



SHORELINE SCHOOL DISTRICT

2015-2016 School Improvement Plan: LITERACY

School: Ridgecrest

Date: October 2015

Principal: Sue McPeak

- District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment for English Language Arts by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment: Fall 2015 DIBELS, SRI and Spring 2015 SBA DATA

DIBELS Fall 2015	At or Above Benchmark	Strategic	Intensive
K	FSF 78%	FSF 9%	FSF 13%
1	NWF 74%	NWF 16%	NWF 10%
2	DORF 77%	DORF 14%	DORF 9%
SRI Fall 2015	At or Above Benchmark	Strategic	Intensive
2			
3	70%	17%	13%
4	88%	6%	16%
5	74%	21%	5%
6	71%	24%	5%

SBA Spring 2015	At or Above Standard	Strategic	Intensive
Current Grade			
4	88%	5%	7%
5	79%	12%	9%
6	82%	11%	7%

School Target for Smarter Balanced Assessment: Ridgecrest Elementary will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment for English Language Arts by 5 percent over the 2015 results. For subgroups of students performing lower than the school average, Ridgecrest will close the gap by at least 5 percent.

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. . .)

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

Claim #1—Reading: “Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

Ridgecrest Elementary will demonstrate a 5% increase in students scoring above standard on Claim #1 as reported on the Spring 2016 SBAC (comparing the same cohort of students over time):

- 60% of current 4th grade students were above standard on Claim #1
- 48% of current 5th grade students were above standard on Claim #1
- 51% of current 6th grade students were above standard on Claim #1

Action Plan for All Students (including professional development,)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
<ol style="list-style-type: none"> 1. Professional Learning Community (PLC) teams meet to examine students' progress, identify and share effective instructional strategies for close reading, listening and writing activities, develop common assessments, during 2x month PLC meetings and other collegial times. 2. Grade Level Data Meetings will be held 2-3 x to identify student need; brainstorm strategies and interventions; and review progress of all students. 3. Teachers will implement the new reading curricula: SuperKids (K) and Wonders (1st-5th) and continue to implement SpringBoard (6th) using the objectives and goals from the curricula and the CCSS as our guide. 4. Teachers will utilize ongoing grade level specific reading assessments (formative and summative) to determine student growth and adjust small groups 5. Use of close reading strategies across all content areas and with a variety of genres and purposes. 6. Teachers will provide ALL students access to small group guided reading instruction. They will use high interest leveled books to meet varied needs of students as they practice close reading, making inferences and finding evidence to gain better comprehension. 7. Specific instruction on reading to find evidence to support a claim and how to cite evidence verbally and in writing. 8. Participate in close reading activities during staff meetings 9. Explore effective strategies to improve reading achievement of targeted students, such as explicit comprehension and vocabulary instruction; additional reading time; read and think aloud; and small group instruction at designated PD times throughout the school year. 10. Conduct intentional observations of instructional practice in literacy within the school and district 11. Participate in District provided Wonders, SuperKids and SpringBoard Trainings 	<p>Classroom teachers</p> <p>Principal and Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>All Staff</p> <p>Principal and teachers District TOSAs</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>All year</p>	<p>Growth on classroom based assessments and curriculum measures in literacy; Supporting claims with evidence; Use of academic vocabulary; Determining key ideas and supporting details; Making inferences and others.</p> <p>General reading growth as determined by DIBELS, and SRI</p> <p>Implementation of District curriculum and its assessments</p>	<p>District Curriculums; Leveled classroom libraries; PD \$\$ for substitutes;</p>

Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development, Title I, LAP and ELL)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
<ol style="list-style-type: none"> 1. Identify strategic and intensive students through universal screening of every child. 2. Provide supplemental small group instruction in a LAP and SpEd pullout/push in setting for intensive/strategic students. Double support for 1st and 2nd grade intensive students. 3. Increase the frequency and duration of small group instruction for strategic and intensive students as the data reveals the need. 4. Provide staff with the opportunity to consult with LAP teacher and District TOSA to plan targeted reading instruction, gain a better understanding of depth of knowledge, close reading and materials for intensive and strategic students. 5. Provide support for teachers on effective whole class and small group intervention in reading including classroom observations, consultation with TOSA, etc. 6. Use of GLAD strategies to enhance vocabulary development, scaffolding for key ideas, and organization of ideas in writing. 	<p>Classroom Teachers</p> <p>Classroom Teachers and Specialists</p> <p>Classroom Teachers</p> <p>Principal, specialists, teachers, and District TOSAs</p> <p>Principal, specialists, teachers, and District TOSAs</p> <p>Classroom Teachers</p>	<p>All year</p>	<p>Growth on classroom based assessments and curriculum measures in literacy; Supporting claims with evidence; Use of academic vocabulary; Determining key ideas and supporting details; Making inferences and others.</p> <p>General reading growth as determined by DIBELS, and SRI</p> <p>Implementation of District curriculum and its assessments</p>	<p>District Curriculums; Leveled classroom libraries; PD \$\$ for substitutes;</p>

Federal programs such as Title I and state programs such as TBIP and LAP provide supplemental support to eligible students in coordination with and in addition to local program funds. Instruction is provided by highly qualified teachers and para-educators, and parents at Title I schools are notified each year of their right to know about the qualifications of the staff at their school. Shoreline ensures that all teachers meet highly qualified requirements as part of our posting and hiring process.



SHORELINE SCHOOL DISTRICT

2015-2016 School Improvement Plan: MATH

School: **Ridgecrest Elementary**

Date: **October 2015**

Principal: **Sue McPeak**

- District Target for Smarter Balanced Assessment:** Shoreline Public Schools will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment in Math by 5 percent over the 2015 results. For subgroups of students performing lower than the district average, Shoreline Public Schools will close the gap by at least 5 percent.

School Comprehensive Needs Assessment:

FALL 2015 Easy CBM and SPRING 2015 SBA DATA

EasyCBM Fall 2015	At or Above Benchmark	Strategic	Intensive
K	58%	28%	15%
1	76%	18%	6%
2	64%	29%	7%
3	78%	19%	3%
4	67%	27%	6%
5	69%	20%	11%
6	66%	24%	10%

SBA Spring 2015	At or Above Standard	Strategic	Intensive
Current Grade			
4	81%	11%	8%
5	78%	19%	3%
6	74%	15%	11%

EasyCBM is a benchmark assessment in math that we use to screen for students who need additional support.

School Target for Smarter Balanced Assessment: Ridgecrest Elementary will increase the percent of students meeting or exceeding state standards on the Math Smarter Balanced Assessment by 5 percent over the 2015 results. For subgroups of students performing lower than the school average, Ridgecrest will close the gap by at least 5 percent.

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. . .)

School Student Growth Goal for Common Core State Standards in Math: Ridgecrest Elementary will demonstrate a 5% increase in students above standard on Claim #2 as reported on the Spring 2016 SBAC (comparing the same cohort of students over time):

- 52% of current 4th grade students were above standard on Claim #2
- 55% of current 5th grade students were above standard on Claim #2
- 53% of current 6th grade students were above standard on Claim #2

Claim #2 – Problem Solving “Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”

Action Plan for All Students (including professional development)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
1. Professional Learning Community (PLC) teams meet to examine students' progress, identify and share effective instructional strategies for math problem solving, develop common assessments, during 2x month PLC meetings and other collegial times.	K-6 teachers, principal, LAP and Special Ed teachers; P-6 Math Instructional Specialist	Sept-June	Growth on enVision topic tests pulling out specific problem solving tasks; Growth on classroom based assessments using a 'show your work' and other rubrics; SBAC data; and easy CBM;	Common Core Standards, enVision materials, IXL grades K-6, Math TOSA
2. Grade Level Data Meetings held to identify need; brainstorm strategies and interventions; and review progress of all students.	Teachers, Principal	Sept-June	Same as above	
3. Students will work in groups on problem solving to enhance engagement (Complex Instruction and other group models)	Teachers	Sept-June		
4. Close reading strategies will be taught and utilized to dissect math word problems—identifying key information and vocabulary.	Teachers	Sept-June		
5. EasyCBM progress monitoring and enVision tests will be administered at all grade levels to determine ongoing student strengths and weaknesses in problem solving.	Teachers	Sept-June		
6. Teach enVision and DIGITS (6 th HiCap) curriculum with fidelity at all grade levels.	Teachers	Sept-June		
7. Teachers will focus on the 'Pose the Problem' portion of the math lesson	Teachers	Sept-June		
8. Math stations available in K-1 classrooms to provide practice, enrichment, and small group instruction in math problem solving.	Teachers	Sept-June		
Professional Development:				
1. Consult with district math TOSA to learn effective instructional strategies for all students and available assessments.	Teachers	Sept-June		
2. Read <u>Smarter Together</u> and implement strategies as appropriate to grade level.	Teachers	June-June		
3. Training at staff and/or PLC meetings with P-6 Math Instructional Specialist on Depth of Knowledge and problem solving.	Teachers	Sept-June		

Action Plan for Closing the Gap and helping identified Subgroups of students who are experiencing difficulty (including professional development, Title I, LAP and ELL)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
<ol style="list-style-type: none"> 1. Identify strategic and intensive students through early assessment of every child. 2. Discuss with PLC and then implement specific instructional strategies for “strategic” and “intensive” students that target needs. 3. Utilize pre teaching and/or re teaching components of enVision for struggling learners. 4. Reteach, Practice, and Enrichment components used to differentiate learning 5. Small groups will be pulled during independent practice or RTI time for additional academic support. 6. Utilize IXL to provide additional practice time. <p>Professional Development: Same as above</p>	<p>K-6 teachers, PLCs, principal, P-6 Math Instructional Specialist</p> <p>PLCs and classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers/PLC</p> <p>Classroom teachers</p>		<p>easyCBM as a screening tool to identify Intensive and strategic intervention at the beginning of the year and to check growth at the end.</p> <p>Progress monitor all students using the easyCBM progress-monitoring tool.</p> <p>Utilize enVision online math assessments to identify students needing additional intervention related to specific skills and knowledge and to measure effectiveness of strategies.</p>	<p>enVision Math Materials</p> <p>IXL Math Software</p>