

**Tumwater School District  
Littlerock Elementary  
2016-17 School Improvement Plan**

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: Summarize strengths and challenges**

Use data representing achievement, attendance, discipline, or information from the annual CEE survey or biannual healthy youth survey, to identify current strengths and challenges for your students. Be specific about patterns you notice among populations within your school, such as low-income or Hispanic students.

**Strengths**

- We notice that the average is less than one discipline referral a day.
- We noticed only two kids have 36 or more absences (it could be worse).
- We see that the increase in discipline referrals may be related to our vigilant and consistent playground staff holding kids to a higher behavior standard.

**Math Strengths:**

- LRE outperformed state in 3-6.
- In district, LRE ranked #1 in Grade 5, #2 in Grade 3 and 4, and #3 in Grade 6.
- 29 out of 38 kindergarten students at or above standard on Spring interview.
- 38 of 43 2<sup>nd</sup> graders meet or exceed standard on Spring computation (DIBELS).
- 26 of 45 3<sup>rd</sup> graders were at or above standard on SBA.
- 38 of 53 4<sup>th</sup> graders were at or above standard on SBA.
- 30 of 47 5<sup>th</sup> graders were at or above standard on SBA.
- 27 of 48 6<sup>th</sup> graders were at or above standard on SBA.
- All 3<sup>rd</sup> grade students passed the SBA, scoring at 64% or higher on the reading benchmark.
- All grades scored highest in Summative Mathematics.
- We see 86% of parents feel we celebrate student success.
- We scored above Schools of Distinction.
- 81% of parents feel they are given many opportunities to discuss his/her child's progress.
- We received a four on all nine characteristics of high performing schools.
- The environment/data results have improved dramatically since the last survey.

**Reading Strengths:**

- Most students that got 80% or better on benchmarks passed the SBAC.
- More 2<sup>nd</sup> graders passed the advanced DDS this year compared with last year.
- A large number (41%) of current 5<sup>th</sup> graders were level 4.
- 35 current 6<sup>th</sup> graders passed ELA (73%).

**Tumwater School District  
Littlerock Elementary  
2016-17 School Improvement Plan**

**Challenges**

- We observed 115 kids had 9-17 absences.
- Weakest areas on SBA for all grade levels is Communicating Reasoning and Problem Solving and Modeling/Data Analysis.
- Only 38% of teachers/staff believe that all students can meet state standards.
- Physically aggressive behavior is most common discipline issue.
- We noticed only 60% (219) of students had less than nine absences.
- Only 37% believe LRE effectively communicates to all families.
- We do not have a clear and shared focus compared to high improving schools.
- We observed that listening and speaking in all grades had the biggest percentage in non-passing scores in SBAC: Current 4th graders: 7/red; 9/yellow; 4/SPED. 5th graders: 7/red; 7/yellow; 3/SPED. 6th graders: 7/red; 5/yellow; 0/SPED.
- 48% of parents say their child is not being challenged.
- Only 27 of (45) staff took survey.
- Bring back point in time math benchmark assessments. Students are frustrated when they don't understand the skills.
- October and February had the most frequent behavioral incidents.
- Fourteen current 6<sup>th</sup> graders passed the SBAC, but not the 5<sup>th</sup> Grade Spring Benchmark
- Playground is most common place for discipline issues.
- Grades 3-6 all performed low on SBA listening and speaking (also low on summative reading).
- Kinder: NNF DIBELS 24 to15; dropped from fall to spring; fewer (5) met standard.
- Goal: More students meeting standard on the DIBELS computation.
- Six current 5<sup>th</sup> graders passed SBAC, but not Benchmark.
- Four current 4<sup>th</sup> graders passed SBAC, but not Benchmark.
- We have level 1's almost passing benchmarks.

**16-17 Additional Observations**

**Math:**

- SBA Data – There are gaps between ethnic groups for students who passed and did not pass the SBA.
- Low income students are more heavily represented in the level 1 performers.
- Title 1 Math – No students in Title 1 passed the SBA in grades 4,5,6.
- All of Title 1 students in grade 6 scored at level 1.
- There was a gap with girls in math achievement.
- There was a large population of male SPED students in the 6<sup>th</sup> grade.
- 12.5% of our students in grade 4 were in Title 1 for math.
- 11.3% of our students were in Title 1 in 5<sup>th</sup> grade.

**ELA:**

- There is a gap between low income students and students considered not in poverty.
- Fewer boys than girls passed the ELA assessment.
- Our Native American students all passed the ELA portion of the SBA.
- In third grade, male students scored lower than females.

**Tumwater School District  
 Littlerock Elementary  
 2016-17 School Improvement Plan**

- In 5<sup>th</sup> grade – There were 14 male students who performed at levels 1 or 2 and a high population of students who were low income or SPED who scored in level 1 or 2.
- In 4<sup>th</sup> grade, 10.7% of our students were in LAP.
- 

**Attendance/ Discipline Observations:**

- We have 27 students who are chronically absent.
- Kindergarten students struggle with attendance more than other grade levels.
- 3<sup>rd</sup> grade students – several students had 10-18 absences.
- 5<sup>th</sup> grade students – 22 students were absence 10 – 18 days.
- 6<sup>th</sup> grade students - 23 students were absence 10-18 days.
- 

**Suggestions for ways to close the achievement gap:**

- Provide resources for Spanish speaking families (letters or information given in their native language).
- Make efforts to ensure that our school is approachable for all families.
- Observations about ways to improve
- Staff is willing to problem solve to work out conflicts and are willing to make changes.
- We have a clear and shared focus for school improvement.
- If well led and presented, peer observation and feedback could improve our process and instruction.
- Make a clear plan to allow parents input in our school improvement plan.
- Be sure that parents have a clear understanding of our positive behavior initiatives at school.

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

Develop a goal to increase communication among staff, families or the community.

**Communication**

Increase the percentage of parents that believe LRE is effectively communicating from 37% (from EEC online 2015 survey) to over 75% by spring 2017(LRE survey information). See last page for feedback on the goal for the 16-17 school year.

**Action plan to increase communication with parents**

<b>Action steps</b>	<b>Responsibility:</b>
Explore ways LRE is currently communicating with parents. Develop a parent survey to determine key points for improvement.	Administration, LRE Staff
	<b>Timeline:</b>
	Spring 2017
	<b>Resources Needed:</b>
Print monthly newsletter and distribute it to students (honoring requests for electronic copies).	Parent Survey
	<b>Expected Impact:</b>
	Improved perception of communication to parents
	<b>Progress Monitoring:</b>
	Gather information from LRE PTO and community members.

**Tumwater School District  
 Littlerock Elementary  
 2016-17 School Improvement Plan**

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

Develop two – three SMART goals to address one or more of the challenges you have identified. SMART goals should be *specific, measurable, actionable, realistic, and timebound.*

**Reading Goal One (Two Year Goal) Part A**

Increase the number of students (grades 3-6) meeting the state criterion in reading by 5% or more by spring 2017. Third Grade Cohort: Increase from 63.8% to 68.8%. Fourth Grade Cohort: Increase from 72.2% to 77.5%. Fifth Grade Cohort: Increase from 72.9% to 77.9%. Sixth Grade Cohort: Increase from 67.3% to 72.3%.

Reading SBA Littlerock Elementary			
Grade Level	14-15 Results	Cohort Growth by Spring 2017	Projected Growth
3rd Grade	63.8%		5.0%
4th Grade	72.2%	68.8% (67% 15-16)	5.0%
5th Grade	72.9%	77.5% (77% 15-16)	5.0%
6th Grade	67.3%	77.9% (56% 15-16)	5.0%
7th Grade		72.3% (76% 15-16)	5.0%
Update 3rd Grade	63.8%		5.0%
Update 4th Grade	72.2%	68.8% (82% 15-16)	5.0%
Update 5th Grade	72.9%	77.5% (72% 15-16)	5.0%
Update 6th Grade	67.3%	77.9% (48% 15-16)	5.0%
Update 7th Grade		72.3% (63% 15-16)	5.0%

**Reading Goal One (One year goals) Part B**

**To be completed by May 2017:**

**Kindergarten:**

**Goal 1: By May 2017, increase the number of students passing PRE-DDS from 21% (10/47) to 91% (43/47).**

**Goal 2: Students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.**

**First Grade:**

**Goal 1: By May 2017, increase the number of students passing Beg Foundational Skills Assessment from 53% (21/40) to 82% (33/40).**

**Goal 2: Students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.**

**Second Grade:**

**Goal 1: By May 2017 increase the number of students passing the Advanced DDS from 14% (4/43) to 74% 32/43.**

**Goal 2: Students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.**

**Tumwater School District  
 Littlerock Elementary  
 2016-17 School Improvement Plan**

**Third Grade:**

**Goal 1:** By May 2017, increase the number of students passing the MDS from 34/54 (63%) to 48/54 (89%). By May 2017, increase the number of students passing the spring reading benchmark from 10/54 (19%) to 41/54 (76%).

**Goal 2:** Students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.

**Fourth Grade:**

**Goal 1:** By May 2017, increase the number of students passing the reading benchmark from 22% (11/49) to 80% (39/49).

**Goal 2:** Students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.

**Fifth Grade:** Increase the number of students passing the reading benchmark from 22% (11/49) to 80% (49/49).

**Goal 2:** Students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.

**Sixth Grade :**

**Goal 1:** By May 2017, Increase the number of students passing the reading benchmark from 34% (20/58) to 79% (46/58).

**Goal 2:** Students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.

**Goal Two (Two Year Goal) Part A**

Increase the number of students (grades 3-6) meeting the state criterion in math by 5% or more by spring 2017. Third Grade Cohort: Increase from 57.7% to 62.7%. Fourth Grade Cohort: Increase from 70.3% to 75.3%. Fifth Grade Cohort: Increase from 62.5% to 67.5%. Sixth Grade Cohort: Increase from 57.1% to 62.1%.

Math SBA Littlerock Elementary			
Grade Level	14-15 Results	Cohort Growth by Spring 2017	Projected Growth
3rd Grade	57.7%		5.0%
4th Grade	70.3%	62.7%	5.0%
5th Grade	62.5%	75.3%	5.0%
6th Grade	57.1%	67.5%	5.0%
7th Grade		62.1%	5.0%
Update 3rd Grade	57.7%		5.0%
Update 4th Grade	70.3%	62.7% Up to 72% 2016	5.0%

**Tumwater School District  
 Littlerock Elementary  
 2016-17 School Improvement Plan**

Update 5th Grade	62.5%	75.3% Down to 60% 2016	5.0%
Update 6th Grade	57.1%	67.5%	5.0%
Update 7th Grade		62.1%	5.0%
<b>Math Goal One (One year goals) Part B</b>			
<b>To be completed by May 2017:</b>			
Winter to Spring Goal			
<b>Kindergarten:</b>			
Goal 1: By May 2017, increase the number of students passing DIBELS math interview assessment from __ % (___/___) to 80% (___/___).			
Goal 2: By May 2017, students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic <u>or</u> from strategic to benchmark) from the pre to post test.			
<b>First Grade:</b>			
Goal 1: By May 2017, increase the number of students passing DIBELS math interview assessment from __% (___/___) to 80% (___/___).			
Goal 2: By May 2017, students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic <u>or</u> from strategic to benchmark) from the pre to post test.			
<b>Second Grade:</b>			
Goal 1: By May 2017, Increase the number of students passing DIBELS math computation assessment from __% (___/___) to 80% (___/___).			
Goal 2: By May 2017, students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic <u>or</u> from strategic to benchmark) from the pre to post test.			
<b>Third Grade:</b>			
Goal 1: By May 2017, increase the number of students passing DIBELS math computation assessment from __% (___/___) to 80% (___/___).			
Goal 2: By May 2017, students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic <u>or</u> from strategic to benchmark) from the pre to post test.			
<b>Fourth Grade:</b>			
<b>Third Grade:</b>			
Goal 1: By May 2017, increase the number of students passing DIBELS math computation assessment from __% (___/___) to 80% (___/___).			
Goal 2: By May 2017, students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic <u>or</u> from strategic to benchmark) from the pre to post test.			
<b>Fifth Grade:</b>			
Goal 1: By May 2017, increase the number of students passing DIBELS math computation assessment from __% (___/___) to 80% (___/___).			

**Tumwater School District  
 Littlerock Elementary  
 2016-17 School Improvement Plan**

**Goal 2: By May 2017, students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.**

**Sixth Grade:**

**Goal 1: By May 2017, increase the number of students passing DIBELS math computation assessment from \_\_% ( \_\_/\_\_) to 80% ( \_\_/\_\_).**

**Goal 2: By May 2017, students in poverty who are not yet at benchmark, will make at least one color jump (from at risk to strategic or from strategic to benchmark) from the pre to post test.**

**Goal Three: Increase academic growth through improved attendance.**

Reduce number of students having 9 or more absences from 40% to under 15% by spring 2017.

**Part Four: Develop action plans**

For each of the goals you identified in part three, describe the strategies you will use. These strategies should connect to the gaps you have identified, rather than repeat what you already have in place at your school site.

Describe who will be responsible for completing the plan, when the strategy or action steps will begin and end (timeline), the necessary existing and new resources to complete the plan, the measureable change you expect to see (expected impact), and data you will collect to monitor progress.


<b>Action plan for Reading Goal One (A and B)</b>	
<b>Action steps</b>	<b>Responsibility:</b>
<b>Reading Goals:</b> <ul style="list-style-type: none"> <li>• Implementation of Collaboration Schedule for 16-17 school year.</li> <li>• Set short and long term goals on a monthly basis (tracked by year- long goal setting form).</li> <li>• Assess using CFA reading assessments, DIBELS progress assessments, phonics screeners and reading benchmarks.</li> </ul>	Admin, Reading IF, Cert and Classified Staff members
	Timeline: Spring 2017
	Monthly short cycles, Tri-annual long cycles in reading.
	<b>Resources Needed:</b>
	Collaboration Schedule, Year-Long Goal Setting schedule, DIBELS assessments, CFA's, reading benchmarks
	<b>Expected Impact:</b>
Student growth in all areas, annual goals met	
<b>Progress Monitoring:</b>	



**Tumwater School District  
 Littlerock Elementary  
 2016-17 School Improvement Plan**

	Bi-Monthly and as needed for progress monitoring
--	--

Action plan for Math Goal Two	
<b>Action steps</b> <b>Math Goals:</b> <ul style="list-style-type: none"> <li>• Implementation of Collaboration Schedule for 16-17 school year.</li> <li>• Set short and long term goals on a monthly basis (tracked by year- long goal setting form).</li> <li>• Assess using curriculum based assessment, DIBELS progress assessments, and math benchmarks.</li> </ul>	<b>Responsibility:</b> Admin, Math and Reading IF's, Cert and Classified Staff members <b>Timeline: Spring 2017</b> Monthly short cycles, Tri-annual long cycles in both reading and math. <b>Resources Needed:</b> Collaboration Schedule, Year-Long Goal Setting schedule, DIBELS assessments, curriculum based assessments and math benchmarks <b>Expected Impact:</b> Student growth in all areas, annual goals met

Action plan for Attendance: Goal Three	
<b>Action steps</b> <ul style="list-style-type: none"> <li>• Attendance goal communicated in writing and given to parents and staff.</li> <li>• Hold a staff/parent forum for ideas/implementation of steps to improve attendance through classroom incentive programs (track/reward classrooms for days with 100% attendance).</li> <li>• Front-load school policy regarding attendance through conferences, newsletters and PTO meetings. Arrive late/ leave early X3 = 1 unexcused absence.</li> <li>• Implement attendance support reminders for students through phone calls, home visits</li> <li>• Written summary of additional steps taken to improve attendance.</li> </ul>	<b>Responsibility:</b> LRE Staff, Administration, Counselor, Office Staff <b>Timeline</b> Spring 2017 <b>Resources Needed:</b> Attendance Plan <b>Expected Impact:</b> Increased attendance <b>Progress Monitoring:</b> Attendance Reports generated by office staff Daily tracking of late arrivals/early dismissals  <div style="text-align: center;">  <p><i>Every day</i>  <b>COUNTS!</b></p> <p>School success starts            with attendance</p> </div>



**Tumwater School District  
Littlerock Elementary  
2016-17 School Improvement Plan**

--	--