



## School Improvement Plan 2018 - 19 John D. (Bud) Hawk Elementary



### Improvement goal: ELA

**Primary Goal:** By the end of the 2018-2019 school year, at least 70% of students in grades K-2 will demonstrate benchmark proficiency on DIBELS (Composite Score/DORF) and STAR Reading (Lexile).

- Kindergarten: By May, 90% of kindergarten students will be able to perform at or above grade level expectations on letter names and sounds using DIBELS and WaKids assessment data.
- First: By May, 10 out of 19 students in the A group (most intensive) will move to benchmark based on DIBELS, STAR Reading, and classroom based assessments.
- Second: By May, 66% of all 2nd grade students will be able to correctly use capitals, spacing, and ending punctuation when writing sentences.

**Intermediate Goal:** By the end of the 2018-2019 school year, at least 70% of students in grades 3-5 will demonstrate benchmark proficiency on DIBELS (Composite Score/DORF) and STAR Reading (Lexile).

- Third: By May, 70% of third grade students will improve their oral reading fluency by a minimum of 20 wpm and/or have an ORF greater than 100 wpm.
- Fourth: By May, at least 70% of fourth grade students with a reading IEP, correcting reading, or red tab intervention students will increase IRL by 1 year.
- Fifth: By May, 80% of students will be at 50% or higher according to the SGP on STAR Reading.

**Goal 2 (Reducing specific, identified gaps):** By the end of the 2018-2019 school year, increase the number of special education students who meet proficiency by at least 20%. Measures used include STAR, DIBELS, Interim SBA assessment, and classroom based assessments.

<p><b>IMPROVEMENT STRATEGY</b> What strategies are you using to achieve the goal?</p> <p><i>Note: be sure to include family engagement strategies</i></p>	<p><b>TIMELINE</b> When will this activity begin and end?</p>	<p><b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?</p>	<p><b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b> What are the resources that will be used to accomplish this activity?</p> <p>How will staff acquire the necessary skills and attitudes to implement this activity?</p>	<p><b>MONITORING PROGRESS</b> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<p><b>Establish Professional Learning Communities to increase communication and collaboration among staff members.</b></p> <ul style="list-style-type: none"> <li>Meet every 6 weeks to examine student data to inform instructional decisions.</li> <li>Utilize data examination and meeting protocols to systematically analyze student performance.</li> </ul>	<p>Sept - June</p>	<p>Classroom teachers</p> <p>Para-educators</p> <p>Literacy teacher</p> <p>Learning specialist</p> <p>ELA Teacher leaders</p> <p>Principal</p>	<p>Professional development in Professional Learning Communities</p> <p>Professional development in using protocols to analyze data and make instructional changes</p> <p>Use of common formative assessments (DIBELS, STAR Reading, interim assessment blocks, classroom based assessments)</p> <p>Explicit scheduling of PLC meeting times in early release.</p>	<p>DIBELS</p> <p>STAR Assessment</p> <p>Journey's assessments</p> <p>State Assessment (SBA)</p> <p>Interim Assessment Blocks</p> <p>Classroom assessments</p> <p>Daily Oral Reading Fluency assessment</p>

<p><b>Establish a system of effective instruction using core instructional materials and the integration of classroom and Title interventions.</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the Journey’s ELA program following the “Core Essentials” guide and HEJP “Essential Practices” document to ensure maximum student growth.</li> <li>• Work with Tina Petellier to improve classroom ELA instructional routines.</li> <li>• Work with Tina Petellier to develop small group instructional strategies for classroom and Title interventions.</li> <li>• Leveled reading groups based on CKSD ELA pathway &amp; teacher input.</li> <li>• School-wide “Reading Rewards” AR program.</li> </ul>	<p>Sept - June</p>	<p>Classroom teachers</p> <p>Para-educators</p> <p>Literacy teacher</p> <p>Learning specialist</p> <p>ELA Teacher leaders</p> <p>Principal</p>	<p>Use of Tina Petellier strategy cards and PDSA to provide differentiated instruction to meet the needs of each student.</p> <p>Staff participation in Tina Petellier professional development.</p> <p>Use of district corrective reading programs: Reading Mastery, Corrective Reading, Write In Reader, etc</p> <p>Reading Rewards program</p>	<p>DIBELS</p> <p>STAR Assessment</p> <p>Journey’s assessments</p> <p>State Assessment (SBA)</p> <p>Interim Assessment Blocks</p> <p>Classroom assessments</p> <p>Daily Oral Reading Fluency assessment</p>
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<p><b>Focus on ongoing communication with parents about student growth and development.</b></p> <ul style="list-style-type: none"> <li>● Use classroom newsletters, email, and “Class Dojo” to provide ongoing communication and partnership with families</li> <li>● Communication on school website about activities and home support strategies</li> <li>● Promote Ready K program</li> </ul>	<p>Sept - June</p>	<p>Classroom teachers</p> <p>Literacy teacher</p> <p>Learning specialist</p> <p>Principal</p>	<p>Update website to include information about ELA for families.</p> <p>Coordination of modes of communication: Class Dojo, newsletters, email</p>	<p>Parent feedback survey</p> <p>Anecdotal information</p>
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**Improvement goal: MATH**

**Primary Goal:** By the end of the 2018-19 school year, at least 70% of students in grades K-2 will demonstrate benchmark proficiency on STAR Math (PR & GE).

- Kindergarten: By May, 75% of kindergarten students will be able to perform at or above grade level expectations on counting to 100 by ones and tens.
- First: By May, 70% of the students that are below grade level will be able to perform at or above grade level expectations in math computation skills based on STAR testing and classroom assessments.
- Second: By May, at least 60% of all 2nd grade students will be within the 60th percentile or above in Math.

**Intermediate Goal:** By the end of the 2018-19 school year, at least 70% of students in grades 3-5 will demonstrate benchmark proficiency on STAR Math (PR & GE).

- Third: By May, at least 70% of third graders will improve their STAR GE score by 1.0.
- Fourth: By May, at least 70% of fourth graders will increase grade equivalency by 1 year on the STAR assessment.
- Fifth: By May, at least 80% of students will be at 50% or higher according to the SGP on STAR.

**Goal 2 (Reducing specific, identified gaps):** By the end of the 2018-2019 school year, increase the number of special education students who meet proficiency by at least 20%. Measures used include STAR, DIBELS, Interim SBA assessment, and classroom based assessments.

<b>IMPROVEMENT STRATEGY</b> What strategies are you using to achieve the goal?  <i>Note: be sure to include family engagement strategies</i>	<b>TIMELINE</b> When will this activity begin and end?	<b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?	<b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b> What are the resources that will be used to accomplish this activity?  How will staff acquire the necessary skills and attitudes to implement this activity?	<b>MONITORING PROGRESS</b> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
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<p><b>Establish Professional Learning Communities to increase communication and collaboration among staff members.</b></p> <ul style="list-style-type: none"> <li>● Meet at least every 6 weeks to examine student data to inform instructional decisions.</li> <li>● Utilize data examination and meeting protocols to systematically analyze student performance.</li> <li>● Increase opportunities intentional collaboration opportunities between special ed team and classroom teachers</li> <li>● Coaching support for individual grade level teams from Cindy Patnode. Cindy will meet with individual PLC teams periodically throughout the school year.</li> </ul>	<p>Sept - June</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Parent volunteers</p> <p>Cindy Patnode</p>	<p>Professional development in Professional Learning Communities</p> <p>Professional development in using protocols to analyze data and make instructional changes</p> <p>Use of common formative assessments (DIBELS, STAR Reading, interim assessment blocks, classroom based assessments)</p> <p>Explicit scheduling of PLC meeting times in early release.</p> <p>Collaboration about improving instructional practice with the use of the HEJP Essential Practices.</p> <p>Schedule for Cindy Patnode to meet with grade level teams during early release.</p>	<p>“My Math” unit assessments</p> <p>SBA state assessment</p> <p>Interim Assessment Blocks for grades 3-5</p> <p>STAR Math</p> <p>Explore the use of XtraMath and Redbird as assessment tools</p>
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<p><b>Establish a system of effective instruction using core instructional materials and the integration of differentiated learning activities.</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the My Math program following the “Core Essentials” guide and HEJP “Essential Practices” document to ensure maximum student growth.</li> <li>• Math fact fluency activities and lessons based on grade level expectations (John Woodward).</li> <li>• Math centers and math games like Math Fundamentals) to reinforce the concepts.</li> <li>• Use of “Redbird” software to support differentiated learning for students.</li> <li>• Use of My Math performance tasks and countdowns.</li> </ul>	<p>Sept - June</p>	<p>Classroom teachers</p> <p>Literacy teacher</p> <p>Learning specialist</p> <p>Principal</p>	<p>Ongoing training/professional development to support core program implementation</p> <p>Professional development in the use of Number Talks, My Math Performance tasks, MY Math Countdowns, and resources for rich math tasks.</p> <p>Use of computational grade level goals to support benchmark targets and inform the use of instructional tools to support math fact fluency (XtraMath, paper/pencil timed computation).</p> <p>Title paras providing re and pre-teaching lessons.</p>	
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<p><b>Increase family engagement and communication with parents about student growth and development.</b></p> <ul style="list-style-type: none"> <li>● Family Math Night</li> <li>● Communication on website about math support resources - Redbird, Bedtime Math, XtraMath, rich math tasks</li> <li>● Communicate information to parents about math fact fluency and grade level goals</li> </ul>	<p>Sept - June</p>	<p>Classroom teachers</p> <p>Learning specialist</p> <p>Principal</p>	<p>Update website to include information about Math for families.</p> <p>Family Math Night planning committee</p>	<p>Parent surveys</p> <p>Anecdotal information</p>
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**Improvement goal: SCIENCE**

**Goal 1:** By the end of the 2018-2019 school year, 70% of fifth grade students will meet or exceed the science standard as measured by the State Science assessment.

**Goal 2 (Reducing specific, identified gaps):** To close the achievement gap in Science between free/reduced and non-free/reduced students to less than 5% as measured by the SBA state science assessment. Classroom based assessments will be used to provide formative data during the school year.

<p><b>IMPROVEMENT STRATEGY</b> What strategies are you using to achieve the goal?</p> <p><i>Note: be sure to include family engagement strategies</i></p>	<p><b>TIMELINE</b> When will this activity begin and end?</p>	<p><b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?</p>	<p><b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b> What are the resources that will be used to accomplish this activity?</p> <p>How will staff acquire the necessary skills and attitudes to implement this activity?</p>	<p><b>MONITORING PROGRESS</b> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
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<p><b>Engage staff in analysis of current practices within our school building to support students' learning of NGSS and the Framework for K-12 Science Education.</b></p> <ul style="list-style-type: none"> <li>● Professional development in the area of Next Generation Science Standards</li> <li>● Implementation of K-5 Engineering Kits</li> <li>● Professional Learning communities by grade level teams</li> </ul>	<p>Sept - June</p>	<p>Teaching staff</p> <p>Teacher-Librarian</p> <p>Classroom teachers</p> <p>District Science Specialist</p>	<p>Ongoing training/professional development to support core program implementation</p> <p>Collaboration with district science specialist, Jeff Friers.</p>	<p>Classroom based science assessments</p> <p>SBA assessment</p>
<p><b>Increase opportunities for extension of learning through family and community supported events.</b></p> <ul style="list-style-type: none"> <li>● "Makerspace" opportunities for students.</li> <li>● Provide for students to attend various field trips - outdoor education</li> <li>● STEAM week camp/activities at school with culminating activity.</li> <li>● Coding Club using Code.org, 3D printing club, and/or Lego WeDo 2.0</li> <li>● Daily visits by students to library for independent discovery time.</li> </ul>	<p>Sept-June</p> <p>*MS Club opportunities offered several times a year after school.</p>	<p>Teaching staff</p> <p>Teacher-Librarian</p> <p>Classroom teachers</p> <p>District Science Specialist</p> <p>Community and Family</p>	<p>Club coordinator</p> <p>Pacific Science Center Workshops</p> <p>District STEM grant \$\$</p>	<p>Anecdotal information</p>

**Improvement goal: DISCIPLINE/SEL**

**Goal 1:** To improve students' "connection to school" by 70% of the 50 most disconnected students identified in the fall by the end of the 2018-2019 school year.

**Goal 2 (Reducing specific, identified gaps):** By the end of the 2018-2019 school year, we will decrease the disproportion of male to female discipline referrals by 20%.

<b>IMPROVEMENT STRATEGY</b> What strategies are you using to achieve the goal?  <i>Note: be sure to include family engagement strategies</i>	<b>TIMELINE</b> When will this activity begin and end?	<b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?	<b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b> What are the resources that will be used to accomplish this activity?  How will staff acquire the necessary skills and attitudes to implement this activity?	<b>MONITORING PROGRESS</b> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
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<p><b>Implement a system of PBIS school-wide.</b></p> <ul style="list-style-type: none"> <li>● Creation of building wide Teach To's for common expectations</li> <li>● Assemblies with emphasis on PBIS (music, skits, make it fun and memorable/meaningful)</li> <li>● "Second Step" social skills curriculum</li> <li>● Incorporate "Second Step" elements within the assemblies and during the morning announcements to reinforce classroom lessons.</li> <li>● Collaboration amongst all staff to develop a curriculum map specifically for bullying reduction lessons and re-teaching. Keep attendance and ensure all students understand expectations and strategies.</li> <li>● Teachers will intentionally build a classroom culture that values and builds on contributions from students of all backgrounds.</li> <li>● Increase Tier 2 intervention supports (CICO, mentors, point sheets, reward systems)</li> <li>● "Conscious Discipline" Literature circle discussion.</li> </ul>	<p>Sept-June</p>	<p>Classroom teachers</p> <p>Para-educators</p> <p>PBIS Team</p> <p>Principal</p> <p>Students</p>	<p>Various building funding sources (behavior budget etc.) to support professional development, materials, and direct support of students.</p> <p>"Second Step" Social/Emotional Learning curriculum and materials.</p> <p>PBIS committee meetings two times per month.</p>	<p>Implementation of "SWIS" behavior data tracking software.</p> <p>"Power School" Incident Recording</p> <p>Anecdotal information collected from PBIS meetings.</p> <p>Monitoring of behavior data by PBIS committee to identify "Hot Spots".</p>
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<p><b>Continue to build an MTSS behavioral pathway.</b></p> <ul style="list-style-type: none"> <li>● Collaboration with district special education department to expand our RTI processes and procedures as part of a multi tiered system of supports for students.</li> <li>● Collaboration with Andrea Bowman and Wayne Callender to refine our RTI processes and procedures as part of a multi tiered system of supports for students.</li> <li>● Daily communication between classroom teachers and specialists, playground/lunchroom staff.</li> <li>● Adopt behavioral screener to identify skill deficits for Tier 2 support.</li> <li>● Refine office referral and data collection systems.</li> </ul>	<p>Sept-June</p>	<p>Classroom teachers</p> <p>Learning specialist</p> <p>Principal</p> <p>Andrea Bowman</p> <p>Wayne Callender</p>	<p>Refining office referrals for ongoing minor, moderate, major incidents.</p> <p>Meetings with Wayne Callender and Andrea Bowman.</p> <p>SST/MTSS Pathway</p>	<p>Implementation of “SWIS” behavior data tracking software.</p> <p>“Power School” Incident Recording</p> <p>SST Referrals</p>
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<p><b>Increase opportunities for community involvement and support.</b></p> <ul style="list-style-type: none"> <li>● Update website to include PBIS information</li> <li>● “Watch Dog” “Dads of Great Students” parent involvement program</li> <li>● Yearly student/staff/parents survey information to determine perception of safety, HIB, etc.</li> <li>● Collaboration with Kelly Scheese the US Navy School liaison. Explore learning opportunities for parents provided by Fleet and Family Readiness.</li> </ul>	<p>Sept-June</p>	<p>Classroom teachers</p> <p>Learning specialist</p> <p>Principal</p> <p>Community Mentors</p>	<p>“Watch Dog” Program fee \$600</p>	
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<p><b>Improvement goal: ABSENTEEISM</b></p> <p>Goal 1: To decrease the total number of students with chronic absences to less than 20 students (2018-19).</p> <p>Goal 2: To decrease the total percentage of chronically absent FRL students to less than 40% (2018-19).</p>
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<p><b>IMPROVEMENT STRATEGY</b> What strategies are you using to achieve the goal?</p> <p><i>Note: be sure to include family engagement strategies</i></p>	<p><b>TIMELINE</b> When will this activity begin and end?</p>	<p><b>WHO IS RESPONSIBLE?</b> Who will provide the leadership for this activity?</p>	<p><b>RESOURCES &amp; PROFESSIONAL DEVELOPMENT NEEDED</b> What are the resources that will be used to accomplish this activity?</p> <p>How will staff acquire the necessary skills and attitudes to implement this activity?</p>	<p><b>MONITORING PROGRESS</b> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<p><b>Consistent communication from attendance secretary to build positive relationship with families of chronically absent students.</b></p> <ul style="list-style-type: none"> <li>● Print out attendance information for teachers to share with parents during parent/teacher conferences.</li> <li>● Information to supports and encourage attendance shared in school newsletter, PTA newsletter, and on social media.</li> <li>● Personal contact from building principal for students/families struggling with chronic absenteeism.</li> <li>● Monthly tracking and recognition for students who have outstanding attendance.</li> </ul>	<p>Sept-June</p>	<p>Office staff</p> <p>Classroom teachers</p> <p>Building principal</p>	<p>Powerschool</p>	<p>Daily monitoring of attendance data.</p> <p>Frequent communication - collaboration between attendance secretary and principal.</p>