

Salish Coast School Improvement Plan, 2018-19 compatible with Title Schoolwide Plan

Name of District/Building: Salish Coast Elementary

Date: November 1, 2018

District Mission

Through community focused maritime place-based projects, students develop effective thinking, effective action, and effective relationships. As a result, our students demonstrate meaningful accomplishments as engaged citizens.

District Vision

We create and enable the culture, competence, and conditions to ensure each student is prepared for meaningful work and engaged citizenship in our diverse and rapidly changing world.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan

The Building Leadership Team will guide and review the school improvement planning with input from staff and families. The main areas of focus will be: social/emotional learning, literacy, numeracy, family engagement, thinking strategies and early childhood education.

Do

A building leadership team will be comprised of staff representing grade levels and specialties, as well as a parent representative. There will be four leadership teams formed for each of the focus areas: The social emotional learning team, that will emphasize PBIS implementation as well as tiered behavior support; the literacy team that will focus on reading and writing assessments, interventions, and planning; the numeracy team that will focus on mathematics assessments, interventions and planning, a thinking strategies team that will emphasize engagement strategies and other high yield activities, and the early childhood team that will focus on ensuring that all students find the transition to the K-12 setting as seamless as possible. These Leadership Teams will be formed at the building level to develop systems for addressing the needs of our struggling learners. These teams will review school-wide data; identify resources; encourage parent outreach; and recommend next steps to make for continuous improvement; and implement suggested changes through grade level teams.

Study

The behavior, literacy, math, and early childhood teams are starting a third year of work on our school improvement initiatives. The thinking strategies team is newly formed and will support and enhance the work of other teams.

The math leadership team has focused on the intervention components of the BRIDGES math curriculum. There are common assessments established across the grade levels. More consistency and systematic sharing of student assessment results to inform instruction, interventions, and transitions is the next goal in grades K through 5.

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| | <p>The PBIS team has established a behavior matrix, developed plan for teaching and re-teaching expected behaviors, and had a school wide assembly regarding examples and non-examples of expected behaviors. The behavior support team is working on a structure of tiered behavior interventions support. This system is reinforced by the behavior interventionist, counselor, and principal. A positive reinforcement system is in place, and the SWIS software program has been purchased in order to track progress.</p> <p>The early childhood team has worked to study transition and integration as Salish Coast includes students from pre-school to five years old. The team is planning ways to integrate Head Start and Developmental Pre-School Programs, and ease the transition to Kindergarten. Pre-school students have access to building specialists in a limited way, BRIDGES math integration, involvement in PBIS initiatives, and the team is exploring ways to make sure that there is genuine integration across programs. The early childhood team will plan for a pre-kindergarten academy in the summer of 2019.</p> <p>The literacy team will be reviewing how to continue to keep a focus on reading comprehension school-wide, as well as planning for how to address reading intervention and tutoring systems for students. The team will focus on the effectiveness of Leveled Literacy Intervention materials that will be utilized in the Eagle Reading Room. The literacy team will analyze the results to ensure that students are making progress toward grade level benchmarks. Systems must be developed to ensure comprehensive quality literacy instruction in every classroom for every student. Short term goals are: 1. Core instruction will meet the needs of 80% of students. 2. All students have access to quality interventions or enrichment opportunities 3. MDS projects are an integral part of core literacy instruction.</p> <p>The thinking strategies team will provide quality professional development and a classroom toolkit for each teacher in order to enhance high quality student talk and engagement.</p> <p>The district's MDS Initiative will be a continued curricular focus for our students and staff. Key strategies include: Promoting MDS Projects related to academic standards and connected to our community; Personalize student and staff learning for deep learning and engagement; and advance the use of authentic assessment for student learning and accomplishment; and increase student preparation for both career and college.</p> |
| Act | <p>Fall assessment results for students will be reviewed in the literacy and numeracy teams in order to assess progress toward improvement for struggling learners. Based on these results, modifications will made to instructional approaches for targeted students.</p> |

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After a staff survey of need in the area of PBIS, to take place on October 12th, 2018, staff will take needed steps to re-teach expected behaviors. The PBIS team will direct signage, monitor progress, analyze SWIS data, and design activities to reinforce positive behavior, such as the eagle award at assemblies.

The early childhood team will review during November the results of the WA Kids whole child assessment to assess progress on kindergarten readiness and make needed modifications to programming, parent outreach, and instructional approaches. They will create a plan for a pre-kindergarten summer academy.

An additional focus for the leadership teams will be to increase meaningful parent involvement in school. All teachers will systematically report to parents (families) the student’s mastery of specific standards-based objectives (in plain language that allows for understanding). This will be done through the standards based report card tool two times a year and with individual parent/teacher conferences twice a year and more often as needed on an individual basis.

Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. In addition, the Parent Teacher Association works closely with the teaching staff to increase learning opportunities and support for families in the school.

The school’s Compact is shared at conference times and includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

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| Plan | <p>Leadership teams will plan instruction designed to address learning needs in literacy, numeracy, and social/emotional learning improvement. School wide intervention systems for literacy, numeracy, and social/emotional learning will address meeting the needs of students who struggle in these areas. Student data and progress will be evaluated at minimum three times a year through both qualitative and quantitative data as appropriate to adjust interventions. As a result, 80% or more targeted students will show progress in their areas of focus that exceeds the rate of one year of growth per grade level.</p> <p>An attendance team will meet at least monthly to review attendance data and make plans to intervene with students who have attendance difficulties. This team will be</p> |
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| | <p>led by the Assistant Principal, who will be assisted by the School Nurse, School Counselor, Attendance Secretary, and others as appropriate. Resources in the community to support attendance success for families will be accessed as needed. Salish Coast has a goal for 95% or better school-wide attendance.</p> |
| <p>Do</p> | <p>Salish Coast teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development and assesses the extent to which the professional development has improved instructional practice over time.</p> <p>One continuing focus on Salish Coast professional development is to focus on literacy. This year, literacy intervention is more systematic due to the introduction of Fontas and Pinnell Phonics kits at the kindergarten and first grade levels. Professional development will focus on high yield interventions and closing the academic gap. This emphasis ensures that all students are given a high level of challenge and will progress at a higher rate in all subjects.. This is best measured through examining foundational reading skills improvement. At least 60% of students will demonstrate one year or more of growth in the area of literacy, by June 2019</p> <p>Continued professional development in mathematics to strengthen core instruction as well as intervention systems will ensure strong systems for supporting foundational numeracy skills. With a new science curriculum, professional development will also be conducted in science, technology, and engineering concepts. This professional development dovetails nicely with the Maritime Discovery Schools Initiative’s focus on project based learning related to solving problems and meeting community needs.</p> <p>Other professional development related to social/behavior skills will support the implementation of the second step curriculum that will allow teachers to provide direct instruction on critical academic behavior skills.</p> |
| <p>Study</p> | <p>Instructional Teams review the results of BRIDGES math, unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). STAR Reading and Math assessments provide screening for grades 3-5. Due to the fact teams regularly review pre and post test results, groups are kept flexible and interventions students receive change as a result of assessment results.</p> |
| <p>Act</p> | <p>The foundation of a strong intervention system is a system of layered support. Salish Coast utilizes a team intervention meetings for students that are not progressing at</p> |

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expected rates. Further intervention is developed, and progress is monitored. If any student doesn't respond to the Team Intervention, the teacher may request a CARE team meeting, which is a multi-disciplinary team to look at a student's need. The CARE team consists of a team of school and community professionals, as well as families of the students of concern. The CARE Team is a way for key stakeholders to develop a plan of action to help students experience greater school success. Interventions will be designed at these intensive problem-solving meetings that will be tracked for a period of time to monitor the effectiveness. The team will reconvene to review student progress or lack of progress to make decisions about the next steps to ensure student growth. Additionally, Salish Coast has a strong partnership with Jumping Mouse Children's Center to provide additional support to students who need additional support beyond the immediate school community.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

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| Plan | The school provides opportunities for members of the school community to meet for purposes related to students' learning. The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. Units of instruction include standards-based objectives and criteria for mastery. |
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| Do | <p>Salish Coast teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development and assesses the extent to which the professional development has improved instructional practice over time.</p> <p>Students directly benefit by these teams through the development of individualized intervention plans. Team meetings also give a platform for teachers to collaboratively make adjustments to their learning plans and curriculum. Decisions are made through collaboration in these teams as well as with instructional intervention staff in the school.</p> <p>Staff will be teaching the Second Step Curriculum school-wide to support social and emotional learning improvement, which will improve student readiness to learn. Data about student behavior will be gathered and analyzed by the PBIS leadership team.</p> <p>Specific strategies/tools related to differentiation include: online subscriptions to support differentiation of curriculum such as Dreambox Math, Reading A to Z, and STAR progress monitoring system.</p> |
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| Study | <p>Salish Coast has strong systems in place for during the day support for students, including intervention services in numeracy, literacy, and social/emotional support, as well as individual one on one tutors for targeted students. A next step is to develop a robust after school extended learning program, which would include monitoring progress of these extended learning time programs. This would include review of the strategies being implemented, and regular data based modifications of instructional approaches.</p> <p>A number of Salish Coast students, particularly those entering kindergarten struggle with social and emotional delays. The goal is for the school leadership team to ensure that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). This is being developed through coordination between the administration, counselor, psychologist, and behavior intervention to have a tiered behavior support system that is reviewed regularly based on student progress and need. Staff will participate in data debriefing protocols to review student progress in literacy and numeracy and adjust curriculum pacing and instructional strategies as needed. Part of this data study will be aimed at reducing achievement gaps, particularly in regards to low income students.</p> |
| Act | <p>The leadership team will study how best to offer school extended learning programs to support students in literacy, numeracy, and social/emotional learning with particular consideration to the new school configuration. Part of this study will include reviewing student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). One consideration of the early childhood team will be having an opportunity for a pre-kindergarten academy prior to the start of the school year.</p> |