SHORELINE PUBLIC SCHOOLS

SHORELINE SCHOOL DISTRICT

2015-2016 School Improvement Plan: LITERACY

School: Cascade K-8 **Date: October 22, 2015**

Principal: Chrisy Francescutti

- **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:

Title I Schools – In your Comprehensive Needs Assessment, please include 1) your school demographics including race and income levels; and 2) your achievement data broken down by race and income levels. Please include DIBELS (elementary), SRI, and SBAC data.

2014-15 ELA Data	
Percent of Students at Standard	
Grade	ELA
3rd	78.9%
4th	88.4%
5th	92.3%
6th	Suppressed*
7th	Suppressed*
8th	Suppressed*
School Average	**86.5%**
State Average	56.8%
Difference	29.7%

*Data suppressed to match the OSPI published results to maintain student confidentiality.

-The CK8 student population is so small that the actual number of students at each grade level below standard is a low single digit. Therefore, we were able to analyze where the specific deficits were for our population.
-Further analysis of the data shows that although we have a very small number of students of color, there is an achievement gap of 14.5%. 72% of

non-white students met standard on the SBA/ELA in 2015.
-Students that fell below standard overall were more likely to score a performance level of "Below" for Claims 1 (Reading) and 2 (Writing) more often than Claims 3 (Speaking & Listening) and 4 (Research/Inquiry).

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 Target for Smarter Balanced Assessment: Cascade K-8 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, Cascade will close the gap by at least **5** percent.

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

Cascade K-8's K-2 PLC has written a student growth goal focusing on Reading Foundational Skills and Reading Literary Text (Standards 1-3, Key Ideas and Details). They will be using a teacher-created rubric incorporating assessments from CORE, DIBELS, Wonders, and observable behaviors. Our 6/7/8 PLC has written a student growth goal focusing on Writing Standards 4, 5, & 6 (Production and Distribution of Writing) in conjunction with the positive learning behavior of demonstrating perseverance. This teacher-created rubric focuses on writing fluency and revision. Both of these goals support growth for Claim 1 (Students can demonstrate college and career readiness in English language arts and literacy.) and Claim 2 (Students can produce effective and well-grounded writing for a range of purpose and audiences.)

Action Plan for All Students (including professional development,)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
Implementation of District-adopted reading materials – Superkids, Wonders, and SpringBoard. -Grade-level PD and building-level collaboration to maximize learning of new programs. -Increase usage of small group, writing, and assessment components of Wonders and Superkids Determine how to supplement with Achieve 3000 and Comprehension Toolkit as needed.	All	Ongoing	-PLC growth goals data -Classroom-based assessment data -Report Card data -District Assessment data (SRI, DIBELS, CORE/High Frequency) -State Testing (summative and interim) data	Literacy Specialist, District-provided PD

Building-wide PD to learn more about the Claims for ELA and how they're connected to CCSS. Possibly try interim assessments. Increase knowledge of Danielson Framework domains and components rubrics to maximize student learning through engagement, questioning, planning, and assessment.		Late fall, early winter Ongoing		Guidance from Assessment Dept. Danielson Framework books
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
LAP, ELL, and Resource Room services for identified students. Specialized instruction using intervention curricula & resources – Read Well, Imagine Learning, Step Up to Writing, Phonics for Reading, Rewards, Comprehension Toolkit, Wonders Leveled Readers Monthly data meetings with general education teachers and LAP teachers Weekly Intervention Team Meetings to discuss academic and behavior intervention needs for high-impact students.	LAP, ELL, and RR Staff All All Intervention Team – LAP, RR, Psychologist, Principal, Classroom teacher	Ongoing	Progress Monitoring and Benchmark assessment – DIBELS, SRI, CORE, Curricula-based, Teacher-created	PD for new paras RTI/Intervention funds to support meetings

Action Plan for Transition from Early Childhood to Kindergarten (Required of Title I Schools)	Responsibility	Timeline	Evidence of Effectiveness	Resources Required
Kindergarten Meet and Greet (Before school assessment and small group observation)	K Staff	End of August	Balanced Classrooms	Kindergarten assessment
Action Plan to Increase Parent Involvement (Required of Title I Schools)	**Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Resources Required**
As a Community School, parent involvement is not typically a problem for us! Our teachers are working on how to maximize that parent support and use them in their ELA & Math block to help differentiate or engage students in authentic academic practice while the teacher meets with one grade level or group to deliver core instruction.	Classroom Teachers	Ongoing	Assessment	Small group materials, leveled readers, Parents
Parent Volunteer training on "How to work with students" *Parents have provided input into the SIP in the following ways:* Solicited feedback from and shared with PTSA Co-Chairs ~ October 2015	Teacher Leaders and Principal	December or January	Observation of differentiated groupings, parents working with engaged students. Student growth on assessments.	

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 PUBLIC SCHOOLS

SHORELINE SCHOOL DISTRICT

2015-2016 School Improvement Plan: MATH

School: Cascade K-8 **Date: October 24, 2015**

Principal: Chrisy Francescutti

- **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:

Title I Schools – In your Comprehensive Needs Assessment, please include 1) your school demographics including race and income levels; and 2) your achievement data broken down by race and income levels. Please include easyCBM (elementary), Star Math (secondary), and SBAC data.

2014-15 Math Data	
Percent of Students at Standard	
Grade	Math
3rd	78.9%
4th	61.5%
5th	73.0%
6th	Suppressed*
7th	Suppressed*
8th	Suppressed*
School Average	**62.7%**
State Average	47.1%
Difference	15.6%

*Data suppressed to match the OSPI published results to maintain student confidentiality.

-Further analysis of the data shows that although we have a very small number of students of color, there is an achievement gap. 56% of non-white students met standard on the SBA/Math in 2015. This is a gap of 6.7%.

-Students that fell below standard overall were more likely to score a performance level of "Below" for Claim 1 (Concepts and Procedures).

-Current 5th graders (former 4th graders) demonstrate a higher need with a score of 61.5%.
-Although suppressed, the data from our former 8th grade students demonstrates a strong need, especially for Claim 1. Suppression of previous years' data makes it difficult to determine if it was cohort or grade level content that created that performance gap.

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School Target for Smarter Balanced Assessment: Cascade K-8 will increase the percent of students meeting or exceeding state standards on the Smarter Balanced Assessment for Math by **5** percent over the 2015 results, with a target of **67.7%.** For subgroups of students performing lower than the school average, Cascade will close the gap by at least **5** percent, with a target of **61%.**

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

Our 2/3/4 PLC has written a student growth goal that supports the mathematical practices 1 & 5 (*Make sense of problems and persevere in solving them* and *Use appropriate tools strategically*.) Our 5/6/7/8 PLC has written a student growth goal focusing on mathematical practice #1 (*Make sense of problems and persevere in solving them*). The mathematical practices are used to support the mastery of all CCSS. These growth goals will be assessed using teacher-created rubrics as well as EnVision, SBA Summative,

Action Plan for All Students (including professional development)	Responsibility	Timeline	Evidence of Effectiveness/Student Growth Measures (assessment decisions)	Resources Required
Grade level instruction for all students PLC/Grade Level Collaboration to discuss student performance data after unit assessments Pose the Problem or Hands on/Minds on Math	Classroom Teachers	Ongoing	EnVision Math Curriculum, Easy CBM, and SBA Assessments	Staff Meeting Time Rubrics for Performance Tasks EnVision &

Complex Instruction implemented for appropriate lessons/units IXL for 4-6th Grade Students				Teacher-created problems Follow Up PD on Complex Instruction; District Math TOSA IXL Seats
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
Resource Room Support for identified students IXL for identified 3, 7, 8th graders RTI Time as part of day – Math intervention	RR Teacher RR Teacher, Tamara Hayes, & Becca Drury Classroom Teachers	Ongoing	Assessments to determine Student Use and formative/summative assessment Daily Quick Checks and Common Core Review from enVision	RR materials IXL from Intervention Money
Action Plan for Transition from Early Childhood to Kindergarten (Required of Title I Schools)	Responsibility	Timeline	Evidence of Effectiveness	Resources Required
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