

Cascade Ridge Elementary School



"Home of the Coyotes"
2020 Trossachs Blvd SE
Sammamish, WA 98075
425-837-5500

School Improvement Plan

Year Span: 2015 - 2018

A School's Learning Improvement Plan

- Is developed according to the Washington Administrative Code 180-16-220
- Shows evidence of annual school board approval
- Includes information that staff certification requirements were met
- Evidence the plan is based on self-review and participation of required participants.
- Considers a collection of data over time that is analyzed to determine the focus of the plan
- Promotes continuous improvement in student achievement in state learning standards
- Recognition of non-academic student learning, what, and how.
- Addresses the characteristics of highly successful schools
- Is led by the principal and the building's Leadership Team
- Requires collaboration with the school staff and district administration
- Addresses equity (e.g. gender, race, ethnicity, culture, language and physical/mental ability)
- Action plans are based on best practice as identified by quality research
- Is a continuous process that requires ongoing monitoring and adjustment
- Addresses the use of technology to facilitate instruction
- Addresses parent, family and community involvement

Characteristics of Successful Schools

The Office of the Superintendent of Public Instruction identifies the following nine characteristics of successful schools:
clear and shared focus ♦ high standards and expectations for all students ♦ effective school leadership ♦ high levels of collaboration and communication ♦ curriculum, instruction and assessments aligned with state standards ♦ frequent monitoring of learning and teaching ♦ focused professional development ♦ supportive learning environment ♦ high levels of family and community involvement.

SIP Start Date: 11/5/2015

SIP Building Review/Edit Dates: 10/26/2015 , 11/4/2015

School Board Review Dates: 1/20/2016 , 3/1/2017 TBD

Staff Information

Principal

2016-2017: Tia Kleinkopf
From above-SIP Review/Edit Dates continued: 9/23/16, 10/24/16, 11/21/16

Leadership Team

2016-2017: Kathy Keegan, Angela Schubbe, Kendall Poppe, Patrick Marckx, Marilyn Jochim, Madyson Wilson, Jenny Schaffer, Zana Moore, Mackenzie Peerboom and Sherrie McLoughlin

Teacher Information

Teacher Information (2015-16) ([more info](#))

Classroom Teachers	33
Hispanic / Latino of any race(s)	1
White	32
Average Years of Teacher Experience	11.5
Hispanic / Latino of any race(s)	2.5
White	11.8
Teachers with at least a Master's Degree	51.5%
Total number of teachers who teach core academic classes	31
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	31
<i>ESEA Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	96.8%
% of classes taught by teachers who do not meet ESEA HQ definition	3.2%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

Data Collected

Updated Data

2015-16 ELA Claim

Grade Level	ELA
3 rd	87
4 th	85
5 th	93

Total Score – Post Unit 3 Writing On demand 2015-16

Total Score - Post									Not meeting/ Meeting
	K	1st	2nd	3rd	4th	5th	Total by Level		
Level 1	1	9	4	8	9	6	37	7%	33%
Level 2	2	13	16	20	38	52	141	26%	
Level 3	58	36	53	55	65	53	320	60%	67%
Level 4	4	10	2	15	1	3	35	7%	
Total	65	68	75	98	113	114	533	100%	100%

Post Unit 3 Writing On Demand Overall Scores – Gender 2015-16

Grade Level	Boys	Girls	Discrepancy
K	75	76	1
1	55.88	72.22	16.42
2	58.82	78.49	19.67
3	60	76.74	16.74
4	31.88	61.36	29.48
5	25	50	25

Other Data

2016 Post Writing On Demand

% Passed
K-95%
1-69%
2-73%
3-71%
4-58%
5-49%

ELA Writing Claim

Grade	At/Near	Above
3 rd	67%	23%
4 th	60%	33%
5 th	76%	22%

Previous Year's SIP Information

Previous SIP Goal and Progress Toward Goal

SIP Goal from 2014-15 - 75% of students in grades 1st through 5th will score at least 13 points in the area of structure on the Unit 3 District On Demand Post Assessment.

SIP Goal from 2015-16 – 85% of students in grades K-5 will score at least a total of 27 points (at standard) on the post Unit 3 Writing On-Demand Assessment in 2017-18 school year. This is a 40 % increase over three years.

Gap Closing Goal: The discrepancy between boys and girls overall writing score at each grade level will be less than 5% on the Unit 3 District On Demand Post Assessment.

Justification for Why Goals Have or Have Not Changed on this Current SIP Plan

Justification from 2015-16:

We feel that we need to carry on in the 2nd year of our 3 year SIP plan with little to no changes. We have reviewed data, adjusted plans and want to continue making good growth in writing.

When reviewing the data we saw that our ELA scores did not change significantly. We still have work to do to continue to improve these scores.

In our post on demand overall score, we increased from 45% of students K-5 meeting standards to 67% of all students meeting standard. We were pleased with this increase and believe it shows that we are on the right track. However, we must continue focusing to reach our goal of 75%.

We also want to continue to make sure our math scores are improving. Both in Eureka Math and on the Math SBA students must write about math in order to score well. We believe that by continuing to focus on writing, we will improve scores in reading and math as well.

Our gap goal is to close the gender gap. We are still seeing girls out-perform boys in writing and want to continue to explore what we can do to improve boys' scores. In fact, our gap has widened in all grades except kindergarten and third. As our scores improve, the gap seems to be widening. We need to continue to explore why and try different strategies to help support our boys.

School Improvement Goal #1

All Students

85% of students in grades K through 5th will score at least a total of 28 points (at standard) on the Post Unit 3 Writing On Demand Assessment in the 2017 – 2018 school year. This is a 40% increase over three years. (total points were changed from 27 to 28 in 2016 due to a rubric change)

Gap Group

The discrepancy between boys and girls overall writing score at each grade level will be less

than 5% on the Unit 3 District On Demand Post Assessment for the 2017-18 school year.

Section 1: Action Plan (Goal 1)

Action Steps-What research-based strategies will be implemented to achieve this goal?

Research: Workshop instructional treatments of writing had an effect size of 0.52, underscoring the effectiveness of the model. Atkinson, *A Meta-Analysis of Recent Research in the Teaching of Writing*, (1993)

Goal: By strengthening and refining our Writing Workshop components, we will see an improvement in student writing achievement.

Action: We are targeting the following Writing Workshop components -

- Explicit Teaching
- Time to write
- Choice/Ownership
- Guided feedback

Explicit Teaching

Research: There are fundamental traits of all good writing, and students write well when they learn to use these traits. Lucy Calkins, *The Art of Teaching Writing*, (1994)

Action

- Teachers will deliver Units of Study writing lessons
- Teachers will utilize the learning progression found in Writing Pathways to help students build upon writing skills in a systematic and scaffolded manner
- Teachers will employ the use of mentor texts to model specific writing techniques/skills in whole group, small group and individual conferences
- Teachers will use the writing checklists found in Writing Pathways with students and teach them how to use them independently to self-assess and set goals in their writing
- Teachers will implement strategies and suggestions found in *The Unstoppable Writing Teacher* book study. 2016 Update: Book Study complete and teacher implementing strategies and suggestions found in book.

Time to Write

Research: Writers need frequent opportunities to practice their craft, learning how to think and write in many genres for many purposes. (Atwell 1989; Calkins 1994; Fletcher 1993; Graves 1983, 1994)

Action

- Uninterrupted blocks of time for writing, developed through thoughtful master schedule planning last June (2015) Update: and again in June 2016
- Safeguard student writing by keeping the mini-lesson focused as well as being mindful of teacher talk time
- Have an established Writers' Workshop routine that is regularly adhered to, maximizing student writing time
- Conduct regular and brief teacher/student conferences

Choice/Ownership

Research: Writing instruction should include helping students exercise choice, take ownership and assume responsibility. Steven Zemelman, Harvey Daniels and Arthur Hyde, Best Practice: Bringing Standards to Life in America's Classrooms, (2012)

Action:

- Students may write topics they choose within a genre (small moments, research, opinion, etc...)
- Teachers support students in generating many story ideas to draw from (journal)
- Help students learn to choose their own goals for improvement in their writing
- Incorporate the student checklist as a tool designed for students to set goals, monitor their own progress and take responsibility for their growth as a writer
- Peer partnerships – story rehearsing, oral practice of story, talking through ideas
- Boy writers - accepting appropriate blood, gore, video games, not steering them away
- PBSES work – relationships, greetings at the door, Nurture Notes journal, (i.e. if you know your kids better as people, you are better equipped to steer/support them in a direction if stuck, brainstorm, expand ideas, etc..) Update: teachers continue this work in a school-wide behavior based system using the agreed upon matrix. All staff work to develop relationships with students and get to know them on different levels.

Guided Feedback

Research: Teachers should confer with individual students on their writing. One-on-one conferences provide the best opportunity for teachers to differentiate instruction according to students' specific needs. Steven Zemelman, Harvey Daniels and Arthur Hyde, Best Practice: Bringing Standards to Life in America's Classrooms, (2012)

Action:

- Teachers will confer with individual students on their writing
- Conferring notes
- Guide students in selecting short term and long term goals
- Teach the writer not the writing
- Use strengths of individual writers as a starting point to determine next steps/teaching point for each student
- Use previously published pieces to set goals moving forward

Professional Development-What professional learning activities will be needed to support the successful implementation?

- Continued work around collaborative scoring
- Rubric language discussions/calibration with learning progression
- Write like a Reader/Read like a Writer
- Taking mentor texts to the next level Update: continue to utilize mentor texts to move students forward
- Utilizing classroom teacher who attended Teachers College Conference (NYC)
- Conferring
- The Unstoppable Writing Teacher book study (Jan 2015 – May 2015) Update: completed

Timeline-When will this strategy or action begin and end?

September 2015 – June 2018

Resources Available-What existing and new resources will be used to accomplish the activity?

- Writing Rubrics
- Editing checklist
- On Demand Assessments
- Writing Pathways resource book
- Units of Study curriculum
- Instructional Coach and Teachers College trained staff member to collaborate with principal around professional development
- Timely educational articles to support facet of writing we are addressing/focusing on at throughout our SIP
- Possible book study (either entire book or excerpts): Update: completed Unstoppable Writing Teacher, many other opportunities at the district level designed to help each teacher with what they specifically need or what their students specifically need
- Teaching and Learning TOSAs (ex. Ruth Cerna)

Technology- How is technology being used to facilitate instruction?

- Flipcharts/Activinspire for mini lessons, mid workshop teaching point Update: many are using powerpoints as well, these tools are optional and as needed
- BrainPop videos – ex. paragraphing, using senses to write
- Word processing for composing, publishing
- Internet – research
- Draft Builder and Co-Writer – for students with writing IEPs (LRC I)
- Individual audio recorder – for students who struggle with getting ideas down, talk it through first and then listen

Parent/Family/Community Engagement

- Weekly/Biweekly Newsletters Update: a variety of newsletters and blogs are used to communicate with families and range from weekly to monthly
- Classroom Websites
- Home journals
- Love notes (1st grade)
- End of Unit letters
- Report card scoring guides
- Parent/Teacher conferences (time to explain specific writing strengths/challenges of individual students)
- Parent Education by IC – hold information night
- VOICE mentors (many who are assisting students in writing)
- Parent volunteers during Writing Workshop

Section 2: Monitoring (Goal 1)

Monitoring Effectiveness- What on-going artifacts or evidence will be gathered to show this activity is making a difference in student learning?

- Bend 2 and Bend 3 student writing
- Exit slips
- On Demand Assessments
- Conferring Notes
- Writing BAMES

Section 3: Evaluation (Goal 1)

What specific indicators will be used to evaluate the success of this goal?

Students will show growth in their scores in the 9 areas of the writing rubrics on Bend 2, Bend 3 and On Demand Assessments

Grade Levels will also be looking in particular areas of the rubric more explicitly for this year:

- K - Structure
- 1st – Structure, specifically leads and endings
- 2nd – Structure
- 3rd – Structure, endings and organization
- 4th – Structure, specifically leads and endings
- 5th – Structure, specifically organization

Update: For 2015-16, Grade levels will focus on:

- K - endings, craft and punctuation
- 1st – transitions, craft and punctuation
- 2nd – organization and craft
- 3rd – lead and punctuation
- 4th – transitions, endings, punctuation
- 5th – transitions and endings

How does your plan address the needs of both the struggling and high achieving students?

- Conferring with individual students on a regular basis allows teachers to differentiate their instruction/support to where that particular writer is at that point in time
- Choice in writing affords both struggling and high achieving students to have access to topics and writing structures that motivate them
- Intentional partnering of students for writing to support individual needs
- Use of strategy groups to deliver specific writing instruction based on need
- Use of graphic organizers, sentence starters to support writing production and

Non Academic Student Learning

We are continuing the work we began two years ago around a Culture of Kindness and expanding on it through our work on PBSES. To date, we have:

Spring 2014

Staff took Belief Survey

Fall 2014

Re-administered Belief Survey

January 2014

Tweaked Belief Survey to have a “forced” choice (no neutral)

January 22nd PD Session

Intro to PBS

One Word – attribute of an educator

In a School Far, Far Away - activity where teams were given scenarios and they had to respond how the “perfect educator” would address the issue

The Why? – watched Simon Simek video (Why/How/What)

Had staff answer – Why are you an Educator and what keeps you coming back each day?

Feb 22nd PD Session

Silent Conversation around Positive School Culture article

PBSES team took feedback from posters to identify potential barriers to implementation

March 25th PD Session

Belief Survey Results/Homeruns

Review of 3 Tiers – Continuum of Supports – GLAD pictorial

Discussion about Coyote Code Revamp – 3 indicators, suggestions

May 13th

Defined 3 behaviors – Be Safe, Be Kind, Do Your Job

Explain the matrix and task (expected behaviors in kid friendly language)

Rotations for staff to create behavior indicators for each code element in 6 different areas of school

PBS Parking Lot – staff able to give feedback in the different areas of PBSES we had addressed throughout the school year, showed PBS Team where we still needed to clarify, what is clearly understood, future possible PD, etc.

Fall 2015

Implemented new Coyote Code

Explicitly taught Behavior Matrix to all students

Implemented Coyote Coins – School wide positive reinforcement system

Continue to understand/refine SSC role at CA

Professional Development around PBSES including:

- Positive Classroom Management Strategies
- Establishing, Maintaining and Restoring Relationships
- Classroom Motivation Systems

Update Fall 2016

PBSES

- Explicitly teach behavior matrix in classrooms
- Continue use of all school behavior system (Coyote Coins)
- Review components with all staff
- Update all new staff of past work
- Re-administer belief survey
- Re-administer BIESY
- Establish a weekly Teacher Support Team
 - Use teacher and BIESY data to help with agendas
- Develop call/response in lunch room and for assemblies
- SEL-partial implementation
 - At least 8 teachers implementing at least 15 lessons
 - Counselor is implementing some lessons in rest of classrooms
 - All students will be exposed to at least some SEL curriculum

Safety

- Established safety week
- Included families through E-News
- Explained all drills during Safety Week and practiced most
- Worked with first responders to develop calendar and to ensure best practice
- Updated emergency binders
- Updated location numbers in windows from paper to clings

Sustainability

- Green Team Level 3
- Continue Level 3 work
- Green Team members at lunch
- Green Team members receive special training
- Work on becoming a Sustaining Green School
- All school Green Team Assembly with King County
- Partner with King County to train and inform staff

Other

- Enrichment
 - PTSA before/after school enrichment classes-Spanish, Math Club, Yoga
 - Co-curricular-Choir, Drums, Student Council

