

Enumclaw School District
BYRON KIBLER ELEMENTARY SCHOOL IMPROVEMENT PLAN
2017-2018

Current Student Achievement:

Smarter Balanced Assessment	ELA	MATH	Science
Grade 3	14-15 49.2% 15-16 63.1% 16-17 52.8%	14-15 54.7% 15-16 57.8% 16-17 57.4%	
Grade 4	14-15 37.8% 15-16 45.3% 16-17 45.3%	14-15 31.8% 15-16 45.3% 16-17 45.3%	
Grade 5	14-15 54.6% 15-16 48.6% 16-17 54.6%	14-15 42.1% 15-16 41.6% 16-17 36.0%	13-14 42.1% 14-15 54.6% 15-16 54.1% 16-17 61.3%

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: Science has demonstrated consistent growth. Examining cohorts of students reveals achievement gaps on a vertical educational journey in the area of ELA. The area of math has growth opportunities in analyzing grade progression and cohorts.

DRA Running Records: Primary grades have a larger spread of levels. The number of students meeting standard increases as students progress in grades.

STAR: data starts to align with DRA in 4th & 5th grade. In earlier grades data is inconsistent.

Attendance:

Average days absent in 2015-16 school year = 8.9

Average days absent in 2016-17 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 2016-17 we increased family communication about attendance and implemented monthly awards. We have seen improved attendance for individuals of focus. We have yet to see system improvement.

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	By May 2018, there will be a 10% increase in student reading scores, as measured by the SBA. 1. Subgroup: 80% of primary students (kindergarten through second) will demonstrate a year's growth as measured by the DRA .
Math	By May 2018, there will be a 10% increase in student math scores, as measured by the SBA.



INSTRUCTIONAL IMPROVEMENT

5D+ Instructional Framework/TPEP

Evidence of Effectiveness

<p>All staff will be proficient in their understanding of Version 3 of the Cel 5D rubric and how to use the rubric to set and work toward goals.</p>	<p>❖ Principal and certificated staff collaboratively utilizing version 3 rubric for Fall self-reflection and goal setting, Winter data and reflection of progress, and Spring year-end analysis.</p>	
<p>Action Steps</p>	<p>Timeline</p>	<p>Leadership Responsibility</p>
<ul style="list-style-type: none"> ● Leadership training focused on version 3 of Cel 5D rubric ● Train staff on new version of Cel 5D rubric ● Utilize rubric for Fall self-reflection and goal setting ● Coded observations with wonderings and feedback, utilizing Pivot, shared with applicable certificated staff member ● Utilize rubric for Winter reflection of progress based on data ● Utilize rubric for Spring year-end analysis 	<p>August, year-long</p> <p>September</p> <p>October</p> <p>Year-long</p> <p>January</p> <p>May</p>	<p>Cabinet</p> <p>Mimi</p> <p>Mimi & Certificated Staff</p> <p>Mimi</p> <p>Mimi & Certificated Staff</p> <p>Mimi & Certificated Staff</p>

<p>K-5 Literacy Focus</p>		<p>Evidence of Effectiveness</p>	
<p>Continue to develop district and building level K-5 literacy vision and implementation of key components, with specific focus on using data to differentiate for individual learners.</p>		<p>❖ Implementation of core reading block and strategic groups</p> <p>❖ Use of data to monitor and adjust groups</p> <p>❖ Student growth as measured by the DRA, LLI, CCPensieve, and STAR (when applicable)</p>	
<p>Action Steps</p>	<p>Timeline</p>	<p>Leadership Responsibility</p>	

<ul style="list-style-type: none"> ● Share district presentation & graphics 	August	Mimi
<ul style="list-style-type: none"> ● Support and collaborate with building representatives to Literacy Leadership Cadre 	Year-long	Mimi & Team Members
<ul style="list-style-type: none"> ● Introduce literacy block schedule, with strategic reading time 	August	Mimi
<ul style="list-style-type: none"> ● Introduce tiered model of intervention 	August	Mimi
<ul style="list-style-type: none"> ● Train paraeducators to lead small guided reading and book clubs 	September then on-going	Mimi
<ul style="list-style-type: none"> ● Collaborate with building specialists to form initial strategic groups 	September	Mimi, Angela, Scot, Amy, Sherry
<ul style="list-style-type: none"> ● Facilitate “Kid Talks” (different grade levels each PLC Friday) to look at data and adjust groups 	Year-long	Mimi
<ul style="list-style-type: none"> ● District DRA Calibration Training 	February	Cabinet
<ul style="list-style-type: none"> ● Procure resources to support student’s needs 	On-going	Mimi
<ul style="list-style-type: none"> ● Professional Development, Celebrate, & Feedback during staff meetings 	Year-long	Mimi
<ul style="list-style-type: none"> ● Introduce & support use of CC Pensive Online Confering Tool to support communication between all staff that work with students 	August, then as needed throughout the year	Mimi, Gail Boushey & Lori Sabo (of Educational Design)

K-5 Science Implementation	Evidence of Effectiveness
3-5 will have support implementing the new TCI Science Curriculum	Implementation of newly adopted curriculum (TCI) in grades 3-5

Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> ● Introductory training from publisher ● Follow-up training from publisher ● Q&A, Needs Assessment 	August TBA Trimesterly	Jill Burnes Jill Burnes Mimi

K- 5 Differentiation for Highly Capable Students		Evidence of Effectiveness
All K-5 staff will have district provided training in differentiation to meet the needs of all learners.		<ul style="list-style-type: none"> ❖ Classroom lessons and activities will show differentiation strategies that align with Cel 5D framework ❖ Differentiated Education Plan strategies are being employed
Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> ● K-2 & 3-5 training in differentiation ● Differentiated Education Plans developed and communicated with all stakeholders 	October Fall	Keri Marquand, April Drake April Drake & applicable staff

Blended Learning Environment	Evidence of Effectiveness
Trained staff members will implement (depending on level of training) blended learning strategies to increase engagement and	<ul style="list-style-type: none"> ❖ Classroom lessons and activities will reflect blended learning strategies that align with Cel 5D framework

learning for students		
Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> Principal will attend Jeff Utech district provided training Principal will model blended learning, such as a Staffl Google Classroom site ITF teacher will write weekly blended learning tech tip in Monday Memo First grade teachers will receive 6 classroom Chromebooks and training in blended learning Support/encourage/highlight strategies employed by kindergarten and fifth grade teachers, whom have already had blended learning training 	October	Mimi
	Year-long	Mimi
	Year-long	Lori Tuttle
	October	Chris Beals & team
	Year-long	Mimi



WHOLE CHILD

Equity Initiative	Evidence of Effectiveness
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Staff will expand knowledge and response strategies for working with students who have Adverse Childhood Experiences.	<ul style="list-style-type: none"> ❖ De-escalation and restorative practices implemented in all settings around the school ❖ Decrease in behavior referrals 	
Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> ● Revisit last year’s book study, Help for Billy by Heather Forbes ● Introduce tiered model of intervention ● Expand Solution Room hours ● Partner with Sound Discipline (paid for by King County’s Best Starts for Kids grant). This includes a monthly school data team, Building Resiliency Level I for classified, Building Resiliency Level 2 for certificated, and monthly Tier 3 consultations. 	<ul style="list-style-type: none"> Year-long August Year-long Year-long 	<ul style="list-style-type: none"> Mimi Mimi Mimi & Stephanie Berryhill Mimi, Kibler Leadership Team



TIERED SYSTEM

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

CCPensieve, and STAR (when applicable)

- ❖ **De-escalation and restorative practices implemented in all settings around the school**
- ❖ **Decrease in behavior referrals**

Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> ● Master Schedule Revision including ½ hour Strategic Reading Blocks for each grade level 	August	Mimi
<ul style="list-style-type: none"> ● Develop and introduce tiered graphic with possible interventions 	August	Mimi
<ul style="list-style-type: none"> ● Train teacher on CCPensieve Conferring tool for tracking data and communicating with all staff who work with students 	August	Mimi, Gail Boushey, Lori Sabo
<ul style="list-style-type: none"> ● Build initial strategic reading groups with specialist team 	September	Mimi, Angela, Scot, Amy, Sherry
<ul style="list-style-type: none"> ● Train paraeducators on CCPensieve 	October	Mimi, Gail Boushey, Lori Sabo
<ul style="list-style-type: none"> ● Professional development for paraeducators on small group instruction 	Year-long	Mimi, guest presenters
<ul style="list-style-type: none"> ● Facilitate “Kid Talks” (different grade levels each PLC Friday) to look at data and adjust groups 	Year-long	Mimi and relevant teams
<ul style="list-style-type: none"> ● Professional development for, celebrate growth with, and elicit feedback from teams and whole staff 	Year-long	Mimi
<ul style="list-style-type: none"> ● Procure support materials 	Year-long	Mimi
<ul style="list-style-type: none"> ● Feedback through Cel 5D Cycle 	Year-long	Mimi
<ul style="list-style-type: none"> ● Partner with Sound Discipline for our tiered response to behavior 	Year-long	Mimi and Leadership Team
	Year-long	Mimi
	Year-long	Mimi
	Year-long	Mimi and Leadership Team