**District Target for Smarter Balanced Assessment:** In 2013-14, Shoreline School District exceeded the State average of all students, grades 3-6, meeting standard on the MSP by 11.8% in reading. On the 2014-15 Smarter Balanced Assessment in English Language Arts, Shoreline School District will maintain or exceed the State average by at least 11.8%. Shoreline will also show improvement relative to the state average on the English Language Arts portion of the Smarter Balanced Assessment for all identified lower performing subgroups.

### Comprehensive Needs Assessment (DIBELs Next K-2nd grade, SRI 3rd – 6th grade) Fall, 2014 Benchmark Data:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students below grade level.</td>
<td>35</td>
<td>25</td>
<td>21</td>
<td>16</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>107</td>
</tr>
<tr>
<td>Percent below grade level benchmark</td>
<td>39%</td>
<td>29%</td>
<td>19%</td>
<td>26%</td>
<td>26%</td>
<td>20%</td>
<td>13.5%</td>
<td>25%</td>
</tr>
<tr>
<td>Percent at or above benchmark</td>
<td>61%</td>
<td>71%</td>
<td>81%</td>
<td>74%</td>
<td>74%</td>
<td>80%</td>
<td>86.5%</td>
<td>75%</td>
</tr>
<tr>
<td>Year-End goal for students at or above benchmark</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>Measure</td>
<td>DIBELS FSF</td>
<td>DIBELS NWF</td>
<td>DIBELS ORF</td>
<td>SRI</td>
<td>SRI</td>
<td>SRI</td>
<td>SRI</td>
<td></td>
</tr>
</tbody>
</table>

**DIBELS – Dynamic Indicators of Basic Early Literacy Skills**  
- FSF = First Sound Fluency  
- NWF = Nonsense Word Fluency  
- ORF = Oral Reading Fluency  

**SRI – Scholastic Reading Inventory**  
(measure of reading comprehension)

Highland Terrace Students exceeded the State Average by 10.6% in Reading on the Spring, 2014 MSP.

Highland Terrace School average for Reading on the MSP was 82.4%

- 76.9% of third graders met or exceeded MSP standards
- 85.7% of fourth graders met or exceeded MSP Standards
- 84.7% of fifth graders met or exceeded MSP Standards
- 96.4% of sixth graders met or exceeded MSP Standards
Fall, 2014 benchmark data for literacy indicates that our highest percentage of students below standard are in Kindergarten, third and fourth grade. Trend data over the past several years indicates that most often the percentage of students meeting State assessments increases at each grade level assessed (3rd, 4th, 5th, 6th) within each year tested.

In Spring, 2014, 100% of our 6th graders met MSP Reading standards in reading “Comprehension” and “Informational Text”. 98.1% of our 6th graders met Reading standards on the MSP in “Analysis”.

**Highland Terrace Target for Smarter Balanced Assessment:** Smarter Balanced Target for READING: Highland Terrace students will exceed the State percentage meeting standard on the Smarter Balanced assessment by 15% in Literacy for combined 3rd, 4th, 5th and 6th grade scores.

**School Student Growth Goal for Common Core State Standards in Literacy:**

**School Smarter Balanced Target for READING:**

Highland Terrace students will exceed the State percentage meeting standard by 15% in Literacy for combined 3rd, 4th, 5th and 6th grade scores. The DIBELs Next benchmark assessment and SRI benchmark assessments indicated below are our best indicators of student progress toward meeting standards on the Washington State assessment. These measures allow us to identify which students are and are not making progress with foundational literacy skill development at their grade level during the school year.

**School SMART Goal for READING:** Increase the number of students meeting State standards in 3rd, 4th and 5th grade by assessing K-6 student progress quarterly and refining intervention strategies if/when significant progress is not made during the school year:

- **Kindergarten:** From 61% (54 students) meeting benchmark standards in the Fall to 80% (71 students) meeting benchmark standards in the Spring (17 student increase) on the DIBELs Next benchmark assessment.
- **First Grade:** From 71% (67 students) meeting benchmark standards in the Fall to 85% (80 students) meeting benchmark standards in the Spring (13 student increase) on the DIBELs Next benchmark assessment.
- **Second Grade:** From 81% (55 students) meeting benchmark standards in the Fall to 90% (61 students) meeting benchmark standards in the Spring. (6 student increase) on the DIBELs Next benchmark assessment.
- **Third Grade:** From 74% (37 students) meeting benchmark standards in the Fall to 90% (45 students) meeting benchmark standards in the Spring. (8 student increase) on the SRI benchmark assessment.
- **Fourth Grade:** From 74% (39 students) meeting benchmark standards in the Fall to 90% (48 students) meeting benchmark standards in the Spring. (5 student increase) on the SRI benchmark assessment.
- **Fifth Grade:** From 80% (48 students) meeting benchmark standards in the Fall to 95% (57 students) meeting benchmark standards in the Spring. (9 student increase) on the SRI benchmark assessment.
- **Sixth Grade:** From 86.5% (51 students) meeting benchmark standards in the Fall to 97% (57 students) meeting benchmark standards in the Spring. (6 student increase)
### Action Plan for All Students (including professional development)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness (Student Growth Measures)</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff trained in the use of strategies and data sharing protocols during bi-monthly grade level meetings. District Literacy Coach to train K-6 staff on Depth of Knowledge. Librarian to work with staff to provide support for use of leveled reading materials.</td>
<td>Sept, 2014-Spring, 2015</td>
<td>Quarterly progress monitoring assessments (DIBELs Next and SRI) will indicate that students are on track toward meeting standards. Increase of student discussion in the classroom about literacy lessons and topics. Discussions to include higher level questioning and processes to demonstrate understanding as identified in Depth of Knowledge Levels 3 and 4. Increase of classroom-based assessments demonstrating higher level understanding and processes as identified in Depth of Knowledge Levels 3 and 4. Principal communication with instructional specialists about literacy instruction strengths and needs of our K-6 staff. Use of resources from the Digital Library in all K-6 classrooms throughout the school year.</td>
<td>Building budget to provide release time for teachers and for the purchase of reading materials</td>
</tr>
</tbody>
</table>

### Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness (Student Growth Measures)</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP teacher, K-6 teachers, SPED teacher, principal</td>
<td>Fall, Winter, Spring</td>
<td>SRI and DIBELs Next results indicating whether or not the student is in line toward meeting benchmark standards. Comparison of number of students at Core at each benchmark period with numbers of students identified per grade level above for “Student Growth Goal”.</td>
<td>School Assessment Allocation.</td>
</tr>
</tbody>
</table>
on visual used to track all students who are and are not progressing toward standard at each quarterly assessment period. Each student (names abbreviated) has a magnet that indicates which interventions are in place and whether or not there are attendance and/or behavior concerns. Magnets are moved quarterly to reflect student progress (or not) toward benchmark standards.

5. The classroom teacher, principal and LAP teacher review the progress of students quarterly to determine whether or not adjustments need to be made with interventions.

6. Review assessment procedures, including progress monitoring, with all staff.

7. Grade-level and classroom-needs based training from LAP teacher on Tier 1 (classroom) strategies for differentiated instruction.

8. 30 to 60-minute classroom observations by grade-level peers including pre and post meetings about strategies observed in observations.


<table>
<thead>
<tr>
<th>Action Plan to Increase Parent Involvement (Required of Title I Schools)</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Title I School</td>
<td></td>
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</tr>
</tbody>
</table>

Determine whether students identified for "Targeted Support" by classroom teachers (2-3 per classroom) are advancing toward meeting benchmark standards.

Principal pre-conference and classroom observations indicate knowledge of specific students and their progress toward benchmarks.

Observations of PLCs include conversations among teaching peers about classroom strategies learned and implemented.

Principal observation of Spring Board lessons, log of coaching visits by the instructional specialist, notes from team planning of units and comparing student work form embedded assessments.

Classroom coverage by principal.

Rotating sub coverage. Building funds.
**District Target for Smarter Balanced Assessment:** In 2013-14, Shoreline School District exceeded the State average of all students, grades 3-6, meeting standard on the MSP by 15.2% in math. On the 2014-15 Smarter Balanced Assessment in Math, Shoreline School District will maintain or exceed the State average by at least 15.2%. Shoreline will also show improvement relative to the state average on the math portion of the Smarter Balanced Assessment for all identified lower performing subgroups.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2014</td>
<td>39%</td>
<td>26.5%</td>
<td>30%</td>
<td>32%</td>
<td>32%</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Number of students below 61st percentile on easyCBM</td>
<td>35</td>
<td>25</td>
<td>21</td>
<td>16</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Fall, 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students Below 61st percentile on easyCBM</td>
<td>61%</td>
<td>73.5%</td>
<td>70%</td>
<td>68%</td>
<td>68%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>Year-End goal for students at or above benchmark</td>
<td>75%</td>
<td>80%</td>
<td>80%</td>
<td>85%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Measure</td>
<td>easyCBM</td>
<td>easyCBM</td>
<td>easyCBM</td>
<td>easyCBM</td>
<td>easyCBM</td>
<td>easyCBM</td>
<td>easyCBM</td>
</tr>
</tbody>
</table>
School Comprehensive Needs Assessment:
Highland Terrace Students exceeded the State Average by 21.1% in Math on the 2013-2014 MSP.
Highland Terrace School average for Math on the MSP was 83.8%
76.9% of third graders met or exceeded MSP standards
82.5% of fourth graders met or exceeded MSP Standards
83.0% of fifth graders met or exceeded MSP Standards
92.7% of sixth graders met or exceeded MSP Standards

Our benchmark data for math indicates that our highest percentage of students below standard are in Kindergarten, Third Grade and Fourth Grade. 70% of our students are on track toward meeting State standards in math based on the easyCBM benchmark data Fall, 2014.

Trend data over the past several years indicates that most often the percentage of students meeting State assessments increases at each grade level assessed (3rd, 4th, 5th, 6th) within each year tested.

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements ( . . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . . )  RCW 28A.655.100 Performance goals – reporting requirements ( . . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . . )

Highland Terrace Target for Smarter Balanced Assessment: Smarter Balanced Target for MATH: Highland Terrace students will exceed the State percentage meeting standard on the Smarter Balanced assessment by 25% in Math for combined grade levels (3rd – 6th).

School Student Growth Goal for Common Core State Standards in Math:

School Smarter Balanced Target for MATH: Highland Terrace students will exceed the State percentage meeting standard by 25% in Math for combined 3rd, 4th, 5th and 6th grade levels.

School SMART Goal for MATH: Reduce the number of students performing below grade level by:
• Kindergarten: From 61% (54 students) meeting benchmark standards in the Fall to 75% (67 students) meeting benchmark standards in the Spring (13 student increase)
• First Grade: From 73.5% (69 students) meeting benchmark standards in the Fall to 80% (75 students) meeting benchmark standards in the Spring (6 student increase)
• Second Grade: From 70% (47 students) meeting benchmark standards in the Fall to 80% (55 students) meeting benchmark standards in the Spring. (8 student increase)
• Third Grade: From 68% (34 students) meeting benchmark standards in the Fall to 85% (42 students) meeting benchmark standards in the Spring.
(8 student increase)

- **Fourth Grade**: From 68% (36 students) meeting benchmark standards in the Fall to 85% (45 students) meeting benchmark standards in the Spring. (9 student increase)
- **Fifth Grade**: From 75% (45 students) meeting benchmark standards in the Fall to 90% (54 students) meeting benchmark standards in the Spring. (9 student increase)
- **Sixth Grade**: From 80% (47 students) meeting benchmark standards in the Fall to 95% (56 students) meeting benchmark standards in the Spring. (9 student increase)

### Action Plan for All Students (including professional development)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness (Student Growth Measures)</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6 teachers, principal, P-6 Math Instructional Specialist, RtI coaches</td>
<td>Full year</td>
<td>Classroom observations indicate an increase in variation and frequency of formative assessments used for math instruction including appropriate implementation of Pose the Problem, Guided Practice, Quick Check and Pose the Problem components of enVision.</td>
<td>Common Core Standards, envision materials</td>
</tr>
<tr>
<td>K-6 teachers, instructional coach, principal</td>
<td>Fall, 2014 Winter, 2015</td>
<td>Effective use of enVision video as part of “productive struggle”. Evidence of multiple opportunities for students to express mathematical understanding through drawings and words.</td>
<td>Evidence of use of resources from Digital Library toward meeting Common Core standards. Growth on envision, classroom based assessments and easyCBM</td>
</tr>
</tbody>
</table>

### Professional Development:

1. Staff trained in strategies and data sharing protocols for use during bi-monthly PLC meetings.

2. Training at staff and PLC meetings with P-6 Math Instructional Specialist.

3. Training of all staff in Depth of Knowledge and Formative Assessment

### Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development).

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness (Student Growth Measures)</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6 teachers, RtI coaches, principal, P-6 Math Instructional Specialist</td>
<td>EasyCBM as a screening tool to identify students below the 20th and 60th percentiles for intervention at the beginning of the year and to check growth</td>
<td>School Assessment Allocation.</td>
<td></td>
</tr>
</tbody>
</table>
2. Build accelerated learning plans for “strategic” and “intensive” students that target needs.

3. Utilize RtI Data Sharing Meetings 4 times during the year where each grade level meets with a support team to review progress of strategic and intensive students and to monitor learning plans.


5. Utilize IXL to provide additional practice time.

6. Principal “magnet board” displayed in her office is a hands-on visual used to track all students who are and are not progressing toward standard at each quarterly assessment period. Each student (names abbreviated) has a magnet that indicates which interventions are in place and whether or not there are attendance and/or behavior concerns. Magnets are moved quarterly to reflect student progress (or not) toward benchmark standards.

6. Review assessment procedures, including progress monitoring, with all staff.

7. Grade-level and classroom-needs based training from instructional coach on Tier 1 (classroom) strategies for differentiated instruction.

8. 30 to 60-minute classroom observations by grade-level peers including pre and post meetings about strategies observed in observations.

10. 1.5 hours per day of para support in the classroom to allow teachers to provide targeted instruction for students at risk for not meeting State standards.

<table>
<thead>
<tr>
<th>Action Plan to Increase Parent Involvement (Required of Title I Schools)</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Title 1 school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>