

Enumclaw School District  
**BYRON KIBLER ELEMENTARY SCHOOL IMPROVEMENT PLAN**  
**2018 - 2019**



Current Student Achievement:

Smarter Balanced Assessments	ELA	MATH	Science
Grade 3	14-15 49.2% 15-16 63.1% 16-17 52.8% 17-18 60.6%	14-15 54.7% 15-16 57.8% 16-17 57.4% 17-18 53.8%	
Grade 4	14-15 37.8% 15-16 45.3% 16-17 45.3% 17-18 56.9%	14-15 31.8% 15-16 45.3% 16-17 45.3% 17-18 46.8%	
Grade 5	14-15 54.6% 15-16 48.6% 16-17 54.6% 17-18 60.9%	14-15 42.1% 15-16 41.6% 16-17 36.0% 17-18 43.6%	13-14 42.1% 14-15 54.6% 15-16 54.1% 16-17 61.3% 17-18 54.6%

Student Achievement Analysis:

*Analyze all of your individual school achievement data. What are areas of strengths and areas in need of improvement? What trends or patterns emerge? Where are there achievement gaps?*

SBA: It's a celebration year at Kibler! ELA showed gains at each grade level. Strategic reading groups were launched at every grade in 2017-18. All data showed growth with implementation. This intervention will continue, in addition to strong core instruction. The area of math has growth opportunities in analyzing grade progression and cohorts. District professional development this year will start defining pedagogy.

Additional Data: DRA data showed gap closing growth at each grade level. Gap is wider at kindergarten and first grade, where there are more levels to achieve to meet benchmark. The percentage of students entering Kibler below standard is a possible factor. The percentage of students meeting the spring benchmark increases at each progressing grade level. Students that stay at Kibler show significant gap closing growth. The majority of students in Title I Reading made over a year's growth. Students in strategic reading groups showed significant growth, as measured by the DRA.

Attendance:

Average days absent in 2015-16 school year = 8.9

Average days absent in 2016-17 school year = 8.9

Average days absent in 2017-18 school year = 8.9

In 2015-16, 65 students had more than 15 absences in the year

In 2016-17, 62 students had more than 15 absences in the year

In 2017-18, 66 students had more than 15 absences in the year (note: higher total enrollment in the school is a variable)

Our latest thinking is to invest in the Theory of Action to influence attendance rates. Past incentives and notices have not produced the desired outcome. Kibler Leadership Team is looking at school-wide next steps and individual interventions.

Student Achievement Goals:

*In Literacy, please address both a school-wide SMART goal and identify a subgroup student growth goal. In Math, please establish a school-wide SMART goal. (Specific, Measurable, Attainable, Realistic, Time Bound)*

Literacy	<p>By May 2018, we will hold this year's 10% increase and gain another 5% increase in student reading scores, as measured by the SBA.</p> <ol style="list-style-type: none"> <li>Subgroup: 80% of primary students (kindergarten through second) will demonstrate a year's growth as measured by the DRA .</li> </ol>
Math	<p>By May 2018, there will be a 10% increase in student math scores, as measured by the SBA.</p>



# INSTRUCTIONAL IMPROVEMENT

K-5 Literacy Focus	Evidence of Effectiveness	
<p><b>Continue to develop district and building level K-5 literacy vision and implementation of key components, with specific focus on using data to differentiate and engage individual learners.</b></p>	<ul style="list-style-type: none"> <li>❖ Implementation of core reading block and strategic groups</li> <li>❖ Use of data to monitor and adjust groups</li> <li>❖ Student growth as measured by the DRA, LLI, CCPensieve, and STAR (when applicable)</li> <li>❖ Products from classroom literacy learning experiences will indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era</li> <li>❖ Classroom observations will demonstrate a presence of authentic and engaging learning experiences.</li> <li>❖ Classroom observations will demonstrate a climate of print-rich environments and a pervasive classroom culture of joy for literacy</li> </ul>	
Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> <li>● Support and collaborate with building representatives to Literacy Leadership Cadre</li> <li>● Continue implementation of a innovative, deep, engaging &amp; authentic literacy block schedule, with strategic reading time</li> <li>● Implement tiered model of intervention: refine data points, tie to PLC, build checklists and pause points, expand resources</li> <li>● Professional development for paraeducators in leading small guided reading and book clubs</li> </ul>	<p>Year-long</p> <p>Year-long</p> <p>September then on-going</p> <p>Year-long</p>	<p>Mimi &amp; Team Members</p> <p>Mimi</p> <p>Mimi &amp; staff Mimi, Grade Level Teams, &amp; Specialists</p> <p>Mimi</p>

<ul style="list-style-type: none"> <li>● Collaborate with building specialists to form initial strategic groups</li> <li>● Facilitate “Kid Talks” (different grade levels each PLC Friday) to look at data and adjust groups</li> <li>● Professional Development, Celebrate, &amp; Feedback during staff meetings</li> <li>● Refine &amp; support use of CC Pensive Online Conferring Tool to support communication between all staff that work with students</li> <li>● District PD: K-1...Darla Wood Walters, 2-5...Barry Hoonan &amp; Jule Wright (including text: <i>What Are You Grouping For?</i>)</li> </ul>	On-going	Mimi, Angela, Jami, Amy, Ashlee
	Year-long	Mimi & Teams
	August, then as needed throughout the year	Mimi
	Year-Long	Mimi, Gail Boushey & Lori Sabo (of Educational Design)
	Scheduled throughout 18-19 school year	Chris, Jill, Keri

Enumclaw Reads		Evidence of Effectiveness	
Promote literacy across our K-12 system and throughout the community through an “Enumclaw School District Reads” Campaign.		<ul style="list-style-type: none"> <li>● <b><i>ESD Reads Campaign</i></b> widely marketed throughout all schools and in prominent community agencies, businesses and organizations.</li> <li>● Students, families, and community members will be actively engaged in contributing to the <i>ESD Reads Campaign</i>.</li> <li>● Students and families will demonstrate an increased amount of time and engagement in reading.</li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> <li>1. Develop <b><i>ESD Reads Campaign</i></b> marketing tools, and strategies, including an online presence to support the campaign.</li> <li>2. Distribute campaign toolkit to each school, local businesses, organizations to officially “launch” the campaign.</li> </ol>	<p>Summer, 2018</p> <p>November, 2018</p>	<p>District Librarians</p> <p>EHS student group</p> <p>TOSA’s</p> <p>Chris / Keri / Jill</p>	

<p>3. Market monthly literacy challenges from the campaign to contribute to our school district goal</p> <p>4. "Push" bi-weekly updates toward our community progress through print, website, school communication vehicles, and social media</p> <p>5. Conduct community celebration of goal attainment</p>	<p>November, 2018 - May, 2019</p> <p>November, 2018 - May, 2019</p> <p>June, 2019</p>	
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<b>K-12 Mathematics</b>		<b>Evidence of Effectiveness</b>	
<p>Develop a K-12 shared understanding of a mathematics vision needed for the innovation era and begin implementation of high leverage math teacher and student practices.</p>		<ul style="list-style-type: none"> <li>• Observations will show an increase focus on developing concepts and procedures through problem solving, reasoning and discourse.</li> <li>• Observations will show evidence of an increase in the amount of time students are actively involved in making sense of mathematical tasks by using varied strategies and representations, justifying solutions, making connections and considering the reasoning of others.</li> <li>• Observations will show evidence of teachers intentional implementation of teacher and student math practices.</li> <li>• Products from classroom learning experiences will indicate differentiation, student choice, and the development of Skills and Dispositions for the Innovation Era</li> </ul>	
<b>Action Steps</b>		<b>Timeline</b>	<b>Leadership Responsibility</b>
<p>1. 2 2-hour elementary PD workshops (2 hrs. all staff; 2 hrs. building-based) to :</p> <ul style="list-style-type: none"> <li>- build vision</li> <li>- explore practices,</li> <li>- share supplemental resources</li> </ul>		<p>2 hrs: All Elementary: January 31</p> <p>2 hrs: Scheduled by building</p>	<p>Jill</p>

Digital Learning Environment		Evidence of Effectiveness	
Students will experience successful implementation of blended learning environments that will increase student engagement and improve student learning.		<ul style="list-style-type: none"> <li>Classroom observations will demonstrate students using their Chromebooks in ways that align with the 5D+ Instructional Framework.</li> <li>Classroom observation will demonstrate teaches effectively using their technology tools in ways that facilitate and support engaging, authentic, irresistible learning experiences for students.</li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
<ol style="list-style-type: none"> <li>Provide support and training to all 2nd grade teachers in the effective use of new Chromebook devices to support student learning in a project-based approach.</li> <li>Provide professional development with Jeff Utecht to elementary Instructional Technology Leaders in supporting elementary project-based learning experience in a digital-forward environment.</li> <li>Weekly Tech Tips from building ITF &amp; other supports developed to support staff needs.</li> </ol>	<p>PLC on October 19, 2018</p> <p>November 1, 2018</p> <p>Year-Long</p>	<p>Chris / Bob / TOSA</p> <p>Chris</p> <p>Mimi &amp; ITF</p>	



# WHOLE CHILD

ACE's and Resilience		Evidence of Effectiveness	
Expand our understanding and responsiveness to students who have experienced Adverse Childhood Experiences (ACES).		<ul style="list-style-type: none"> <li>❖ De-escalation and restorative practices implemented in all settings around the school</li> <li>❖ Decrease behavior referrals</li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> <li>● Expand Kibler Leadership Team to form a Kibler Community Team: cross-section of staff partnering with Sound Discipline to look at discipline data, generate school-wide solutions and opportunities to grow our community, such as a monthly common focus.</li> <li>● Refine Bear Week to kick off school-wide expectations.</li> <li>● Expand tiered model of intervention</li> <li>● Weekly collaboration meetings with: principal, dean of students, counselor, solution room staff, and other pertinent staff.</li> <li>● Resiliency Movie PD for all elementary schools</li> </ul>	<p>Year-long</p> <p>September, April</p> <p>January, February, April</p> <p>Year-long</p> <p>Year-long</p> <p>October</p>	<p>Mimi &amp; Team</p> <p>Mimi &amp; Team</p> <p>Mimi, Ashlee, Tina, Jane, &amp; other staff</p> <p>Elementary Principals</p>	

Equity		Evidence of Effectiveness	
<p>All administrators will continue to expand understanding and responsiveness to leading with a racial equity lens.</p> <p>All staff will continue to expand understanding and responsiveness to teaching and learning with a racial equity lens.</p>		<ul style="list-style-type: none"> <li>• Principals and administrators will actively use filters of , access/support and respect for differences as a part of their regular decision making.</li> <li>• All K - 12 staff will demonstrate understanding of issues surrounding equity in teaching and learning and ensure classroom policies and practices are fair and just for all students.</li> <li>• Staff and community will see an increase in written communication, artwork, system messaging, displays of student work etc. that celebrates and honors cultural diversity.</li> </ul>	
Action Steps	Timeline	Leadership Responsibility	
1. Resources developed and shared with principals (Leadership team meetings, agenda).	Ongoing	Jill, Suilan	



## TIERED SYSTEM

Tiered System of Support	Evidence of Effectiveness
<p><b>Staff will increase knowledge and have support implementing a tiered system in literacy and behavior.</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Implementation of core reading block and strategic groups</b></li> <li>❖ <b>Use of data to monitor and adjust groups</b></li> <li>❖ <b>Student growth as measured by the DRA, LLI, CCPensieve, and STAR (when applicable)</b></li> </ul>



	<ul style="list-style-type: none"> <li>◆ De-escalation and restorative practices implemented in all settings around the school</li> <li>◆ Decrease in behavior referrals</li> </ul>	
Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> <li>● Master Schedule to include ½ hour Strategic Reading Blocks for each grade level</li> <li>● Develop checklists that support tiers with possible interventions</li> <li>● Support teachers on CCPensieve Conferring tool for tracking data and communicating with all staff who work with students</li> <li>● Build initial strategic reading groups with specialist team</li> <li>● Support paraeducators on CCPensieve</li> <li>● Professional development for paraeducators on small group instruction</li> <li>● Facilitate “Kid Talks” (different grade levels each PLC Friday) to look at data and adjust groups</li> <li>● Professional development for, celebrate growth with, and elicit feedback from teams and whole staff to inform PD</li> <li>● Develop data pause points, checklists, &amp; support materials</li> <li>● Feedback through Cel 5D Cycle</li> <li>● Partner with Sound Discipline for our tiered response to behavior</li> </ul>	<ul style="list-style-type: none"> <li>August</li> <li>Year-long</li> <li>Year-long</li> <li>September</li> <li>October</li> <li>Year-long</li> <li>Year-long</li> <li>Year-long</li> <li>Year-long</li> <li>Year-long</li> <li>Year-long</li> </ul>	<ul style="list-style-type: none"> <li>Mimi</li> <li>Mimi &amp; Staff</li> <li>Mimi, Gail Boushey, Lori Sabo</li> <li>Mimi, Angela, Jami, Amy, Ashlee</li> <li>Mimi, Gail Boushey, Lori Sabo</li> <li>Mimi, guest presenters</li> <li>Mimi and relevant teams</li> <li>Mimi</li> <li>Mimi &amp; Staff</li> <li>Mimi</li> <li>Mimi and BK Community Team</li> </ul>