

SIP Template

Implementation September 2016 - June 2019

Alpac

School Improvement Plan
Elementary (LAP)



September 2016-June 2019
 Auburn School District Strategic Plan

Aspiration:

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

District Goal 1: Student Achievement

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

District Goal 2: Community Engagements

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

District Goal 3: Policies and Resource Management

Auburn School District policies and resources are aligned to the strategic plan.

School:			
Alpac Elementary School			
Date of SIP Team District Goal Review:			May 24, 2016
SIP Team Members:			
Jim Riley - Principal	Tana Miller - 5th Grade Teacher	Roxanne Harlor - 2nd Grade Teacher	Parent - Brandon Adkins
Chelsi Kessler - Instructional Specialist	Lisa Nickel - 4th Grade Teacher	Tanya McGravey - 1st Grade Teacher	Classified - Leanne Raybuck
Rachel Laukala - Title 1 Math	Jami Burtis - 3rd Grade Teacher	Adrienne Miles - Kindergarten Teacher	

SIP Template

School Improvement Team Signatures 2015-2016			
Date Submitted:	06/16/16	Date of School Board Approval:	
Name	Title/Position	Signature	
Jim Riley	Principal		
Brandon Adkins	Parent		
Morgan Adkins	Student		
Louise Adkins	Community Member		
Chelsi Kessler	Staff		
Rachel Laukala	Staff		
Tanya McGarvey	Staff		
Jami Burtis	Staff		
Tana Miller	Staff		
Lisa Nickel	Staff		
Lorie Campbell	Staff		
Each team must include staff, students, families, parents, and community members.			

Signatures for Approval

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Anne Baunach	School Board	
Carol Seng	School Board	
Laurie Bishop	School Board	
Ray Vefik	School Board	
Ryan Van Quill	School Board	

Executive Summary

Comprehensive Needs Assessment LAP #1

Auburn School District Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

Auburn School District Vision

The vision of Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision making.

School Mission

To educate all students in a supportive and positive environment, so they reach their full potential. All adults are collaboratively working together using best practices to reach all levels of learners.

School Vision

Our Mission is to be **Active Learners with Positive attitudes, Achieving excellence in a Caring Community**

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

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Stakeholder Input

Our SIP team consists of 12 highly qualified staff members and parent and community representatives. We meet once a month to discuss the changes and implementations for our current School Improvement Plan. The staff is notified of all changes and updates at regular bi-weekly staff meetings. ELA, Math and Climate data is analyzed at five data carousels throughout the year; strengths and challenges are determined and strategies are discussed for immediate implementation.

Highly Qualified Staff **Learning Assistance Program LAP #5**

LAP Component #5-Provide Instruction by Highly Qualified Teachers and Paraprofessionals

Systems Connections:

AWSP Framework Criterion 6; Managing Resources

- * Highly Qualified Certificated staff funded by LAP (2)
- * Highly Qualified Classified staff funded by LAP (5)
- * Not Highly Qualified (0)

Needs Assessment **LAP #1**

Systems Connections:

RCW 28A.165.005

CEL5D Assessments for Student Learning; Assessments & Adjustments

AWSP Framework Criterion 3; Planning with Data

- a. Data was used when developing programs to assist underachieving students:
 - *DIBELS
 - *MAP Reading
 - *MAP Math
 - *Fact Fluency
 - *SBA Reading
 - *SBA Math

Needs assessment was conducted on October 2, 2015

Participants in our needs assessment included (per our building SIP process):

- *District Leadership
- *Principal
- *Teachers
- *Para Professionals
- *Other School Staff
- *Students
- *Parents

SIP Template

- b. The LAP plan focuses first on addressing the needs of students in grades kindergarten through 4 who are deficient in reading or reading readiness skills to improve reading literacy.

Grade Level	Readiness (# of Students)	Reading (# of Students)	Math Extended Day (# of Students)
K	22		NA
1		50	6
2		26	12
3		22	15
4		20	13
5		NA	11

Demographic

Upon analyzing Alpac's demographic data from 2012 to 2015 the following changes were identified. The free and reduced population has increased by 5% for a total of 68.7% students that qualify for free and reduced meals. Alpac's special education population has increased by 0.02% and the ELL population has also decreased by 3.8%. The percentage of students who identify as two or more races has increased from 7.7% in 2012-13 to 10.1% in 2014-15. Our Hispanic population has also increased; going from 23.1% to 26.1%.

Discipline

Upon analyzing the discipline data from 2012-2015 areas of concern were identified in 2012-13 we had 7 suspensions. In 2013-14 the suspension number fell to 6 for the year. In 2014-15 the number of suspensions rose to 19 suspensions. Of those suspensions $\frac{1}{3}$ of them were for 2 students

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Attendance

Our unexcused absence rate has decreased from .081% in 2012-13 to 0.73% in 2014-15

DIBELS

The percent of students meeting benchmark at each grade level for the years 2011 through 2015 were reviewed. Challenge: the percent of students at benchmark continues to plateau below 80% in grades 1-5. Cohort data reveals a pattern in third grade scores reaching a plateau from fall to spring.

MAP

The percent of students meeting benchmark at each grade level for the years 2011 through 2015 were reviewed. Challenge: In the areas of both math and reading, the number of students that are intensive is greater than 18% in the Spring of 2014 and 2015. Disaggregation of the data by low income and limited english indicates the need to focus on limited english, specifically hispanic speaking, and low income students. Cohort data for reading and math revealed that student scores are increasing from fall to fall in all grade levels.

WELPA

The percent of students meeting/exceeding standard on the WELPA for the years 2012-2015 were reviewed. Challenge: our number of students scoring a level 4 on the WELPA has decreased from 16% to 12% in the last two years.

CEE Perceptual Survey

The percent of staff who believe students can meet state standard for 2012 and 2014 were reviewed. Challenge: the percentage of staff who believe students can meet state standard decreased from 63% in 2012 to 42% in 2014.

SBA ELA

The percent of students meeting/exceeding standard at each grade level for the year 2014 - 2015 was reviewed in comparison to state averages for the same year. When comparing school and state scores we identified the gap between grade levels at Alpac and the state averages. Grade three decreased the gap between state and school. Challenge: fourth and fifth grade increased the gap between state and school scores and all grades decreased from their previous scores on the MSP.

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SBA Math

The percent of students meeting/exceeding standard at each grade level for the years 2014 - 2015 were reviewed in comparison to state averages for the same years. When comparing school and state scores we identified the gap between grade levels at Alpac and the state averages. Grade three and grade five decreased the gap between state and school. Challenge: fourth grade increased the gap between state and school scores and all grades decreased from their previous scores on the MSP.

MSP Science

The percent of students meeting/exceeding standard at each grade level for the years 2014 - 2015 were reviewed in comparison to state averages for the same years. When comparing school and state scores we identified the gap between grade levels at Alpac and the state averages. Challenge: the gap between state and school increased to 15.5% in 2014-15. Only 42.2% of fifth graders met standard in 2014-2015 on the Science MSP, which is down 31% from 2012-2013.

Credit Attainment, Honors/AP/Highly Capable

Does not pertain to Alpac Elementary.

Assessment Decisions - LAP#2 & #4

Alpac's building leadership team has recommended that we use the following assessments to drive all instruction. MAP in grades 2-5 to assess math strands, 3-5 to assess reading strands; DIBELS to assess reading fluency in grades K-5; STAR to assess reading comprehension and vocabulary in grades 2-5; SBA in grades 3-5 to assess reading, writing, math and MSP to assess science; Common Grade Level Formative assessments for grades K-5 to assess vocabulary, reading, and listening comprehension, fact fluency, number sense, problem solving, science, social studies and writing.

Student Selection-

LAP Component #2-Plan Incorporated in SIP

LAP Component #4-Coordination and Support to General Program

System Connections

RCW 28A.165.015

CEL5D Assessments for Student Learning; Assessments & Adjustments

AWSP Framework Criterion 3; Planning with Data

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- a. Our building conducts a LAP program that addresses reading, writing, and/or mathematics, as well as readiness skills associated with these content areas.
- b. Students are identified for LAP as those students in kindergarten through grade 4 who score below standard for his/her grade level using multiple measures of performance, including the statewide student assessments or other assessments and performance tools administered by the school or district and who is identified by the district to receive LAP services.

Multiple Measures of Performance Include:

- *Dynamic Indicators of Basic Early Literacy (DIBELS) screener Grades K-4
- *Measurement of Academic Progress (MAP) Grades 3 & 4
- *Smarter Balanced Assessment Grades 3 & 4
- *Teacher Rating Scale Grades K-4

Students with greatest academic deficits in basic skills as identified by statewide, school and/or district assessments or other performance measures **are served in LAP.**

Methods and Strategies are Researched Based (LAP - #3)

- Early Reading Intervention (ERI)
- Read Well, Read Well Plus, Read Well 3
- Phonics for Reading
- Rewards
- Read Naturally
- 6 Minute Solution
- Phonics Boost
- Step Up to Writing
- Handwriting without Tears
- CCSS Aligned Close Reading and TCI Science Integrated materials
- Engage NY
- IXL, Xtra Math, Zearn
- CCSS Aligned Problem Solving and VE/PS Strategy
- Anita Archer Vocabulary Strategies, Cloze reading
- Kim Sutton Block 10 Fact Fluency Strategies
- John Hattie - Direct Instruction

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Coordination and Support to General Education (LAP - #4)

- Communication with K-5 teachers during weekly PLCs
- ELL, LAP, and Resource Room collaboration during weekly meetings
- Curriculum alignment for homeroom and walk-to-read materials
- Assessment support for monthly progress monitoring K-5
- Support for data collection, input, and analysis after each benchmarking

Parent Involvement (LAP - #7)

- Open House in September
- Parent conferences
- Take Home Book Check-Outs
- Compacts and Student Learning Plans
- Summer, Winter, and Spring Break Reading & Math packets
- Parent Involvement Night
- Partnership with PTA for curriculum nights

Coordination of Funding (LAP - #8)

See district.

Prioritized Challenges

*In this section, prioritize the top 3-5 challenge. Explain how all staff were involved in prioritizing challenges in each of the three SMART Goals. Your **SMART GOALS and Action Steps** must address the Prioritized Challenge Narratives from this section.*

Goal 1 Challenges:

- On the 2014-15 ELA SBA, 39% of third grade students were below standard.
- On the 2014-15 ELA SBA, fourth grade student scores decreased by 31% from the 2013-2014 Reading MSP.
- On the 2014-2015 ELA SBA, fifth grade students were 7.5% below the state in percentage of students meeting standard as compared to the previous year when they were 1% above the state.

Goal 2 Challenges:

- On the 2014-15 Math SBA, 4th grade students performed 9.6% lower than the district.
- On 2014-15 Math SBA, only 61.5% of 5th grade students met standard.
- On the 2014-15 Math SBA, 23% of limited English 4th grade students scored a level 1.

Goal 3 Challenges:

- On the 2014 CEE data, 43% of our staff believe that all students can meet state standards.
- On 2014 CEE data, 37% of our staff believe that when there is a problem in our school we talk about how to solve it.
- On the 2014 CEE data, the belief that “Staff enforce the bullying /harassment policy of this school” decreased from 94% in 2012 to 58%.

Our challenges were initially identified during our fall data carousel by grade level teams and specialists. The SIP team then worked together to prioritize the challenges collected. The challenges were then presented to the Building Leadership Team and then shared back with grade level teams and specialists.

SIP Template

SMART Goal 1:

The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2015 to Spring 2019 as measured by the State Assessment in ELA for grades 3, 4, and 5.

SMART Goal 2:

The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2015 to Spring 2019 as measured by the State Assessment in Math for grades 3, 4, and 5.

SMART Goal 3:

The percentage of Alpac staff who believe that we have high standards and expectations will increase from 68% in 2014 to 74% in 2016 and to 80% in 2018 as measured by the CEE survey.

Needs Assessment Data Documents

DIBELS Fluency Comparison

Percentage of Students at Level

Alpac Elementary

		2010 - 2011		2011 - 2012		2012-2013		2013-2014		2014-2015			2015-2016		
		Fall	SPR	Fall	SPR	Fall	SPR	Fall	SPR	Fall	WTR	SPR	Fall	WTR	SPR
Kindergarten NWF (CLS) Winter/Spring	Benchmark	50%	76%	49%	64%	58%	74%	67%	73%	NA	86%	87%	NA	65%	73%
	Strategic	22%	14%	18%	25%	16%	16%	22%	25%	NA	12%	10%	NA	25%	22%
	Intensive	28%	10%	33%	11%	26%	10%	11%	2%	NA	2%	3%	NA	10%	5%
First Grade NWF (WWR)	Benchmark	55%	81%	69%	90%	56%	78%	46%	88%	55%	74%	87%	60%	71%	87%
	Strategic	31%	17%	20%	9%	27%	21%	54%	8%	45%	18%	11%	40%	19%	10%
	Intensive	14%	1%	11%	1%	17%	2%	NA	4%	NA	8%	2%	NA	10%	3%
First Grade ORF Winter/Spring	Benchmark	48%	68%	56%	75%	56%	63%	56%	67%	NA	61%	68%	NA	64%	72%
	Strategic	41%	22%	40%	21%	39%	32%	24%	18%	NA	18%	18%	NA	16%	15%
	Intensive	11%	10%	4%	4%	5%	5%	20%	15%	NA	21%	14%	NA	20%	13%
Second Grade ORF	Benchmark	56%	61%	45%	62%	58%	62%	55%	53%	63%	58%	57%	65%	62%	63%
	Strategic	28%	24%	30%	22%	27%	14%	29%	24%	18%	22%	21%	15%	16%	19%
	Intensive	16%	15%	25%	16%	15%	23%	17%	23%	19%	20%	23%	20%	22%	18%
Third Grade ORF	Benchmark	55%	55%	57%	44%	44%	39%	63%	54%	65%	58%	56%	70%	61%	58%
	Strategic	22%	31%	20%	39%	38%	45%	20%	28%	13%	21%	14%	11%	7%	15%
	Intensive	23%	14%	23%	17%	18%	16%	16%	18%	23%	21%	30%	19%	32%	27%
Fourth Grade ORF	Benchmark	46%	64%	49%	67%	47%	63%	50%	54%	63%	70%	70%	59%	67%	67%
	Strategic	28%	25%	24%	23%	23%	21%	34%	31%	17%	14%	18%	22%	16%	20%
	Intensive	26%	12%	26%	10%	30%	16%	16%	15%	20%	16%	12%	19%	16%	13%
Fifth Grade ORF	Benchmark	73%	78%	71%	70%	78%	74%	63%	64%	60%	60%	61%	69%	72%	67%
	Strategic	19%	16%	17%	13%	9%	16%	25%	21%	25%	30%	26%	20%	10%	16%
	Intensive	9%	6%	12%	17%	13%	10%	12%	15%	15%	10%	13%	11%	18%	17%

*Used Summary Report on DIBELS for Data Collection

STAR TEST COMPARISON

Fall 2012 –Spring 2015

	Percentile Quartile Range	Fall 2013 Percent (Number)	Winter 2014 Percent (Number)	Spring 2014 Percent (Number)	Fall 2014 Percent (Number)	Winter 2015 Percent (Number)	Spring 2015 Percent (Number)	Fall 2015 Percent (Number)	Winter 2016 Percent (Number)	Spring 2016 Percent (Number)
Grade 2	75 th & above	10.8 (7)	9.8 (6)	15.4 (10)	10.2 (10)	12 (12)	16 (17)	18.6 (16)	26.5 (27)	26.5 (27)
	50 th – 74 th	7.7 (5)	8.2 (5)	26.2 (17)	17.3 (17)	22 (22)	21.7 (23)	15.1 (13)	25.5 (26)	27.5 (28)
	25 th -49 th	24.6 (16)	32.8 (20)	20.0 (13)	27.6 (27)	30 (30)	28.3 (30)	30.2 (26)	24.5 (25)	28.4 (29)
	Below 25 th	56.9 (37)	49.2 (30)	38.5 (25)	44.9 (44)	36 (36)	34 (36)	36 (31)	23.5 (24)	17.6 (18)
Grade 3	75 th & above	21.8 (17)	22.4 (17)	22.8 (18)	12.5 (8)	17.4 (12)	16.4 (11)	11.3 (11)	14.9 (15)	14.9 (15)
	50 th – 74 th	24.4 (19)	25.0 (19)	30.4 (24)	25.0 (16)	31.9 (22)	28.4 (19)	13.4 (13)	23.8 (24)	20.8 (21)
	25 th -49 th	25.6 (20)	25.0 (19)	19.0 (15)	23.4 (15)	26.1 (18)	26.9 (18)	35.1 (34)	27.7 (28)	28.7 (29)
	Below 25 th	28.2 (22)	27.6 (21)	27.8 (22)	39.1 (25)	24.6 (17)	28.4 (19)	40.2 (39)	33.7 (34)	35.6 (36)
Grade 4	75 th & above	8.8 (7)	17.1 (13)	16.3(13)	8.2 (7)	17.2 (15)	15.1 (13)	8.8 (6)	15.5 (11)	17.6 (12)
	50 th – 74 th	31.3 (25)	31.6 (24)	33.8(27)	33.7 (29)	27.6 (24)	27.9 (24)	30.9 (21)	23.9 (17)	23.5 (16)
	25 th -49 th	26.3 (21)	19.7 (15)	30(24)	24.4 (21)	28.7 (25)	31.4 (27)	25 (17)	29.6 (21)	30.9 (21)
	Below 25 th	33.8 (27)	31.6 (24)	20.0(16)	33.7 (29)	26.4 (23)	25.6 (22)	35.3 (24)	31.0 (22)	27.9 (19)
Grade 5	75 th & above	19.4 (13)	21.2 (14)	16.4(11)	9.1 (7)	12.5 (10)	8.8 (7)	10.8 (10)	14.9 (14)	14.4 (14)
	50 th – 74 th	20.9 (14)	22.7 (15)	26.9 (18)	26.0 (20)	18.8 (15)	25.0 (20)	25.8 (24)	23.4 (22)	29.9 (29)
	25 th -49 th	25.4 (17)	36.4 (24)	35.8 (24)	31.2 (24)	37.5 (30)	33.8 (27)	32.3 (30)	31.9 (30)	24.7 (24)
	Below 25 th	34.3 (23)	19.7 (13)	20.9 (14)	33.7 (26)	31.3 (25)	32.5 (26)	31.2 (29)	29.8 (28)	30.9 (30)

MAP Reading Test Comparison

Percentage of Students at Level

Alpac Elementary

		2012-13			2013-14			2014-2015			2015-2016		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade 3	Mean RIT	182	191	199	184	196	197	189	193	198	181	193	199
	Number Tested	74	74	73	56	60	59	75	76	76	89	105	99
	Benchmark	38% (28)	42% (31)	49% (36)	39% (22)	55% (33)	56% (23)	50% (37)	45% (34)	47% (35)	40% (36)	48% (50)	59% (58)
	Strategic	20% (15)	28% (21)	26% (19)	23% (13)	23% (14)	28% (18)	24% (18)	30% (23)	28% (21)	26% (23)	26% (27)	24% (24)
	Intensive	42% (31)	30% (22)	25% (18)	38% (21)	22% (13)	28% (18)	26% (20)	25% (19)	25% (19)	34% (30)	22% (23)	17% (17)
Grade 4	Mean RIT	198	200	204	195	204	206	NA	206	208	194	202	205
	Number Tested	60	63	62	79	86	82	NA	77	77	65	70	63
	Benchmark	48% (29)	41% (26)	44% (27)	42% (33)	53% (46)	46% (38)	NA	52% (40)	56% (43)	43% (28)	49% (34)	51% (32)
	Strategic	15% (9)	29% (18)	24% (15)	24% (19)	24% (21)	34% (28)	NA	17% (13)	19% (15)	26% (17)	29% (20)	25% (16)
	Intensive	37% (22)	30% (19)	32% (20)	34% (27)	22% (19)	20% (16)	NA	31% (24)	25% (19)	31% (20)	23% (16)	24% (15)
Grade 5	Mean RIT	209	212	213	206	207	211	206	211	214	205	210	211
	Number Tested	86	87	89	76	80	78	64	65	67	89	87	90
	Benchmark	56% (48)	61% (53)	54% (48)	47% (36)	41% (33)	41% (32)	47% (30)	54% (35)	55% (37)	61% (54)	56% (49)	56% (50)
	Strategic	23% (20)	22% (19)	34% (30)	28% (21)	39% (31)	33% (26)	23% (15)	28% (18)	27% (18)	24% (21)	28% (24)	23% (21)
	Intensive	21% (18)	17% (15)	12% (11)	25% (19)	20% (16)	25% (20)	30% (19)	18% (12)	18% (12)	16% (14)	16% (14)	21% (19)

MAP Math Test Comparison

Percentage of Students at Level
Alpac Elementary

		2012-2013			2013-2014			2014 - 2015			2015-16		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade 2	Mean RIT	174	184	187	174	181	189	170 (178)	NA	190	174.1	182.9	187
	Number Tested	73	76	77	63	60	64	93	NA	103	90	92	92
	Benchmark	33% (24)	43% (33)	35% (27)	32% (20)	42% (25)	44% (28)	20% (19)	NA	46% (47)	47% (42)	45% (41)	35% (32)
	Strategic	33% (24)	30% (23)	26% (20)	30% (19)	25% (15)	22% (14)	35% (33)	NA	29% (30)	26% (23)	35% (32)	37% (34)
	Intensive	34% (25)	26% (20)	39% (30)	38% (24)	33% (20)	34% (22)	44% (41)	NA	25% (26)	28% (25)	21% (19)	28% (26)
Grade 3	Mean RIT	187	194	202	188	195	202	189	199	204	189.4	195.6	203.6
	Number Tested	76	72	74	78	77	73	54	61	34	102	103	100
	Benchmark	38% (29)	35% (25)	58% (42)	40% (31)	36% (28)	45% (33)	44% (24)	51% (31)	58% (37)	47% (48)	61% (63)	64% (64)
	Strategic	26% (20)	33% (24)	19% (14)	26% (20)	26% (20)	29% (21)	20% (11)	23% (14)	15% (10)	26% (27)	20% (21)	24% (24)
	Intensive	36% (27)	32% (23)	24% (18)	35% (27)	38% (29)	27% (20)	35% (19)	26% (16)	27% (17)	26% (27)	18% (19)	12% (12)
Grade 4	Mean RIT	198	203	209	NA	204	212	196	205	210	201.1	204.4	212.9
	Number Tested	60	65	61	NA	77	71	81	82	80	68	70	67
	Benchmark	40% (24)	35% (23)	39% (24)	NA	35% (27)	48% (34)	30% (24)	32% (26)	39% (31)	51% (35)	47% (33)	61% (41)
	Strategic	23% (14)	26% (17)	30% (18)	NA	36% (28)	32% (23)	30% (24)	34% (28)	33% (26)	22% (15)	23% (16)	15% (24)
	Intensive	37% (22)	38% (25)	31% (19)	NA	29% (22)	20% (14)	41% (33)	34% (28)	29% (23)	26% (18)	30% (21)	24% (16)

SIP Template

		2012-2013			2013-2014			2014-2015			2015-2016		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade 5	Mean RIT	210	216	223	207	212	218	212	214	218	209.7	216.5	221
	Number Tested	86	87	90	64	65	61	75	79	80	90	91	92
	Benchmark	40% (34)	45% (39)	60% (54)	38% (24)	35% (23)	44% (27)	45% (34)	39% (31)	44% (35)	50% (45)	57% (52)	61% (56)
	Strategic	35% (30)	38% (33)	27% (24)	27% (17)	31% (20)	28% (17)	32% (24)	29% (23)	30% (24)	33% (30)	25% (23)	21% (19)
	Intensive	26% (22)	17% (15)	13% (12)	36% (23)	34% (22)	28% (17)	23% (17)	32% (25)	26% (21)	17% (15)	18% (16)	18% (17)

SIP Template

o WELPA Results

Composite Level - Grade K		
	Number	Percent
Transitional (English Proficient)		<5%
Level 4 (Transitional)		
Not Transitional (Limited English)		> 95%
Level 3 (Advanced English)		
Level 2 (Intermediate English)		
Level 1 (Beginning English)		
No Score*		
Total	22	
<i>Previously Transitioned</i>		
Suppression Reason (Info)	< 5% Suppression	

Composite Level - Grade 1st		
	Number	Percent
Transitional (English Proficient)	4	16.0%
Level 4 (Transitional)	4	16.0%
Not Transitional (Limited English)	21	84.0%
Level 3 (Advanced English)	13	52.0%
Level 2 (Intermediate English)	8	32.0%
Level 1 (Beginning English)	0	0.0%
No Score*	0	0.0%
Total	25	100.0%
<i>Previously Transitioned</i>		

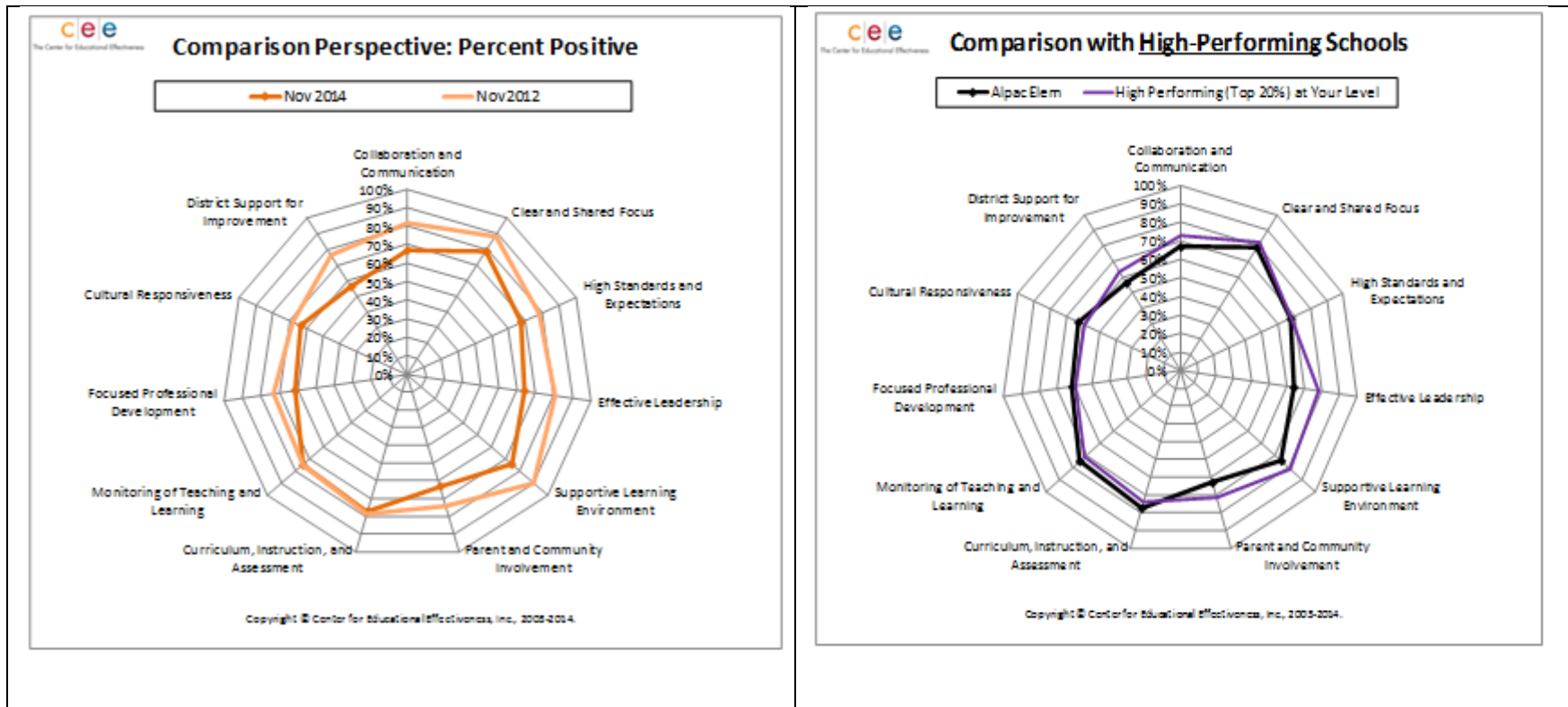
Composite Level - Grade 2nd		
	Number	Percent
Transitional (English Proficient)	4	11.4%
Level 4 (Transitional)	4	11.4%
Not Transitional (Limited English)	31	88.5%
Level 3 (Advanced English)	23	65.7%
Level 2 (Intermediate English)	8	22.8%
Level 1 (Beginning English)	0	0.0%
No Score*	0	0.0%
Total	35	100.0%
<i>Previously Transitioned</i>		

Composite Level - Grade 3rd		
	Number	Percent
Transitional (English Proficient)		
Level 4 (Transitional)		
Not Transitional (Limited English)		
Level 3 (Advanced English)		
Level 2 (Intermediate English)		
Level 1 (Beginning English)		
No Score*		
Total	9	
<i>Previously Transitioned</i>		
Suppression Reason (Info)	N< 10 Suppression	

Composite Level - Grade 4th		
	Number	Percent
Transitional (English Proficient)	2	15.3%
Level 4 (Transitional)	2	15.3%
Not Transitional (Limited English)	11	84.6%
Level 3 (Advanced English)	10	76.9%
Level 2 (Intermediate English)	1	7.6%
Level 1 (Beginning English)	0	0.0%
No Score*	0	0.0%
Total	13	100.0%
<i>Previously Transitioned</i>		

Composite Level - Grade 5th		
	Number	Percent
Transitional (English Proficient)	4	23.5%
Level 4 (Transitional)	4	23.5%
Not Transitional (Limited English)	13	76.4%
Level 3 (Advanced English)	11	64.7%
Level 2 (Intermediate English)	1	5.8%
Level 1 (Beginning English)	0	0.0%
No Score*	1	5.8%
Total	17	100.0%
<i>Previously Transitioned</i>		

o CEE Spider Chart



SIP Template

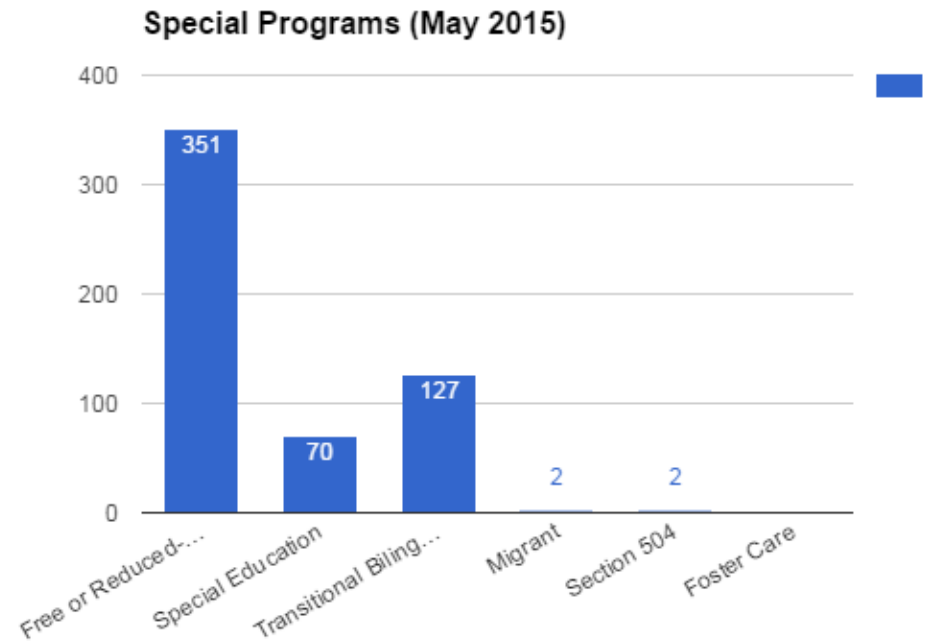
- o Discipline Data
 - o In house suspension: 3 students, full day
 - o Home suspension: 6 students, full day; 4 students, half-day
 - o Sent home for day (SOD): 1 student

- o Attendance Da

Period	Term 1			Term 2			Term 3		
	Per Pos	Per Abs	%Attend	Per Pos	Per Abs	%Attend	Per Pos	Per Abs	%Attend
1	4683	303	93.52	7335	731	90.03	7150	752	89.48
2	4683	324	93.08	7335	668	90.89	7150	689	90.36
Totals	9366	627	93.31	14670	1399	90.46	14300	1441	89.92

○ Demographic Charts

Student Demographics		
Enrollment		
October 2014 Student Count	525	
May 2015 Student Count	551	
Gender (October 2014)		
Male	277	52.8%
Female	248	47.2%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	137	26.1%
American Indian / Alaskan Native	2	0.4%
Asian	52	9.9%
Black / African American	13	2.5%
Native Hawaiian / Other Pacific Islander	16	3.0%
White	252	48.0%
Two or More Races	53	10.1%
Special Programs		
Free or Reduced-Price Meals (May 2015)	351	63.7%
Special Education (May 2015)	70	12.7%
Transitional Bilingual (May 2015)	127	23.0%
Migrant (May 2015)	2	0.4%
Section 504 (May 2015)	2	0.4%
Foster Care (May 2015)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2014-15)	50	0.1%



SIP Template

o AYP Results

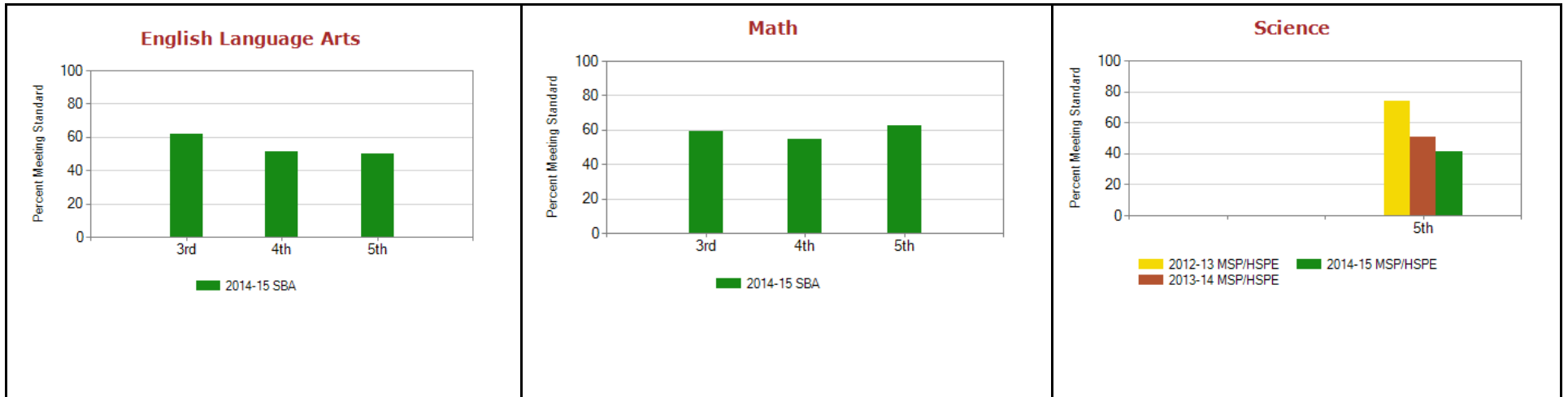
Made AYP Overall: NO In Improvement: No					
Number of Yes: 11		Number of No: 10		% of Yes/Total: 52.4%	
Number of N<Required: 24			Number of NA: 0		

Student Group	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator
	ELA	Math	ELA	Math	
All	No	No	Yes	Yes	Yes
American Indian / Alaskan Native	N<Required	N<Required	N<Required	N<Required	
Asian	N<Required	N<Required	N<Required	N<Required	
Native Hawaiian / Other Pacific Islander	N<Required	N<Required	N<Required	N<Required	
Black / African American	N<Required	N<Required	N<Required	N<Required	
Hispanic / Latino of any race(s)	No	No	Yes	Yes	
White	No	No	Yes	Yes	
Two or More Races	N<Required	N<Required	N<Required	N<Required	
Limited English	No	No	Yes	Yes	
Special Education	N<Required	N<Required	N<Required	N<Required	
Low Income	No	No	Yes	Yes	
Number of Yes: 11		Number of No: 10		% of Yes/Total: 52.4%	
Number of N<Required: 24			Number of NA: 0		

o SBA Results and trend charts

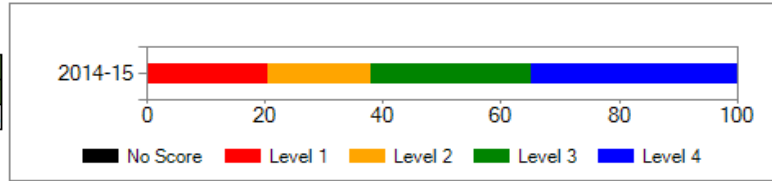
2014-15 Results (Administration Info)		
Grade Level	SBA ELA	SBA Math
3rd Grade	61.9%	59.3%
4th Grade	51.1%	54.7%
5th Grade	50.0%	62.8%

Grade Level	MSP Science
5th Grade	41.2%



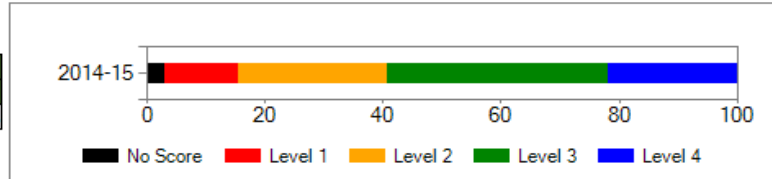
Grade 3 Students Scoring in Each Level
English Language Arts 3rd Grade

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	0.0%	20.6%	17.4%	26.9%	34.9%



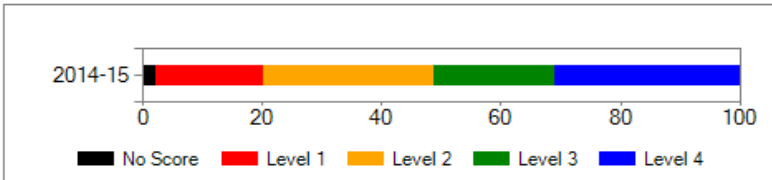
Math 3rd Grade

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	3.1%	12.5%	25.0%	37.5%	21.8%



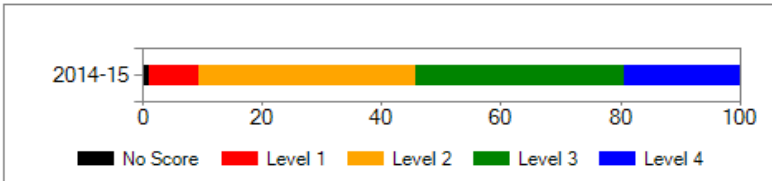
Grade 4 Students Scoring in Each Level
English Language Arts 4th Grade

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	2.3%	17.8%	28.5%	20.2%	30.9%



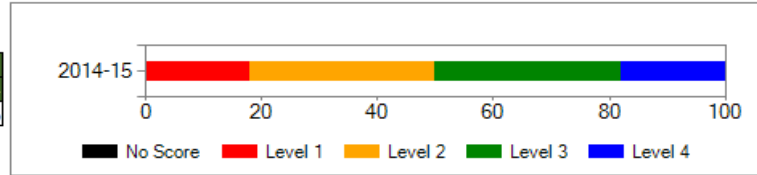
Math 4th Grade

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	1.1%	8.3%	35.7%	34.5%	19.0%



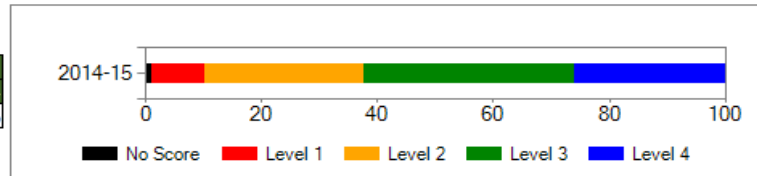
Grade 5 Students Scoring in Each Level
English Language Arts 5th Grade

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	0.0%	17.9%	32.0%	32.0%	17.9%



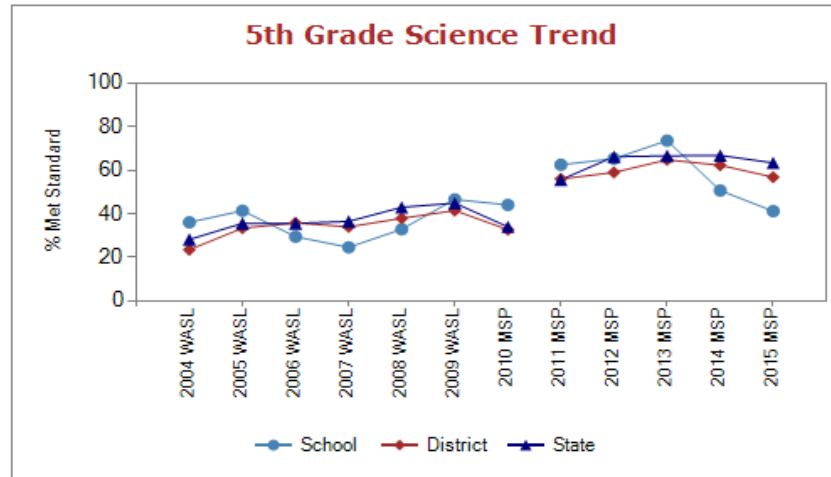
Math 5th Grade

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	1.2%	8.9%	26.9%	35.8%	25.6%



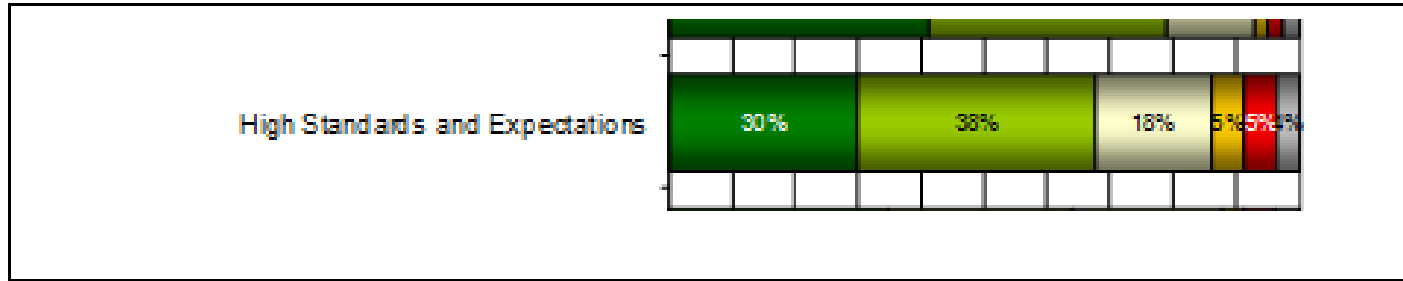
5th Grade Science

Year	School	District	State
2003-04 WASL	36.10%	23.50%	28.20%
2004-05 WASL	41.40%	33.40%	35.60%
2005-06 WASL	29.50%	35.80%	35.60%
2006-07 WASL	24.60%	34.00%	36.50%
2007-08 WASL	32.90%	37.90%	43.00%
2008-09 WASL	46.60%	41.50%	44.90%
2009-10 MSP	44.10%	32.70%	34.00%
2010-11 MSP	62.50%	56.00%	55.60%
2011-12 MSP	65.30%	59.00%	66.20%
2012-13 MSP	73.60%	64.80%	66.60%
2013-14 MSP	50.70%	62.30%	66.80%
2014-15 MSP	41.20%	56.80%	63.40%



SIP Template

- o 2014 CEE Data



SMART Goal 1	
Subject Area: ELA	
School Name:	Alpac Elementary
Target Population- <i>based on demographic, discipline and attendance data analysis:</i>	All students K-5
Our Reality- <i>based on assessment data analysis:</i>	<p>Grade 3: 77.3% in 2013, 73.0% in 2014, 61.9% in 2015</p> <p>Grade 4: 72.5% in 2013, 88.8% in 2014, 52.4% in 2015</p> <p>Grade 5: 73.6% in 2013, 73.1% in 2014, 50.0% in 2015</p>
Our SMART Goal- <i>based on target population and your reality:</i>	<p>The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2015 to Spring 2019 as measured by the State Assessment in ELA for grades 3, 4, and 5.</p> <p>Grade 3: 67.9% in 2016, 73.9% in 2017, 79.9% in 2018</p> <p>Grade 4: 58.4% in 2016, 64.4% in 2017, 70.4% in 2018</p> <p>Grade 5: 56.0% in 2016, 62.0% in 2017, 68% in 2018</p>

	Action Plan
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Action Step	Strengthening teacher use of data to focus on improving instruction for all students.			
Evidence of Implementation	Evidence of Impact	Timeline	Resources	Responsibility
<ul style="list-style-type: none"> ● Use common protocol to analyze data and plan for instruction to meet student needs and for flexible, leveled groups ● Collaborate on best instructional practice/strategies to plan for next steps of instruction 	<ul style="list-style-type: none"> ● Individual student growth ● Grades K-1: Early Reading Intervention, Read Well, DIBELS Benchmark and progress monitoring scores collected and analyzed regularly for student growth ● Grades 2-5: Read Well, Phonics for Reading, Diagnostic Decoding Survey, STAR, DIBELS benchmark and progress monitoring, MAPs, passage assessments, and performance task scores 	<p>2016-2017 Implementation & PD Calendar</p> <p>Common data analysis protocol determined by staff in August</p> <p>Data analysis of grade level assessments weekly at PLCs starting in October</p> <p>Building wide data meetings after each</p>	<p>Professional Development on effective data analysis protocol</p> <p>Alpac Grade Level ELA Data Spreadsheets</p>	<p>Principal and BLT members</p> <p>All ELA teachers</p>

	collected and analyzed regularly for student growth	benchmark testing to analyze MAPs, STAR, and DIBELS data Ability groups adjusted every 6-8 weeks to continue meeting the needs of all students, evident by the data analyzed regularly		
Action Step		Strengthening the use of instructional time in daily common grade level ELA 60-75 minutes of core and 30-45 minutes of flexible leveled skill groups.		
Evidence of Implementation	Evidence of Impact	Timeline	Resources	Responsibility
Balanced ELA: <ul style="list-style-type: none"> ○ K-1 foundational skills (Print concepts, phonological awareness, phonics/word recognition and fluency) and listening comprehension 	<ul style="list-style-type: none"> ● Monthly fluency progress monitoring K-5; Bi-Monthly progress monitoring for all intensive students ● Updated ELA spreadsheets two weeks after each progress monitoring for analysis monthly at PLCs 	2016-2017 Implementation & PD Calendar Monthly progress monitoring for all students K-5 Bi-Monthly progress monitoring for all intensive students	Grade level meetings K-1 District Grade Level PLCs K-5 Building PLCs Weekly on late start Mondays K-5	Implementation by ELA teachers Principal and BLT to monitor implementation

SIP Template

<ul style="list-style-type: none"> ○ 2-3 foundational skills (phonics/word recognition and fluency), listening comprehension, reading comprehension, research and writing ○ 4-5 foundational skills (phonics/word recognition and fluency), listening comprehension, reading comprehension, research and writing <p>Grades 2-5 Use the district provided Instructional Calendar (grade 2 in development)</p>	<ul style="list-style-type: none"> ● Monthly comprehension passage assessments 3-5; Read Well/Phonics For Reading scores for K-2; data entered on spreadsheets and analyzed monthly at PLCs ● Trimesterly Decoding Diagnostic Survey administered, scored, entered onto spreadsheets, and analyzed during PLCs for 2-5 ● Trimesterly K-5 ELA Data Nights to analyze SBA, STAR, MAP, and DIBELS data 	<p>Monthly Comprehension passage assessments done in accordance with the instructional calendar 3-5</p> <p>October, February, and June Data Nights</p>		
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Alignment to District Improvement Plan Objectives: Goal 1 Objective 1- Alpac’s PLCs focus on the 4 essential questions (Strategy 2). Our instruction is aligned to National Common Core standards (Strategy 3) We use common assessments to regularly progress monitor students (Strategy 4) We use data to identify what interventions are needed to support students below standard. (Strategy 5)

Goal 1 Objective 2 Alpac utilized the current school improvement template and rubric to create our School Improvement Plan (Strategy 1) We used the strengths and obstacles identified in our SIP plan to develop our school level PDTIP. (Strategy 4)

Goal 1 Objective 3 Alpac consistently monitors student learning and make adjustments to instruction in order to ensure achievement of standard (Strategy 2)

SMART Goal 2	
Subject Area: Math	
School Name:	Alpac Elementary
Target Population- <i>based on demographic, discipline and attendance data analysis:</i>	All students grades K-5.
Our Reality- <i>based on assessment data analysis:</i>	Grade 3: 68.4% 2013, 68.8% 2014, 59.3% 2015 Grade 4: 72.5% 2013, 76.5% 2014, 54.7% 2015 Grade 5: 72.5% 2013, 64.1% 2014, 62.8% 2015
Our SMART Goal- <i>based on target population and your reality:</i>	The percent of students meeting standard at each grade level will increase by at least 6% each year from Spring 2015 to Spring 2019 as measured by the State Assessment in Math for grades 3, 4 and 5. 2016: 3rd- 65.3% 4th- 60.7% 5th- 68.8% 2017: 3rd- 71.3% 4th- 66.7% 5th- 74.8% 2018: 3rd- 77.3% 4th- 72.7% 5th- 80.8%
Action Plan	

Action Step	Strengthen the use of instructional time in daily common grade level 60-75 minute core and 30-45 flexible leveled skill groups in math.			
Evidence of Implementation	Evidence of Impact	Timeline	Resources	Responsibility
<ul style="list-style-type: none"> ● Pre-K-5 follow District scope and sequence ● Daily Balanced Math Block to include: <ul style="list-style-type: none"> ○ Fact Fluency ○ Review ○ Core instruction ● Administer weekly and monthly building and district formative assessments 	<ul style="list-style-type: none"> ● Grades 1-5: Weekly analysis of core math box quizzes, determine SMART goal and plan for next steps of instruction until goal is met ● Grades 1-5: Monthly fact fluency progress monitoring. Analyzed at math data night. <ul style="list-style-type: none"> ○ Kindergarten analyze Tri Skills assessment ● Grades 3-5: District problem solving assessments administered, scored, results entered on common grade level spreadsheet and analyzed in PLC 	<p>2016-2017 Implementation & PD Calendar</p> <p>Weekly, beginning first week of October when PLCs begin</p> <p>End of each month</p> <p>Weekly in Walk to math groups (grades 3-5)</p>	<ul style="list-style-type: none"> ● PLC time ● CCSS ● Engage NY ● VE/PS 	<p>All Classroom Teachers and support staff</p> <p>Math Specialist</p> <p>BLT members and Principal to monitor implementation</p> <p>Instructional Specialist</p>
Action Step	Strengthening teacher use of data to focus on improving instruction for all students.			

Evidence of Implementation	Evidence of Impact	Timeline	Resources	Responsibility
<ul style="list-style-type: none"> ● Use common protocol to analyze data and plan for instruction to meet student needs and for flexible, leveled groups ● Collaborate on best instructional practice/strategies to plan for next steps of instruction 	<ul style="list-style-type: none"> ● Individual student growth <ul style="list-style-type: none"> ○ Grades K-1: Tri-Skills assessment, Monthly fact fluency progress monitoring, district administered summative trimester assessments ○ Grades 2-5: MAP, monthly fact fluency progress monitoring, weekly problem solving assessments, monthly performance tasks 	<p>2016-2017 Implementation & PD Calendar</p> <p>Data analysis of grade level assessments, weekly at PLCs starting in October</p> <p>Building wide math data meetings in Fall and Winter to analyze MAPs, Fact Fluency and summative assessments</p> <p>Ability groups adjusted every 6-8 weeks to continue meeting the needs of all students, evident by the data analyzed regularly</p>	<ul style="list-style-type: none"> ● Professional Development on data analysis ● Alpac grade level math data spreadsheets 	<p>Principal, Instructional Specialist, Math Specialist and BLT members</p> <p>All classroom teachers</p>
<p>Alignment to District Improvement Plan Objectives: Goal 1 Objective 1- Alpac’s PLCs focus on the 4 essential questions (Strategy 2). Our instruction is aligned to National Common Core standards (Strategy 3) We use common assessments to regularly progress monitor students (Strategy 4) We use data to identify what interventions are needed to support students below standard. (Strategy 5)</p>				

SIP Template

Goal 1 Objective 2 Alpac utilized the current school improvement template and rubric to create our School Improvement Plan (Strategy 1)
 We used the strengths and obstacles identified in our SIP plan to develop our school level PDTIP. (Strategy 4)
 Goal 1 Objective 3 Alpac consistently monitors student learning and make adjustments to instruction in order to ensure achievement of standard (Strategy 2)

SMART Goal 3	
Subject Area:	
School Name:	Alpac
Target Population- <i>based on demographic, discipline and attendance data analysis:</i>	All students K-5
Our Reality- <i>based on assessment data analysis:</i>	In 2014 the CEE Survey results showed that 68% of Alpac staff believed that we have high standards and expectations.
Our SMART Goal- <i>based on target population and your reality:</i>	<p>The percentage of Alpac staff who believe that we have high standards and expectations will increase from 68% in 2014 to 74% in 2016 and to 80% in 2018 as measured by the CEE survey.</p> <p>2014: 68% of staff will believe we have high standards and expectations. 2018: 84% of staff will believe we have high standards and expectations.</p>
Action Plan	

Action Step		Implement effectively the Tiered school-wide PBIS program		
Evidence of Implementation	Evidence of Impact	Timeline	Resources	Responsibility
<ul style="list-style-type: none"> ● All staff are using STARR slips in the halls, at recess, at the buses. ● Explicit instruction of behavior expectations in all school environments. 	<p>Weekly Star Student recognition from every teacher</p> <p>Students and staff consistently follow the expectations and are recognized for it.</p> <p>Reduction in Think Times/Office referrals</p>	<p>2016-2017 Implementation & PD Calendar</p>	<p>PLC Time</p> <p>Student and Staff handbook</p> <p>Alpac behavior Matrix</p> <p>Building PBIS team</p>	<p>All Staff</p>
Action Step		Strengthening teacher use of data to focus on the social emotional learning of all students.		
Evidence of Implementation	Evidence of Impact	Timeline	Resources	Responsibility
<ul style="list-style-type: none"> ● Use of universal screener data to identify the tiered support students will need in order to meet high expectations. 	<p>Identified Students are placed in the correct tier to meet their needs</p> <p>All staff and students use the common Language of Second Step</p>	<p>2016-2017 Implementation & PD Calendar</p>	<p>Building PBIS team</p> <p>Second Step online training</p>	<p>BIS and Counselor</p> <p>All certificated staff</p>

SIP Template

<ul style="list-style-type: none"> ● Second Step SEL curriculum taught effectively and with fidelity, K-5. 		<p>Students will be screened once each trimester</p> <p>2nd step lessons taught weekly for 22 weeks.</p>	<p>Building Professional development</p>	
<p>Alignment to District Improvement Plan Objectives: Goal 1 Objective 1- We use data to identify what interventions are needed to support students below standard. (Strategy 5)</p> <p>Goal 1 Objective 2 Alpac utilized the current school improvement template and rubric to create our School Improvement Plan (Strategy 1)</p> <p>We used the strengths and obstacles identified in our SIP plan to develop our school level PDTIP. (Strategy 4)</p> <p>Goal 2- Alpac is a schoolwide PBIS school. Our staff models on a daily basis what it looks like and sounds like to be Respectful, Responsible and Safe. (Strategy 1)</p> <p>Goal 3- We Teach the Second Step curriculum that includes anti bullying and harassment aspects to all grade levels (Strategy 6)</p>				

Professional Development and Implementation Calendar

Professional Development LAP #6

LAP Component #6- Provide Opportunities for Professional Development

System Connections

AWSP Framework Criterion # 5; Improving Instruction
6: Managing Resources

✦ **Targeted Professional Learning:** Professional Development that is an on-going systematic process informed by evaluation of student, teacher and school needs embedded in School Improvement Plan (SIP).

✦ PDTIP Form (see attached)

✦ SIP- PD implementation calendar plan and calendar with specificity (see attached)

✦ **Professional Learning Communities:** Teachers meet on a regular, planned basis to analyze data and student work that will guide their instructional strategies and planning to support struggling learners in meeting K-4 ELA standards.

Building Leadership meetings Monitoring Implementation and Impact Program Effectiveness

System Connections

RCW 28A.165.100

CEL5D Assessment for Student Learning; Assessment & Adjustments

AWSP Framework Criterion #8 Closing the Gap

✦ LAP students' entrance and exit performance data and LAP program will be evaluated .

✦ Dynamic Indicators of Basic Early Learning (DIBELS) K-4: pre/post

✦ Measure of Academic Progress (MAP Test) Grades 3-5 pre/post

✦ Smarter Balanced Assessment (SBA) Gr. 3-5

✦ Other assessment : < Identify assessment used and grade level >

✦ End of the Year Summary Report

SIP Template

Data Reviews – Whole Staff and BLT and PLCs

Program Effectiveness-

System Connections

RCW 28A.165.100

CEL5D Assessment for Student Learning; Assessment & Adjustments

AWSP Framework Criterion#8 Closing the Gap

*LAP students' entrance and exit performance data and LAP program will be evaluated .

- *Dynamic Indicators of Basic Early Learning (DIBELS) K-4: pre/post
- *Measure of Academic Progress (MAP Test) Grades 3-5 pre/post
- *Smarter Balanced Assessment (SBA) Gr. 3-5
- *Other assessment: <Identify assessment used and grade level>
- * End of the Year Summary Report