School Improvement Plan
Year Span: 2016-17 to 2019-20

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.
Data Dashboard

Achievement, Cohort & Demographic Overview

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Source: Homeroom

Apollo Elementary

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Source: OSPI Report Card

WA-Kids

Fall 2018/2019 - Kindergarten Entry (For Pre-K Children)

Source: OSPI Report Card
3rd Grade Cohort Reading - ELA

Longitudinal Cohort: 91 Students
All 3rd Grade students attending Apollo

Source: Homeroom

5th Grade Cohort ELA

Longitudinal Cohort: 91 Students
All 5th Grade students attending Apollo
5th Grade Cohort Math

Longitudinal Cohort: 91 Students
All 5th Grade students attending Apollo

Assessments
- SBA Mathematics Gr 3
- SBA Mathematics Gr 4
- SBA Mathematics Gr 5

Percentages
- 52.74%
- 42.85%
- 62.63%
- 27.47%
- 29.67%
- 14.28%
- 12.08%
- 19.75%
- 7.69%
- 10.98%

0% 22% 48% 74% 100%
Achievement on SBA by Subgroup across all grades in school.

*Exited indicated students who received services any time prior to the 2017-18 school year.

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**AP 3rd-5th 2018 SBA ELA Achievement**

- **Well Below**: Red
- **Below**: Orange
- **Proficient**: Green
- **Advanced**: Blue
Achievement on SBA by Subgroup across all grades in school.

Source: Homeroom *Exited indicated students who received services any time prior to the 2017-18 school year.
# Student Growth Percentile Summary

## Median Student Growth Percentile

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
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**ESSA report:** Middle 40% of schools have median SGP’s of 46-54.5 in ELA and 45-55.5 in Math.

## Student Growth Percentiles 4th-5th Grades: Low Growth – Typical Growth – High Growth

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**SIP Start Date:** 10/1/2016
SIP Building Review/Edit Dates: 08/2017 and 08/2018

Staff Information

Principal
Jane Harris

Leadership Team
Shirin Kazemi
Robin Wall
Cassie Stuard
Laurie Sween
Sharon Wall
Jennifer Batterman
Susan Harper
Megan Ames
Nona Wright
Kathryn Coffin
Jane Harris

Teacher Information

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School Data Study

Apollo’s prior goal area of focus was in Math improvement from 2013 – 2016. With our focus on math and continued support for reading we are seeing gains in both areas and needs in both areas when reviewing the data. Given that students with the most struggles in math frequently have language and literacy challenges, and given the focus on math content over the last few years, we believe focusing on reading in the coming year will result in math and reading gains for our students.

Previous Year’s SIP Information

Previous SIP Goal: Apollo 2017-2018

The percentage of Apollo students meeting standard on the 2016-2017 SBA ELA Assessment will increase by 10% on the 2017-2018 SBA ELA Assessment.

Apollo’s Gap Closing Goal: Of the 21 Apollo ELL students who scored level 1 on the 2016-2017 SBA ELA Assessment 32% will improve to level 2 or higher on 2017-2018 SBA ELA Assessment.

Progress Toward Previous Goal:

Apollo students increased the percentage of students meeting standard on the SBA ELA by 7.5% overall. The third and fourth grade students increased their percentage of students meeting standard by 5% and 9% percent, and the fifth grade dipped slightly by 4%.

However, improvement by cohort shows, the 2015-2016 cohort improved by 16% over three testing cycles and the 2016-2017 cohort improved by 9% over two testing cycles!

Apollo ELL students improved their progress on the 2017-2018 SBA ELA assessment.

- Two out of ten students identified from the 2015-2016 cohort progressed from level 1 to level 2.
- Five ELL students improved their progress on the 2017-2018 SBA ELA assessment, with four students moving from level 1 to level 2 and one student moving from level 1 to level 3! This represents a 33.3% increase in student improvement for our Gap Closing Goal.
- Also important to note, for those ELL students who did not move to level 2, they did improve on their overall score in level 1 by an average of 49 points.

Justification for Change or Maintenance of Goals

Apollo students continue to make gains in Reading improvement. We will continue to strive to see students progress to meeting standard at 8% or more for the 2018-2019 SBA ELA assessment.

For Apollo’s Gap Closing Goal, we are narrowing our focus on our Latinx students receiving ELL inclusion services. While Apollo did show growth in 2017-2018 with the overall ELL population, we feel we can, with a greater focus on instructional inclusion practices, make greater improvements with our Latinx readers.

Apollo will also be gathering progress data, through the STAR assessment, on our 4th and 5th grade students who qualify for LRC I services in the area of reading.

Currently, there are sixteen students in this sub group. And of these sixteen students, six also qualify for ELL services.
The purpose of collecting progress data through the STAR assessment is to apply standardized assessment data results to results collected from the students’ IEP growth goals for calibrate instruction to specific targeted areas of instruction. The intended outcome is to improve students’ skills at a greater rate, and get them to grade level standard with deeper understanding and expedience.

## School Improvement Goal

### All Students

The percentage of current Apollo students meeting standard on the 2017-2018 SBA ELA Assessment will increase by 8% or more on the 2018-2019 SBA ELA Assessment.

### Gap Group

Of the 14 (100%) current Latinx ELL students who scored level 1 on the 2017-2018 SBA, 7 (50%) will improve to level 3 on the 2018-2019 SBA ELA assessment.

## Action Plan

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

Provide high quality Inclusion Instruction as the Academic Service Model “Teachers play a critical role in supporting language development. Beyond teaching ESL students to read and write in school, they need to help students to learn and use aspects of language associated with the academic discourse of the various school subjects.... help ESL students become more aware of how language functions in various modes of communication across the curriculum.” (Grace Chen, Inclusion or Exclusion? The ESL Education Debate)

Guided Reading and Conferring “It is through guided reading that teachers can show children how to read and can support children as they read. Guided reading leads to the independent reading that builds the process; the heart of an effective literacy program.” (Irene C. Fountas & Gay Su Pinnell, Guided Reading)

“Next generation reading instruction is responsive to students’ needs, and it develops readers who can integrate reading strategies without prompting from instructors.... To better align with the goal of creating independent, proficient, and joyful readers.” (Jan Burkins & kim Yaris, Who’s Doing The Work?)

Close Reading and Rigorous Engagement “Rigor is not an attribute of a text, but rather a characteristic of our behavior with that text. Put another way, rigor resides in the energy and attention given to the text, not the text itself. ... close reading should suggest close attention to the text; close attention to the relevant experience, thought, and memory of the reader; close attention to the responses and interpretations of the readers; and close attention to the interactions among those elements.” (Kylene Beers & Robert E. Probst, Notice & Note)

Explicit instruction in reading decoding, fluency, and comprehension “Explicit instruction means we show learners how to think when we read.” (Harvey and Goudvis Comprehension Strategies, 2007) Increase the variety of reading materials/collections in classrooms, library, and bookroom “If we want readers to be critical...
thinkers, inquirers and problem solvers, we need to introduce them to challenging, interesting text.” (Routman, Reading Essentials, 2003)

**Provide time to read AND engage in conversation about the reading** “Expand reading volume and improve reading proficiency. Voluntary, engaged reading, in school and out, seems most powerfully linked to high levels of proficiency.” (Allington, What Really Matters for Struggling Readers, 2012) “We need students who can do more than answer questions: today’s complex world requires that our next generation of leaders be able to raise questions.” (Kylene Beers & Robert E. Probst, Disrupting Thinking)

**Guided Language Acquisition Design** “Project GLAD (Guided Language Acquisition Design) is an example of an approach to instruction that is a multicomponent K–12 instructional model designed to build academic English and grade-level content knowledge for students at varying levels of English language proficiency.” (Education Northwest.org, various authors 2015)

**Literacy Circles** A key aim of such circles is to help teachers assess students’ comprehension through their responses to literature. Pupils develop the ability to discuss, define and explore a text, and they learn to make predictions using prior knowledge or supporting details from it. The circles encourage students to identify unfamiliar words, ask relevant and focused questions and clarify their understanding while teachers gauge students’ comprehension based on their contributions to the discussion. (Nicole Nigro, United Federation of Teachers)

**Dual Language Books** “Despite past criticism that using dual language or multi-language text would encourage children to read the easier language, recent studies found that children who are reading dual or multi-literacy materials can transfer the literacy skills and concepts developed in one language to another (often a strong one to a weaker one) and promote overall literacy skill development” (Prof. Xiao-lei Wang, Learning to Read and Write in the Multilingual Family).

**Specific Actions Include:**

- Follow ISD Scope and Sequence for Reading
- Utilize guided reading materials and Making Meaning curriculum and adjust lessons based on knowledge of students and formative/summative assessments as well as provide instruction that will specifically address students’ gaps in knowledge and skills needed for academic acceleration
- Support ELL students participating in Guided Reading groups in the general educational setting through the following models: 1) inclusion model, 2) push in instructional model and 3) a team teaching model
- Provide each new teacher with Fountas and Pinnell assessment training and assess students up to 3x per year
- Provide “Meet the Teacher Nights” for parents to spend time in specialist classrooms and review learning objectives and goals of Apollo/ISD programs
- Provide opportunities to have students practice keyboarding to increase test taking skills.
- Continue to upgrade Apollo’s inventory of Fountas & Pinnell Reading Curriculum Kits and replace materials as needed
- Utilize Apollo’s Bookroom by circulating titles through grade level
• Clearly model skills and strategies as identified from data that guide students through a variety of text and academic experiences
• Support conferring and literacy groups formed for increasing reading comprehension skills areas that enhance student experience and grow comprehension skills
• Enhance guided reading and conferring practices to increase rigor for all students
• Librarian will purchase books, with input from teachers and students, to expand and enrich the number of books in a variety of genres with lens on Dual Language
• Librarian continues to label all library titles with Fountas & Pinnell Reading Level to promote “Just Right Reading for Success” while also weeding old out dated titles and purchasing new reading materials
• Provide vertical teaming opportunities during Apollo Professional Development for grade level teachers to share knowledge and instructional techniques, as well as gain deep understanding of ISD Reading instructional sequencing

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

• Provide specific PD sessions with a focus on reading instruction
• Cultural Competency training
• Plan specific instructional PD strategies with Instructional Coach that support vertical teaming work, calibration of assessment practices, and enhanced GLAD and ELL supports
• Book Source: Kids First from the First Day
• Book Source: Reading Essentials
• Book Source: Who’s Doing the Work?: How to say less so readers can do more
• Study professional articles and texts
• Provide Paraprofessional training for proctoring F & P assessment
• Facilitate ongoing conversations and knowledge building with Leadership Team about the SIP
• Principal participation in principals’ Professional Development meetings to support SIP reading instructional and assessment practices
• Support team leaders in planning student-focused, instructionally centered team meetings
• Support teachers with conversations directly focused on student growth and building continuing knowledge of those student supports

**Timeline. When will this strategy or action begin and end?**

Use of ISD reading scope and sequence, guided reading, and making meaning materials, strategies, and assessments throughout the entirety of the SIP goal

• Instructional support provided to teams and classroom instruction throughout the course of the SIP
• Principal and Instructional Coach develop and lead PD throughout the course of the SIP Goal
• Study professional text and articles during Apollo professional development throughout the course of the SIP Goal
• Instruction for students using Guided Reading, Conferring, and Literacy Circle techniques ongoing throughout the course of the SIP goal
• Librarian to purchase new and varied collections on going
Resources Available. What existing and new resources will be used to accomplish the activity?

- Instructional coach working with individual teachers, teams, and modeling instruction in classrooms
- After school reading and math enrichment
- Title 1, LAP, and VOICE Mentoring services
- Full Time Certificated Teachers for the ELL program
- Focusing dedicated reading time daily for Guided Reading, Literacy Circles, and independent reading
- Create reading activities for all students (i.e. Reading Sasquatch Award Books, Dr. Seuss Read Across America, Scholastic Book Fairs)
- Professional readings and book studies for staff and teams

Technology. How is technology being used to facilitate instruction?

- OPSI Technology Grant awarded funding for training and equipment to broaden teachers scope and use of technology for students’ embedded learning STEM and Core Curriculum
- Integrate the use of technology within reading content to collaborate, communicate, generate ideas, investigate, and problem solve in Reading.
- Provide technology learning programs, such as Actively Learn, Lyric2Learn, Tumble books, Audible Books, Moby Max, Lexia Learning, etc. programs for reading improvement.
- Keyboarding without Tears
- Various data collection tools on reading progress such as Homeroom, Grade Cam and Excel for data collecting.

Parent/Family/Community Engagement.

- Communication in E-News and school website about reading improvement and academic culture
- Family Nights with a focus on reading improvement
- Create reading age appropriate activities and technology where all students K-5 can participate
- Host ELL and Title summer programs for identified students
- Host specific Title 1 and ELL Meet the Teacher Night
- Teachers and ancillary staff provide communication, in language of choice, as can be accommodated, to all families either by e-newsletters or hard copy
- Provide report cards to families if electronic grades are not accessible
- Collaborate with Apollo PTA to intentionally invite, encourage, and recruit higher levels of parent involvement from diverse backgrounds
- Principal presents information on SIP progress at PTA and Site Council meetings as well at Family Engagement Nights.
Monitoring

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

**Summative Assessments:**

- Star Reading Assessment LRC I
- Reading BAME (Basic-Approaching-Meeting-Exceeding)
- Pre and Post Grade Level ISD CCSS Reading Assessment
- Fountas & Pinnell Reading Assessment Grades 1-5 up to 3x per year
- Reading Common Skills Assessment data shared with principal October-June.

**Formative Assessments:**

- Data from students’ Reading Response journals
- Data collected from teachers’ conferring notes
- Data collected for annual IEP reviews
- Student and Teacher conferring notes and Literacy Circle forms
- End of unit assessment

**Student Growth Goals Discussions with Principals:**

- Focused and Comprehensive Student Growth Goal discussion and meeting time.

Evaluation

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

Grade level teams, reading specialists (Title 1, LAP, LRC 1 and ELL), and instructional coach are evaluating and discussing student work together and planning best practice instruction based on what students can demonstrate and guiding their demonstrated knowledge to the next level of instruction. As the teams and specialists work together, the result will be increased student reading achievement on our summative assessments.

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

All students benefit from the execution of best-practice strategies for addressing the goal of reading improvement for all students and specifically our ELL population regardless of reading level. This will be accomplished by:

- Organizing students in Guided Reading Groups that are focused on developing students’ comprehensive reading skills.
- Apollo staff teaming vertically, working and learning, to increase abilities to differentiate and push each child to the next step on the reading continuum regardless of whether they are struggling or high-achieving.
Additional Schoolwide Focus

PBSES

- Focus intently on Apollo’s Tier 2 teaming by meeting bi-monthly to report on the effectiveness of a variety of success intervention put in place for students.
- Continue to evaluate and adjust the school’s agreed upon Behavior Matrix with monthly staff reviews
- Continue to widen and improve Apollo’s all student recognition programs
- Provide Rocket Pride Lunches for student recognition
- Student Council designed Spirit Days associated with “all student accomplishment” to the Rocket Way Goals

Social Emotional Learning

- Establishment of the Apollo Kindness club to build culture awareness and social competency
- Provide opportunities for 5th grade leadership with Kindergartner classes
- Social Emotional Learning
- BEISY survey completion multiple times per year
- Second Step curriculum lesson yearlong framework for K-5 students

Cultural Competency

Partnering with PTA to celebrate Apollo’s diversity to embrace the things we have in common, such as:

- Global Awareness (Geography and its relationship to kids)
- Sports around the World (learn new games and their origins)
- Art/Artist/Techniques around the World
- Children’s story books from around the World (families from different countries share - with school)
- Music from around the World
- Evening of Cultural Experiences with music, dance and food With staff
- Ongoing instruction and discussion at Apollo PD to build awareness of Cultural Competency

Clubs and Activities

- First Lego League Robotics year 2
- Coding and Scratch Clubs
- Missoula Theater Production
- Apollo Green Team
- Apollo Student Council
- Apollo Choir
- Explorers Club
- World Music Club
- ASAP Reading and Math (ISF enrichment program)
- Power Hour
- Apollo Library Club
- Apollo Kindness Club
- Girls on the Run