-tier movement tracking. Student improvement on ELA assessments and vertical alignment to standards.</p>	<p>Principal, District Instructional Coach</p>	<p>Time and place for trainings, Instructional coach time for continued coaching</p>	<p>Various training dates throughout the 2016-2017 school year</p>

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<p>EL students will receive 30 minutes of English language instruction each day according to their language ability level.</p>	<p>1. High risk EL students will be identified by the WELPA and teacher input. Identified students will be pulled out to receive direct English language instruction.</p> <p>2. EL students will increase their English language proficiency as measured by the WELPA. EL students will also improve performance on classroom and benchmark assessments.</p>	<p>EL instructor, EL Para-educators</p>	<p>EL instructor, EL para-educator to deliver instruction.</p>	<p>September</p>
<p>Teachers will ensure that targeted students receive 45 minutes of instruction per week on the iReady instructional program.</p>	<p>1. Students will be identified with the iReady assessment. Interventions and lessons will be recommended based on student performance. Teachers will track and monitor the time students spend on iReady lessons.</p> <p>2. Students will increase their iReady assessment scores on the benchmark assessment at the end of the year.</p>	<p>Classroom teachers, Instructional Facilitator, Principal</p>	<p>Computers or Chromebooks, iReady program, time</p>	<p>October 2016</p>



B.

<b>Content Area: Math</b>		<b>Grade level: 3<sup>rd</sup> Grade</b>		
<b>Student Achievement Goal (SMART GOAL):</b>				
<ul style="list-style-type: none"> <li>We will increase our SBAC Math scores of level 3 and 4 over the next 4 years from 58% in 2016 to 80% in 2020. 64% of students are expected to be proficient in spring of 2017.</li> </ul>				
<b>ACTION PLAN</b>		<b>RESOURCES</b>		
<b>SIP Actions</b>	<b>Assess Progress: Formative and Summative Measures</b>	<b>Person (s) Responsible:</b>	<b>Resources Needed:</b>	<b>Implementation Timeline</b>
<p><i>Examples:</i> Specific instructional strategies tied to your problem of practice.</p> <p><i>Professional Development: How will you increase staff capacity to implement this strategy with fidelity?</i></p> <p><i>System or process changes / improvements: PLC, data collection, use of time, monitoring plan, etc.</i></p>	<p>1. <i>Implementation: what approaches will be used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, monitoring strategies, grade level discussions, lesson plan review).</i></p> <p>2. <i>Desired Student Outcomes: specific assessments, assignments and other indicators of student success</i></p>	<p><i>Be specific (i.e, PLC leads, principal, instructional facilitator, etc.)</i></p>	<p><i>How will you align your resources (people, time, dollars, materials, and partnerships) to accomplish your goals?</i></p>	<p><i>Many initiatives will take more than one year. Break initiative into multiple "phases" if necessary.</i></p>
<p>We will continue the practice of teachers meeting as grade level PLC teams all at the same time in the gym to be able to use all available personnel as resources.</p>	<p>1. Teams meet at tables in the gym in close proximity to other teams on a weekly basis. Principal and facilitator participate in PLC meetings. Agendas and minutes will be kept and reviewed by principal.</p> <p>2. Records of meetings will be kept. Principal, counselor, and facilitator will participate with PLC teams</p>	<p>Teachers, Principal</p>	<p>Space and time to meet</p>	<p>Ongoing</p>
<p>Teachers will continue to implement math fluency practice, monitoring, and student goal setting regularly each week.</p>	<p>1. Teachers will use Rocket Math timed fluency practice 3 to 5 times per week depending on grade level.</p> <p>2. Students will graph and monitor their progress, set goals and save results.</p>	<p>Teachers, Principal, District Instructional Coach</p>	<p>Fluency curriculum materials</p>	<p>September</p>

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<p>Grade levels will continue an RTI plan with approximately 30 minutes of intervention time for math.</p>	<p>1. Classroom teachers will track and analyze student progress, determine if students are tier 1, tier 2, or tier 3, and design specific interventions for students who perform below expectations (tiers 2 and 3).</p> <p>2. PLC teams will analyze benchmark assessment data, common classroom assessments, and formative data. Through targeted interventions, tier 2 and 3 students are expected to move toward tier 1 and proficiency.</p>	<p>Teachers, Principal, Instructional Facilitator</p>	<p>Teacher developed daily schedules with intervention time planned. EAs assigned to grade levels.</p>	<p>Ongoing</p>
<p>EAs will be placed in classrooms to work with students with the highest needs during intervention times.</p>	<p>1. EAs will be assigned to specific grade levels. They will work with teachers to deliver targeted interventions to students of greatest need.</p> <p>2. Student growth on benchmark and progress monitoring assessments is expected to increase for students receiving assistance during intervention time.</p>	<p>Principal, Teachers, EAs</p>	<p>Assessment data to determine student needs. EAs assigned to work with students</p>	<p>Ongoing</p>
<p>School will provide targeted assistance during extended time to target low academic performers and English Language Learners.</p>	<p>1. Tier 3 students needing extra assistance will be identified through benchmark assessments and teacher input from other forms of assessments. They will receive extra assistance for 1 hour after school in reading, math, and English language assistance if they are EL students.</p> <p>2. Students are expected to increase scores toward proficiency on benchmark assessments, common classroom assessments.</p>	<p>Instructional Facilitator, XLT staff, Teachers</p>	<p>Teacher provided curriculum. XLT budget. Personnel to deliver instruction.</p>	<p>Each school year October through June.</p>
<p>Support in Special Education math will be provided during the school day with specially designed instruction for some students in the resource room. We will implement a push in model for special education services in two classrooms.</p>	<p>1. Previously, students were pulled out to the resource room and given instruction using highly researched specialized curriculum materials. Currently students will receive push-in assistance from the resource teacher and educational assistants.</p> <p>2. The gap between special education students and other subgroups of students will decrease on classroom and benchmark assistance.</p>	<p>Special Education Teacher, Classroom Teachers</p>	<p>Special education instructor, EA assistance in delivering instruction, Curriculum materials aligned with student needs</p>	<p>Ongoing</p>

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	Individual tracking will show growth toward IEP goals.			
Benchmark assessments will be administered 3 times throughout the year, and data will be analyzed at PLCs to determine next steps. Progress monitoring will be administered as needed.	<ol style="list-style-type: none"> <li>1. Students in all grades will take math assessments of the iReady in the fall, winter, and spring.</li> <li>2. PLC teams will analyze and use assessment and fluency results to inform instruction with an RTI model.</li> </ol>	Instructional Facilitator, Teachers	iReady assessments. Teachers and EAs to administer assessments, Technology for testing, Time for analyzing data.	Fall, Winter, Spring. Progress monitor as needed
Grade level teams will meet regularly to align assignments and common assessments to the Washington State Learning Standards/Smarter Balanced Assessment.	<ol style="list-style-type: none"> <li>1. Time will be set aside to work with the district grade level math teams to continue working on developing and refining Smarter Balanced style assessments and lessons.</li> <li>2. Improvement on aligned assignments, assessments, and Smarter Balanced Assessment</li> </ol>	Teachers, Grade Level Representatives	Time to analyze standards, assessments, and assignments	Ongoing
Teachers will ensure that targeted students receive 45 minutes of instruction per week on the iReady instructional program.	<ol style="list-style-type: none"> <li>1. Students will be identified with the iReady assessment. Interventions and lessons will be recommended based on student performance. Teachers will track and monitor the time students spend on iReady lessons.</li> <li>2. Students will increase their iReady assessment scores on the benchmark assessment at the end of the year.</li> </ol>	Classroom teachers, Instructional Facilitator, Principal	Computers or Chromebooks, iReady program, time	October 2016

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**III. Professional Development Plan:** Use the space below or attach a separate document. The plan should align with your SIP, other school or district initiatives requiring PD, and reflect the components of effective PD. Please summarize all CEA and early release Fridays (if available) within the plan as well.

(Sample table – use it, customize it, or delete it and create your own formatting to include the elements described above)

Date	Time	Type of day (CEA, early release, etc.)	Description	Implementation Notes (Implementation strategies, monitored, etc.)
8/7	8:00-3:30	Non-paid time	Workshop – Café Training.	
8/22 & 23	8:00-3:30	Non-paid time	PBIS 2 day training.	Investigating the components and implementation of PBIS in our building. Looking to have building-wide expectations and protocols for discipline.
8/26	10:00-12:00	Curriculum rate pay	Literacy team meets to debrief Boston conference and plan professional development specific to individual buildings.	Team analyzed data and developed strategies specific to the needs of each grade level to target literacy needs of students in the various grade levels.
8/29	8:00-11:00	District Directed	iReady training. Instruction of our new benchmark assessment tool.	Types of reports, how to use reports, system components and setup.
8/30	8:00-3:30	District Directed	Literacy PD day.	Leaders on the literacy team worked with grade levels to analyze the data for their grade level. Goals, strategies, and instructional practice were discussed and developed.
8/31	8:00-11:30	District Directed	Data Carousel	Jefferson Lincoln staff meet to analyze data from the previous year. Celebrations and areas for improvement were identified. Areas of concern were rank ordered for our leadership team as they develop the school improvement plan. The plan will be reviewed with the JL staff for input.
9/1	8:00-3:30	District Directed	All district meeting. Building staff meeting.	District and building protocols and procedures were reviewed. Teachers worked with grade levels to prepare for the beginning of the school year.
TBD		District Directed	iReady trainings 2 and 3	Continued instruction regarding the benchmark assessment tool and instructional components.
Monthly at staff meetings		District Directed	Literacy professional development	Continued training days to be determined by the building. Further professional development of

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				strategies and practices to improve student achievement in literacy.
Ongoing			Instructional Coaching	District and building instructional coaches will work with teachers and para professionals as a staff, in small groups, or individually regarding needed strategies and best practices.
Ongoing			Staff meetings, PLCs	Review and discussion regarding instructional practice and components of the 5D evaluation tools.