

**Tumwater School District**  
 2016 - 2017 School Improvement Plan  
 East Olympia Elementary

**District Strategic Plan**

Goal One: Teaching and Learning - *Increase achievement for all students by using effective instructional strategies, monitoring results and engaging students in their own learning.*

**Part One: Summary**

Grade Level Strengths and Challenges	
Kindergarten	<p>Looking back at this year we found our groups to be more challenging and larger than usual. We experienced a lot of growth and creative problem solving strategies. We collaborated with various staff to solve some behavior issues. Our students also varied quite a bit intellectually. We switched reading groups often, adapted instruction, shared strategies and provided individual instruction to meet our students' diverse needs. iPads were added to our classrooms and are providing some much needed practice in all subject areas. We built a community with our students and parents through communication and opportunities to volunteer in the classroom, at special occasions and field trips.</p>
1st Grade	<p>The first grade teaching team at EOE has found success again this year using our ACT time to set short cycle SMART goals. We focused on phoneme segmentation development, CVC words with short vowel focus and long vowel teams for reading growth. For each goal we achieved the following successes:</p> <ul style="list-style-type: none"> <li>• Phoneme segmentation: 76% to 90% at or above benchmark</li> <li>• CVC words: 68% to 80% at or above benchmark</li> <li>• Long vowels: 39% to 62% at or above benchmark</li> </ul> <p>Our math short cycles focused on two digit</p>

	<p>number identification, fact fluency through six and fact fluency through 10. Again, we achieved our goals as follows:</p> <ul style="list-style-type: none"> <li>• Two digit number identification: 53% to 73% at or above benchmark</li> <li>• Fact fluency through six: 56% to 79% at or above benchmark</li> <li>• Fact fluency through ten: 68% to 86% at or above benchmark</li> </ul> <p>Goal achievement in the fall was enhanced with small group instruction that was made possible through contracted impact language. At this grade level we always choose a paraprofessional to assist with students. Her ability to teach small numbers of children and focus daily on these crucial beginning skills was invaluable.</p>
2nd Grade	<p>We have had a great year in second grade. Our students have made significant growth in all areas. This includes a greater than 40% growth across the grade level on four of our short cycle goals (two from reading and two from math). In addition, we have implemented different strategies to increase "out of school reading." Students have earned rewards such as reading with sixth graders and participating in an art project for meeting their goal. Most recently, we had 53/82 students read five hours outside of school during the month of April. Currently our students are participating in an interview based Social Studies research project. Parents, grandparents and family friends have engaged in this project with our students and it has been a great learning opportunity for our kids. Our students' needs continue to be met within our walk-to-read program. We are serving the needs of our more capable readers and writers. This group wrote short essays on how kids live in other countries around the world, and are currently working on biographies of heroes. Many of our students in the lowest reading group are either on benchmark for ORF or very close. Finally, our team works cohesively and closely.</p>

	It has been a wonderful year!
3rd Grade	<p>In the 2015-2016 school year, the third grade team is celebrating the accomplishments of our students' improvement on the ELA SBA. Last year was the first time third graders were administered the assessment, and our team felt the students were not prepared for the test. Several things from that initial assessment were difficult for the students:</p> <ul style="list-style-type: none"> <li>- the vocabulary from the assessment prompts</li> <li>- the stamina needed to complete the assessment</li> <li>- understanding how to navigate the split screen, enlarge the font, and utilize the available tools</li> <li>- locating the prompts/tasks within the directions</li> <li>- reading and utilizing two different sources and referencing them in their writing</li> <li>- producing more depth in their writing in the performance task</li> <li>- using a writing process during the performance task assessment: mapping, drafting, revising/editing, and publishing</li> </ul> <p>We addressed these concerns by giving this year's third graders more exposure to the types of assessment items they would encounter on the SBA.</p> <p>Our team utilized two of the district-created performance tasks and used modeling and scaffolding to teach the students about test vocabulary, understanding the prompt, citing sources effectively, and producing detailed paragraphs by using a writing process.</p> <p>After a gradual release of responsibility, we had the students practice their skills on the SBA online interim assessments. This gave them more exposure to the technical aspects of the assessment including logging on, timing out, navigation and using the on-screen tools. We used the Chromebooks with the students for both interim assessments.</p> <p>Our team felt that the students were well</p>

	<p>prepared for the 2015-16 ELA SBA. The scores had improved dramatically:  2014-15 ELA SBA percentage of students proficient: 58%  2015-16 ELA SBA percentage of students proficient: 72%</p> <p>Our plans for next year are to follow the same practices using the paper and pencil district performance tasks and the interim assessments in both reading AND math. We will teach the students to write a beginning and/or ending to a given story. Finally, we will teach the kids how to write in a variety of styles, including: articles, opinions, and narratives.</p>
4th Grade	<p>This year we successfully integrated a first year teacher onto our team and familiarized her with the district as well as the fourth grade model. Several hours of mentoring from both senior teachers made for a full year of growth. As a team, we also decided to designate a 40 minute period exclusively for ELA (writing, speaking, and listening) that aligned with standards to be met on the SBA exam. Additionally, we worked to align our ELA and math CFA's to SBA standards. Prior to SBA testing, we implemented the three performance tasks provided by the district to enhance the writing of our students. We also took the time to become more familiar with the components and implementation of Wonders ELA curriculum. In addition, we participated as a team in the Student Perception Survey pilot. Lastly we continue to reach out to parents via newsletters, homework and our Native American project.</p>
5th Grade	<p>In ELA the 5th grade team worked to raise student scores on the Reading Benchmarks. While we did not meet our goal for spring, we determined that we were very close because ten students scored 77% and were one point away from benchmark. The team also disaggregated the data and identified which areas were below benchmark. For example,</p>

	<p>we identified the grammar skills that needed reteaching in our ELA classes. In reading, two focus skills needed reinforcing: cause and effect and problem and solution. We built those into short cycles to increase student performance and we met our goals for both.</p> <p>Students completed a research project on the Revolutionary War, conducted multiple hands on science experiments, and a math enrichment which included designing a housing plan and furnishing a room using the area model.</p> <p>5th grade met all of our short cycle goals for math.</p> <p>Field trips included the WET Science Center Museum, Washington Center Ballet Northwest production, Seattle Children’s Museum and the Capitol Campus.</p>
<p>6th Grade</p>	<p>This was a tough year. This particular class struggles academically and behaviorally. We, the sixth grade team, really worked hard at modifying negative behaviors and improving study skills, work completion, and academic growth. We employed a few new strategies that proved successful.</p> <p>*Math Intervention-We had the students use Khan Academy and set short term percentage goals focused on student growth. Mr. Martin saw improvement in math scores and we enjoyed a high level of student engagement.</p> <p>*Reading Intervention-We circulated the leveled groups through all three teachers. In the past one teacher has focused on one level which we felt might have stagnated progress. This year we brought fresh ideas to all three groups on a continual basis.</p> <p>*Parent Communication-We created class email lists and sent out mass emails keeping parents up to speed on due dates and student progress. We sent out monthly progress reports and encourage parent participation in the classroom. This made a huge difference in work completion and students redoing</p>

	<p>assignments that needed extra attention.</p> <p>*Student Behavior-There was a daily focus on responsible student behavior academically and socially. We held class meetings, took part in the school wide PBIS, partnered with second grade and kindergarten for Reading Buddies, and celebrated individual success. Wendy Caldwell, our school counselor, volunteered different intervention strategies and curriculums.</p>
<p>Music</p>	<p>Music has had a very successful year. By the end of the year, every grade level will have an opportunity to perform in front of an audience. Every student will have the chance to go through the performance process at least once, and have the opportunity to step into speaking and solo roles if so desired. The students take ownership of their performances to the point that the older students do not need the teacher on the stage, and even the 2nd grade was able to perform when the teacher was too sick to perform. That was due to student preparation and a teacher team willing to help out.</p>
<p>Technology</p>	<p>Technology Class</p> <p>Students are able to login using usernames and passwords.</p> <p>Students can use Google chrome</p> <p>Students can write and print on Microsoft word.</p> <p>Students make safe choices on internet safety and when navigating the internet.</p> <p>Students can use Microsoft word or Google Docs to produce written documents and are able to use clipart and shapes to make pictures.</p> <p>Students are able to print and save documents they produce.</p> <p>Student research and produce a presentation using Google slides and Microsoft Powerpoint.</p> <p>Keyboarding is taught at each grade level using a variety of different websites.</p>
<p>Library/Media</p>	<p>K12 vertical alignments-library and technology updates by grade level and put on district drive</p>

	<ul style="list-style-type: none"> <li>• STEAM-increased student involvement and ownership in planning and organizing -sign making, checking and updating lists, making phone calls, suggestions for new contacts, contracts, buddy partner with Kindergarten and help with set-up &amp; breakdown for STEAM.</li> <li>• Battle of the Books - Grades 4-6, coordinated first Middle School BOB grades 6-8 (TSD vs. NTSD) and a mini BOB grades 4-6 (TSD VS. NTSD)-increased student involvement in setup and running BOB playoffs and competitions. Looking to change BOB for next year to grades 5-7 so it will continue to have elementary/MS and aid in transition to MS. Looking at BOB grades 3-4</li> <li>• Collaboration with grade levels to tie library, technology and art lessons into grade level units studied in classrooms in order to extend student learning</li> <li>• Applied for three grants for next year-will hear mid-summer to Sept. if the grants are awarded they would be implemented next year</li> </ul>
Phys Ed.	<p>We welcomed Kaci Anchors as our new physical education instructor. The PE program offered a bike safety course this school year for the 5th and 6th graders from April 11th to May 6th. The goals of the program was bike safety, start and stop, hand signals, scanning for traffic, basic bike rules and rules of the road, bike maintenance, and reading traffic signs. Students improved stability of the bike being able to scan for cars without swerving. Students of all abilities enjoyed the bikes and learning how to be safe. Students also attended an assembly on bike safety.</p> <p>Mrs. Anchors also brought back the Jump Rope for Heart program and created bulletin boards where students and staff were encouraged to take a fitness pledge. Outdated equipment was purged from our storage areas and some equipment was shifted up to the secondary schools.</p>

**Part Two: Identify goals for safety and communication**

Develop a goal to increase communication among staff, families, or the community. Then, identify how you will improve safety at your school this year.

Communication	Safety
East Olympia Elementary will communicate with families through the use of a telephone messaging system, electronic newsletters via email and print newsletters. EOE will also emphasize cyber communication with a focus on building a Twitter following and Tweeting out major events.	Goal: At East Olympia School we will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will address any issues identified by our stakeholders and issues required by state law. Changes to equipment or procedures will be supported by a grant requested through ESD 113. Administration will do quarterly safety walks and report findings to staff with the goal of finding zero hazards by May of 2017.

**Part Three: Identify goals to address gaps**

Goal: Attendance: At EOE we will support school attendance by monitoring and promoting daily tardies and absences. Administration will monitor overall school attendance percentage with special attention given to students on the East Olympia Catch List (produced August 2016) and give feedback to the school. Administration will monitor individual attendance and take necessary steps to hold students and parents accountable. Administration will promote student attendance through special prizes and positive affirmation. Percent of students in attendance will increase by 5% month to month between the 2015-2016 and 2016-2017 school year.

Goal: At East Olympia Elementary we will support the social and emotional safety of our students by giving out at least one positive office referral to all students on the East Olympia Catch List by the end of January 2017. By using the positive office referrals as a PBIS intervention we will reduce the number of office behavior referrals by 10% month to month. PBIS team will check the effect of this intervention at monthly meetings and decide on students or themes to target.

Goal: At East Olympia School we will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will address any issues identified by our stakeholders and issues required by state law. Changes to equipment or procedures will be supported by a grant requested through ESD 113. Administration will do quarterly safety walks and report findings to staff with the goal of finding zero hazards by May of 2017.



Goal: Increase achievement for all students in reading, with a focus on our at risk population, by using effective instructional strategies, monitoring results and engaging students in their own learning. 2nd - 6th grade students will show an increase Winter to Spring on the math and reading benchmark assessments. Goals will be developed and monitored for the whole population and the sub-group of at risk students (identified August 2016).

Goal: Increase achievement for all students in math, with a focus on our at risk population, by using effective instructional strategies, monitoring results and engaging students in their own learning. 2nd - 6th grade students will show an increase Winter to Spring on the math and reading benchmark assessments. Goals will be developed and monitored for the whole population and the sub-group of at risk students (identified August 2016).

#### Part Four: Action Plans

<p>Goal: At EOE we will support school attendance by monitoring and promoting daily tardies and absences. Administration will monitor overall school attendance percentage and give feedback to the school. Administration will monitor individual attendance and take necessary steps to hold students and parents accountable. Administration will promote student attendance through donut drop ins and positive affirmation. Percent of students in attendance will increase by 5% month to month between the 2015-2016 and 2016-2017 school year.</p>	
<p>Action Steps:</p>	
<ul style="list-style-type: none"> <li>• Provide staff with attendance information.</li> <li>• Reinforce students who are at school.</li> <li>• Hold attendance team meetings 1X monthly.</li> <li>• Review daily attendance information.</li> </ul>	<p>Responsibility</p>
	<p>Administration, all staff</p>
	<p>Timeline</p>
	<p>2016-17 school year. Daily updates will inform staff of attendance percentages. Monthly attendance meetings with admin, counselor and attendance secretary will focus on attendance interventions.</p>
	<p>Resources needed</p>
	<ul style="list-style-type: none"> <li>- Interventions</li> <li>- Positive reinforcement (drop-ins)</li> </ul>
	<p>Expected impact</p>

Number of students in school (as a percentage) will increase. Year to date and year to year impacts will be shared.

Progress monitoring

Daily attendance percentages and monthly attendance meetings will focus on progress towards the goal of reducing absences and tardies.

See Table Below

	# of Students	Absent & Tardy	Attendance % w/ Absences & Tardy	Tardies	Attendance % w/ Absences ONLY	Absent Students		Day of the Week	Averages
Monday 9/5	NA	NA	#VALUE!	NA	#VALUE!	#VALUE!		Mondays	95.0%
Tuesday 9/6	NA	NA	#VALUE!	NA	#VALUE!	#VALUE!		Tuesdays	96.2%
Wednesday 9/7	579	15	97.4%	2	97.6%	13	Weekly Average	Wednesdays	95.5%
Thursday 9/8	579	13	97.8%	4	98.4%	9		Thursdays	96.3%
Friday 9/9	579	14	97.6%	7	98.6%	7		Fridays	95.1%
Monday 9/12	579	31	94.6%	4	95.3%	27			
Tuesday 9/13	579	22	96.2%	6	97.2%	16			
Wednesday 9/14	579	30	94.8%	5	95.7%	25	Weekly Average		95.9%
Thursday 9/15	579	28	95.2%	5	96.0%	23			
Friday 9/16	579	32	94.5%	4	95.2%	28			
Monday 9/19	579	38	93.4%	6	94.5%	32			
Tuesday 9/20	579	22	96.2%	1	96.4%	21			
Wednesday 9/21	579	44	92.4%	5	93.3%	39	Weekly Average		93.9%
Thursday 9/22	579	46	92.1%	10	93.8%	36			
Friday 9/23	579	58	90.0%	8	91.4%	50			
Monday 9/26	579	35	94.0%	8	95.3%	27			
Tuesday 9/27	579	35	94.0%	6	95.0%	29			
Wednesday 9/28	579	41	92.9%	13	95.2%	28	Weekly Average		95.6%
Thursday 9/29	579	22	96.2%	5	97.1%	17			
Friday 9/30	NA	NA	#VALUE!	NA	#VALUE!	#VALUE!			

  

Month	Days	Average
September	5	#VALUE!
October	18	
November	16	
December	22	
January	15	
February	21	
March	10	
April		
May		
June		

Goal: At East Olympia Elementary we will support the social and emotional safety of our students by giving out at least one positive office referral to all students on the East Olympia Catch List by the end of January 2017. By using the positive office referrals as a PBIS intervention we will reduce the number of office behavior referrals by 10% month to month. PBIS team will check the effect of this intervention at monthly meetings and decide on students or themes to target.

Action Steps:

- By using the positive office referrals as a PBIS intervention we will reduce the number of office behavior

Responsibility

referrals by 10% month to month.

PBIS team will check the effect of this intervention at monthly meetings and decide on students or themes to target.

Timeline

This plan will begin at the beginning of each school year and will continue until June 2017.

Resources needed

PBIS team monthly meetings.  
Intervention data to determine PBIS building targets.

Expected impact

We will see continuous growth for all students. We will monitor challenges and celebrations during our PLC time and monthly PBIS meetings by reflecting on our grade level and building PBIS goals.

Progress monitoring

Monthly

Impact 2016: Referrals were down in the months of September and November but were up in October. Total referrals are down to 55 from 85 in the first three months of the year (with November not yet over). 33 positive office referrals have been made as of November 13th. EOE should end the year with 20 fewer office referrals than 2014-15. This is a decrease of 7%. This year we made 126 positive phone calls home due to Positive Office Referrals. September and December both had at least 10% fewer office referrals.

Impact 2017:

Goal: At East Olympia School we will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will address any issues identified by our stakeholders and issues required by state law. Changes to equipment or procedures will be supported by a grant requested through ESD 113. Administration will do quarterly safety walks and report findings to

staff with the goal of finding zero hazards by May of 2017.

Action Steps:

Strategies/Action Steps and Rationale:

- In order to meet the goal and have our students and staff maintain a safe environment we will
- Write a grant requesting support through the ESD 113
- Analyze data to identify specific and precise safety needs for students and staff
- Address safety issues immediately
- Regularly ask staff for feedback on safety in the building and discuss problems and solutions

Quarterly safety walks by Mr. Hedin and Mrs. Kilmer.

Responsibility

Assistant Principal will write and submit a Safety Grant requested through ESD 113  
Staff and teachers will document the use of safety equipment

Timeline

This plan will begin at the beginning of 2015 with various safety walks year and will continue until June 2017. This is a two year goal.

Resources needed

Data to determine necessary changes and progress toward goal.

Expected impact

We will see continuous improvement for all students. We will monitor challenges and celebrations during our PLC time and staff meetings by reflecting on safety in our building.

Progress monitoring

Impact: Mr. Hedin submitted safety needs to TSD maintenance staff who are coordinating the district grant writing effort. Mr. Hedin has spoken to Bob Pierce at the ESD 113 and will schedule a safety walk to check ergonomics, sound and other safety issues. Bob and team completed a walk through of the building with Patty and Elliott. Safety hazards were marked and noted. EOE administration created a PowerPoint to share with staff to go over findings and shore up safety concerns. Two other walkthroughs were

conducted (one by the Fire Marshall and one by Propel). Fixes for the building and recess area were recorded and work orders have been created to address these needs. Our action plan of getting professionals into the school for the purpose of highlighting safety concerns was successful. Administration was able to learn proper walk-through procedures and find needs/concerns to address.

Tumwater district wide grant submitted to the ESD for funds

- EOE staff was asked for a needs assessment. Staff replied with safety concerns:
- Fire extinguishers for each classroom. 30 total (dual purpose for both fire and active shooter event)
- Paint areas around poles and where doors swing open outside pod doors (kids and adults have been hit while standing in door swing areas)
- Ergonomic observation and modification for teachers (ESD comes in and observes computer and desk height and recommends chairs or other items for correct posture)
- Kevlar gloves and sleeves for kids who need an escort (prevents scratches and bites to staff)
- Radios and flashlights

Fire prevention inspection occurred on November 16, 2015 by Bobby May

- A number of corrections needed:
- Extension cords being substituted for permanent wiring
  - Broken (unlit) exit signage
  - Broken fire door
  - Lack of appropriate clearance in the vicinity of sprinkler riser
  - Broken trim on all exterior fire sprinkler heads

	<p>All corrections requested were followed up by a work order to TSD grounds and maintenance</p> <p>Portables were good!</p> <p>Bob Pierce and Wayne Whiton from the ESD were invited to do a safety awareness walk (SAW). The SAW took place the morning of December 9, 2015.</p> <ul style="list-style-type: none"> <li>- This was an optional walk-through with the purpose of:</li> <li>- Reducing injuries</li> <li>- Following Safety and Health Core WAC (296-800).</li> <li>- Create awareness of safety issues</li> <li>- Bob and Wayne followed up with a report to Elliott and Patty on January 8, 2016 which included:</li> <li>- Pictures of 'hits and hazards'</li> <li>- Recommendations checklist</li> <li>- Associated WACs</li> </ul>
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Progress monitored quarterly starting September 2016.

Goal: Goal: Increase achievement for all students in reading, with a focus on our at risk population, by using effective instructional strategies, monitoring results and engaging students in their own learning. 2nd - 6th grade students will show an increase Winter to Spring on the math and reading benchmark assessments. Goals will be developed and monitored for the whole population and the sub-group of at risk students (identified August 2016).

Action Steps:

- Administer the district reading benchmark and diagnostic assessments to all students 3 times a year
- Analyze data to identify specific and precise instructional needs for students.
- Group students according to need and select strategies to address the needs of students

Responsibility

We all have a responsibility to live our mission statement "Learning and Succeeding Together." At EOE we work together as a team to make sure students feel cared for and are supported in all

- Based on the needs of the students all students K-6 will participate in intervention or enrichment where no new teaching is occurring for at least 30 minutes 4 days a week.
- Use common formative assessment K-6 to make instructional decisions.
- Write long or short term cycle goals using CFAs or benchmark data to inform instruction

learning situations. We all participate in PBIS which gives us common language when kids are moving around the school. We are always looking for positive ways to support our kids. Our principal creates a master schedule that allows us to effectively use our resources to support the kids who need it. She makes sure we have the training and materials needed to teach what has been asked. The kids come to school ready to learn.

Timeline

This plan will begin at the beginning of each school year and will continue until January 2017. In January we will adjust the plan to continue until the end of the school year.

Resources needed

PLC time and Reading Instructional Facilitator. Development of assessment items that teachers can choose to use that match SBAC. Language Benchmark section adjusted to match items on the SBAC in grades 3-6. New Curriculum in grades K-5 that match Common Core State Standards. Ongoing training in the building from Instructional Facilitator as needed by grade levels or teachers. Three after school meetings for grade levels to debrief and share challenges and celebrations about the new curriculum with other staff around the district. Ongoing support in Reading Mastery for LAP students in grade K-3 for reading intervention. Ongoing support for READ WELL intervention and foundational skills in Kindergarten and first grade. Ongoing support and assessment check ins for REWARDS intervention at third grade. Corrective Reading support in 2nd grade for all students receiving a decoding intervention Read Naturally before school

for identified students beginning with 2nd and moving to 3rd, 1st, K Reading report card aligned to Common Core. Other tutoring opportunities where possible and identified by grade level data. Teacher and parent friendly sheets that explain each category on the report card. Common Core tri-fold for parents.

Expected impact

We will see continuous growth for all students. We will monitor challenges and celebrations during PLC time by reflecting on our grade level goals. We will monitor progress through Common Formative Assessments that are given every 2-6 weeks depending on the grade level and the skill being taught.

Progress monitoring

We will analyze the following assessment in January and June: K- PRE DDS and EOY Foundational Skills Kindergarten, 1-MOY Foundational Skills and EOY Foundational Skills First Grade, 2-Advanced DDS,



Monthly Reading Goals 2015-2016									
	SIP GOAL	October	November	December	January	February	March	April	May
K	PREDDS 14% to 25% by 1/16	Onset/Rime 32% - 48% by 10/30 New Teacher Hired-Goal Extended	Onset/Rime 32%-48% by 10/30 Final 80% Goal Met	Blending 3 Pho 14% to 35% Goal Met-79%	PREDDS 14% to 29% Goal met- 89%	short vowels/cvc 35% to 60% Goal Met-81%	short vowels/cv 35% to 60% Goal Met-81%	short vowels/cv 35% to 60% Goal Met-81%	Found Skills 32%-68% Reached 64%
Grade 1	BOY F.S 44% to 55% by 1/16	PSF 76% to 90% by 10/30 Final 92% Goal Met	PSF 75% to 90% by 10/30 Final 92% Goal met	CVC 68% to 90% by 1/25- Goal Met	BOY F.S 44% to 55% Goal Met-71%	Long Vowels 39% to 62% by 3-31-16	Long Vowels 39% to 62% Goal Met-77%	Long Vowels 39% to 62% Goal Met-77%	Beg. DDS 71%-86% 71%-86%
Grade 2	ADV DDS 26% to 37% by 1/16	One syll/One vowel 59% to 84% (72% met) by 10/30- Goal Extended	One Syll/One vowel 59% to 87% Goal Met	Bossy e 77%-87% by Jan Goal Satisfied at 85%	ADV. DDS 26% to 37% Goal Met-45%	R-controlled 33% to 69% Goal Exceeded 89%	R-controlled 33% to 69% Goal Exceeded 89%	vowel teams 62%-84% Goal Met-88%	Adv. DDS 45%-75% Reached 64%
Grade 3	Benchmark 1% to 17% by 1/16	VCE Words 55% to 87% Moved from 65%-77% by 11/06- Goal Extended	VCE Words 77% to 83% by 12/18 Goal Met	Vowel Teams 60% to 83% Goal Met overall	Benchmark 1% to 17% Goal Met-29%	Benchmark 29%-71% Goal Met-29%	Benchmark 29%-71% Goal Met-29%	Benchmark 29%-71% Goal Met-29%	Benchmark 29%-71% Goal Met-29%
Grade 4	Benchmark 26% to 44% by 1/16	Benchmark 26% to 44% by 1/16	Theme 29% to 51% by 11/24 Final 71% Goal Met and Exceeded	Benchmark 26% to 44% by 1/16	Benchmark 26% to 44% Goal met 54%	Benchmark 54% to 75% Reached 70%	Benchmark 54% to 75% Reached 70%	Benchmark 54% to 79% Reached 70%	Benchmark 54% to 79% Reached 70%
Grade 5	Benchmark 28% to 49% by 1/16	RAD Strategy 27% to 67% by 11/30	RAD Strategy 27% to 67% by 11/30	Benchmark 28% to 49% by 1/16	Goal Extended nearly met 41% 28% to 41%	Prob/Solution Goal Met 41% - 73% Goal not met	Benchmark 41% - 73% Goal not met	But when students scoring at 73% (strategic yellow) are captured= 83%	But when students scoring at 73% (strategic yellow) are captured= 83%
Grade 6	Benchmark 48% to 74% by 1/16	Benchmark 48% to 74% by 1/16	Benchmark 48% to 74% by 1/16	Benchmark 48% to 74% by 1/16	Goal Extended nearly met 48% to 62%	Benchmark 62% to 80% Goal Nearly Met	Benchmark 62% to 80% 76%/but when 73% + captured = 91%	Benchmark 62% to 80% 76%/but when 73% + captured = 91%	Benchmark 62% to 80% 76%/but when 73% + captured = 91%

2016/2017 Data to be added here

Goal: Goal: Increase achievement for all students in math with a focus on our at risk population, by using effective instructional strategies, monitoring results and engaging students in their own learning. 2nd - 6th grade students will show an increase Winter to Spring on the math and reading benchmark assessments. Goals will be developed and monitored for the whole population and the sub-group of at risk students (identified August 2016).

Action Steps:

- Administer the district math benchmark and diagnostic assessments to all students 3 times a year.
- Analyze data to identify specific and precise instructional needs for students.
- Group students according to need and select strategies to address the needs of students
- Based on the needs of the students all students K-6 will participate in intervention or enrichment where no new teaching is occurring for at least 30 minutes 4 days a week.
- Use common formative assessment K-6 to make instructional decisions.
- Write long or short term cycle goals using CFAs or benchmark data to inform instruction

Responsibility

We all have a responsibility to live our mission statement "Learning and Succeeding Together." At EOE we work together as a team to make sure students feel cared for and are supported in all learning situations. We all participate in PBIS which gives us common language when kids are moving around the school. We are always looking for positive ways to support our kids. Our principal creates a master schedule that allows us to effectively use our resources to support the kids who need it. She makes sure we have the training and materials needed to teach what has been asked. The kids come to school ready to learn.

Timeline

This plan will begin at the beginning of each school year and will continue until January 2017. In January we will adjust the plan to continue until the end of the school year.

Resources needed

PLC time and Math Instructional Facilitator. Development of assessment items that teachers can choose to use that match SBAC. Ongoing support for curriculum in Title for students in grade 3-6 for math intervention . Curriculum in grades K-6 that match Common Core State Standards. Ongoing training in the

building from Instructional Facilitator as needed by grade levels or teachers. Teacher and parent friendly sheets that explain each category on the report card. Common Core tri-fold for parents.

**Expected impact**

We will see continuous growth for all students. We will monitor challenges and celebrations during PLC time by reflecting on grade level goals. We will monitor progress through Common Formative Assessments that are given every 2-6 weeks depending on the grade level and the skill being taught.

**Progress monitoring**

Monthly

**Math Goals 2015/2016**

	September	October	November	December	January	February	March	April
K	* DIBELS interviews * homeroom teacher interviews	K.CC.1/NumBf 6-7: DIBELS full fall 6/86 or 43/72 on benchmark final 56/83 or 67% met goal	Count on and count back to meet end of year goal of counting 50s poster 33/40 or 82% of benchmark	final: 53/78 or 68% on benchmark by 12/18/2015	1.BE.1. Identify and tracing for numbers 1-10. Identify numbers 1-10. Draw and identify, then number fluency	K.EF.1. Join, separate, build from given number 15 students targeted for phase 1 on final. Number fluency DIBELS	Count on and count back from given number 2:15 on benchmark 6:15. Final 42/53 or 79% improved 12/23 or 82%	
1	* DIBELS computation * DIBELS interviews * 1 NBT 1 2 digit NIF	1.NBT.1. digits to 120. 10/5 pretest: 51% (33/71). goal: 73% 32/71 by 10/30. final 54/71 or 76% at benchmark	1.OA.6 Add/Subtract within 20. phase 1 of standard will be 1/10. pretest: 84/87 or 96%	phase 1 of goal. fluency through 61/66 on benchmark or 92%	DIBELS 1st & 2nd grade tests for 2-3 minute quantity identification, plotting number fluency, DIBELS computation	phase 2 of goal. fluency through 12/49/66 or 68% on benchmark 2/1/16. pretest on 3/25/16	final on 3/25/16 54/66 or 82% target 3 students and pretest on 4/1/16. final 57/66 or 86% on 4/1/16	
2	* DIBELS computation * TSD benchmarks	2.ND.7. per- skills time to hour/half. pretest: 37/68-54% 10/30 goal 56/68-82%. final 61/69 or 88% at benchmark	2.NBT.5. Fluently add/subtract within 100. pretest: 24/68 or 35%	final: 55/72 or 76% on benchmark	2.ND.8. Interim 2 on counting (10s to 51, pretest 32/78 or 42% on bench, 61/78 or 79% on bench on 3/4/16	2.ND.8. Word problems with money. pretest 3/12 30/35 or 86%. goal 50/75 or 66% by 4/22/16. final 63/73	SIF plan goal 60/74 or 81% score 76% or higher on spring benchmark. final 64/83 or 77% scored 81% - on spring	
3	* DIBELS computation * TSD benchmarks * 3 NBT 2 +/- w/decomposing	3.NBT.2. +/- w/decomposing 41% or 27/64 on bench. goal: 76% or 50/66 by 10/30. final 61/67 or 91% at benchmark	3.MD.1. Time to the minute and time intervals in minutes. pretest: 64/64 tested scored 75% or 58%	final: 57/68 or 84% scored 75% or higher on 12/18/15	3.NF.3. Comparing fractions. pretest: 20/65 or 31%. 38/59 or 64% on 3/16/16. target 50/64 or 78%	3.NF.3. Express and interpret data (linear graph) pretest 32/40 or 80% on bench. final 50/64 or 78%	SIF plan goal 51/69 or 74% score 76% or higher. final 38/69 or 55% scored 70% +	
4	* DIBELS computation * TSD benchmarks	4.NBT.3 Use place value to round multi-digit whole numbers. pretest: 15/74 or 20% on bench. final 53/72 on bench or 83%	4.NF.6 Use mental rotation for fractions. pretest: 10 or 100. pretest 7/77 or 10% on benchmark	final: 67/75 or 89% met 80% benchmark by 12/17/15	4.NF.6. Fractions. pretest: 13/21 or 62% at bench on 3/2/16. final 41/75 on benchmark or 80% or 80%	4.NF.6. Express and interpret data (linear graph) pretest 22/75 or 29% goal: 70% on benchmark. final 58/75 or 77% on 3/2	SIF plan goal 53/70 or 76% score 70% or higher on spring benchmark. final by June 8, 2016 35/70 or 50% scored 70%	
5	* DIBELS computation * TSD benchmarks	5.NBT.5. whole numbers. pretest: 59/73 or 81% on benchmark. goal: 95% 10/15. final 69/73 or 97%	5.NBT.6. dividing whole numbers. pretest: goal final 65/74 or 88% scored 80% or more	5.EA.1. Classify 2-D shapes based on their properties. pretest: 41/55 or 75% on benchmark. final 52/65 or 80% at benchmark 12/15	5.NF.4. Fractions. pretest: 19/74 or 26% at bench. 42% or higher on spring benchmark. final 41/64 or 64% scored 80% +	5.NF.4. Fractions. pretest: 26/70 or 37% on benchmark. 2/12. final 57/70 or 81% on 3/17/16	SIF plan goal 51/74 or 70% score 78% or higher on spring benchmark. final by June 8, 2016 34/70 or 49% scored 70%	
6	* DIBELS computation * TSD benchmarks	6.NF.6. % of quantity; CFA 11/75 = 24% on benchmark. goal: 80% by 10/30. final 66/83 or 80%	6.NF.1. dividing fractions by fractions. pretest: 26/73 or 36% on benchmark	final: 67/82 or 82% on benchmark on 12/16/15	6.NF.1. Expressions and Equations. pretest: 11/27 or 41% on bench. 2/12. final 34/80 or 43% scored 82% +	6.NF.1. Expressions and Equations. pretest: 44/82 or 54%. final 60/81 or 74% on 3/4/16	SIF plan goal 68/84 or 81% score 73% or higher on spring benchmark. final by June 8, 2016 final 42/84 66% or 56%	

2016/2017 Data to be added here

