

*"Home of the Otters"*

20777 Southeast 16<sup>th</sup> Street

Sammamish, WA 98075

425-837-5200

## School Improvement Plan

Year Span: 2018/19 to 2020/21

### 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 & Demographic Overview

ELA SBA			
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2015-16	78.0	80.9	83.3
2016-17	76.1	78.4	84.1
2017-18	85.4	71.7	84.6
Math SBA			
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2015-16	80.6	77.6	70.3
2016-17	83.9	75.2	81.4
2017-18	88.4	75.9	83.9

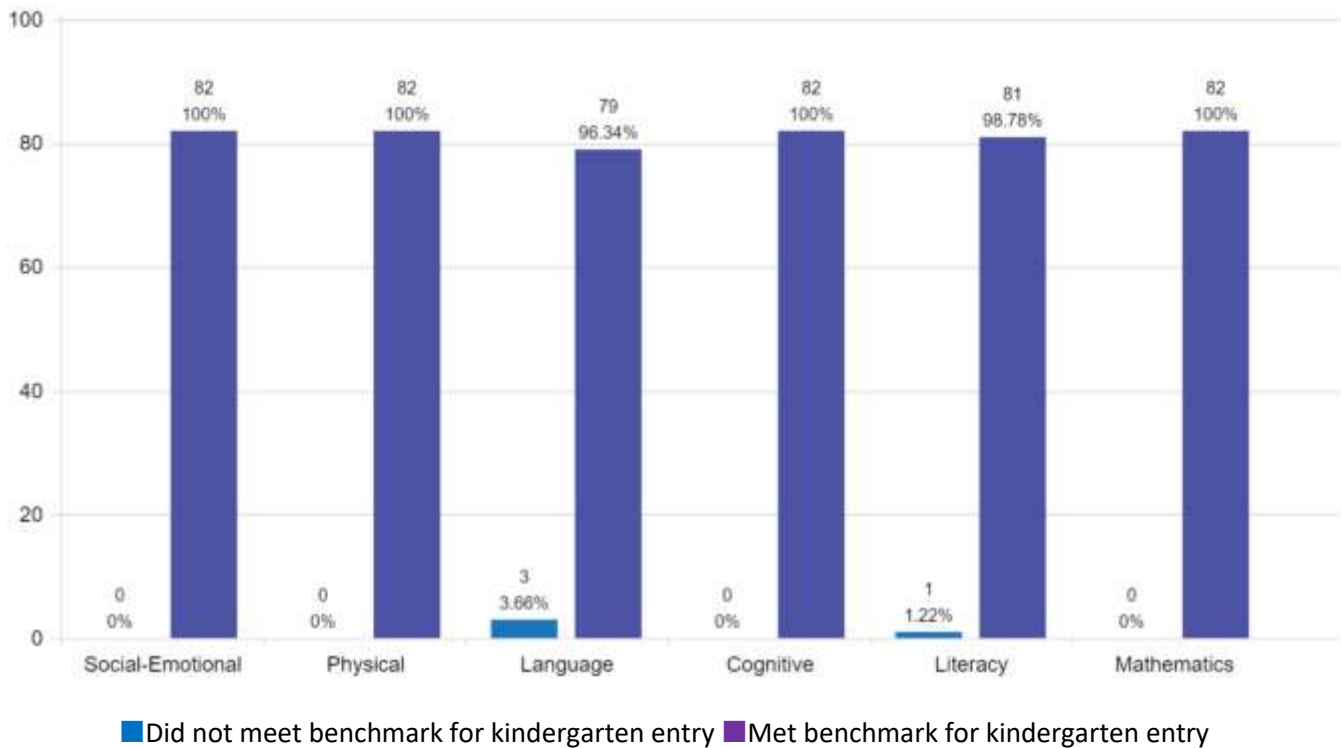
Source: Homeroom

Creekside Elementary		
	#	%
<b>17-18 Enrollment</b>	751	
<b>Males</b>	396	52.7
<b>Females</b>	355	47.3
<b>American Indian / Alaskan Native</b>	0	0
<b>Asian</b>	232	30.9
<b>Pacific Islander</b>	0	0
<b>Black/African American</b>	5	0.7
<b>Hispanic / Latinx</b>	46	6.1
<b>White</b>	413	55.0
<b>Two or More Races</b>	55	7.3
<b>Transitional Bilingual</b>	71	9.3
<b>Special Education</b>	39	5.1
<b>Free/Reduced Lunch</b>	15	2.0
<b>504</b>	18	2.4

Source: OSPI Report Card

## WA-Kids

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

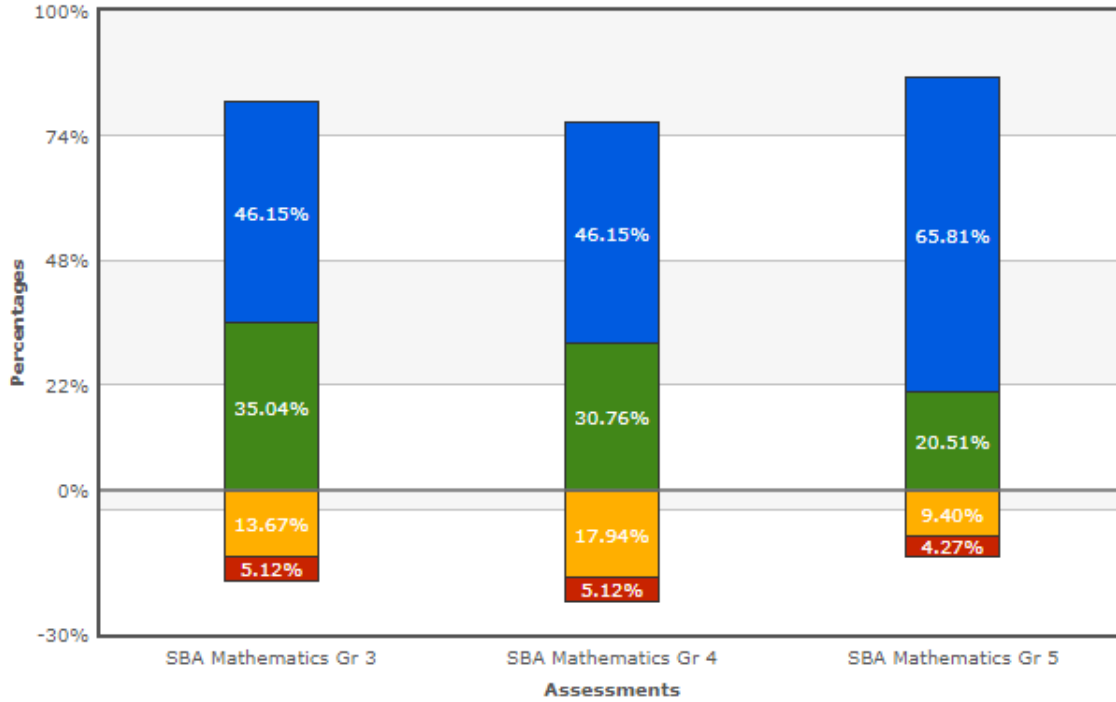


## 5<sup>th</sup> Grade Cohort Math



### Longitudinal Cohort: 117 Students

All 5<sup>th</sup> Grade students attending Creekside

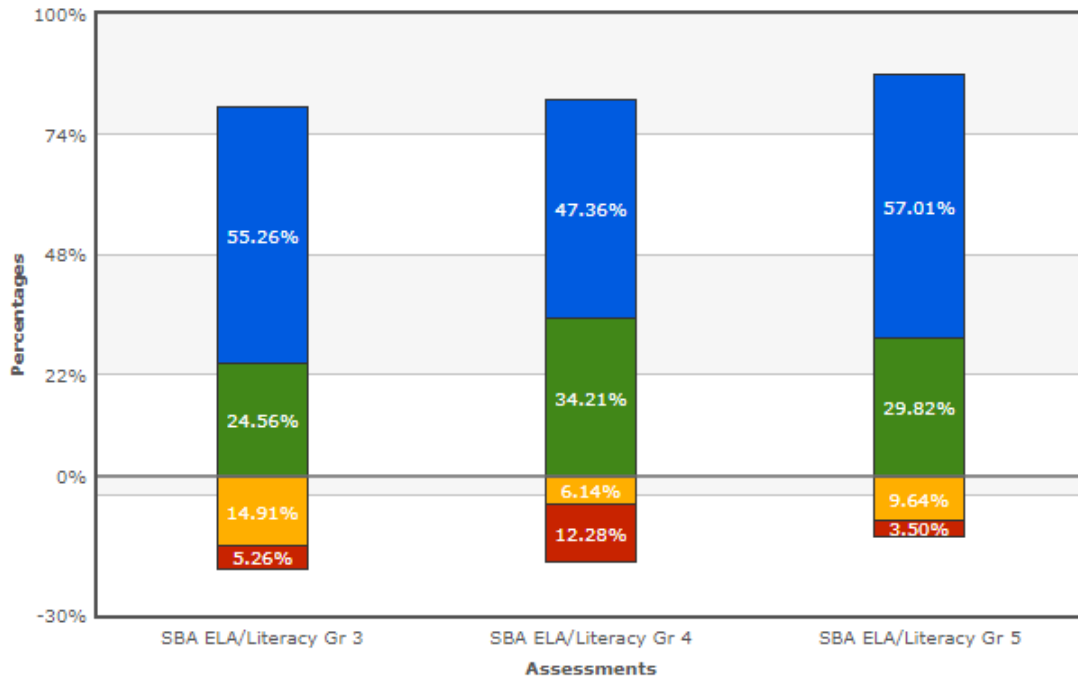


## 5<sup>th</sup> Grade Cohort ELA



### Longitudinal Cohort: 114 Students

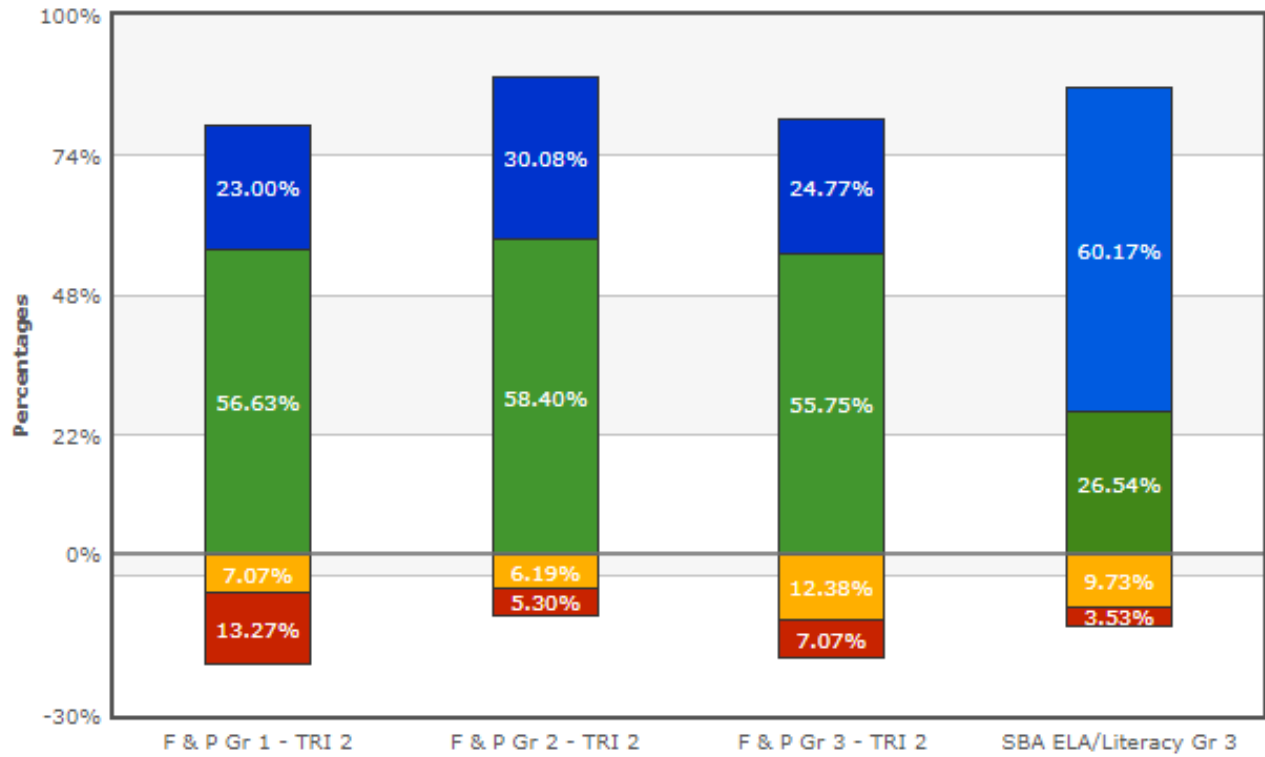
All 5<sup>th</sup> Grade students attending Creekside





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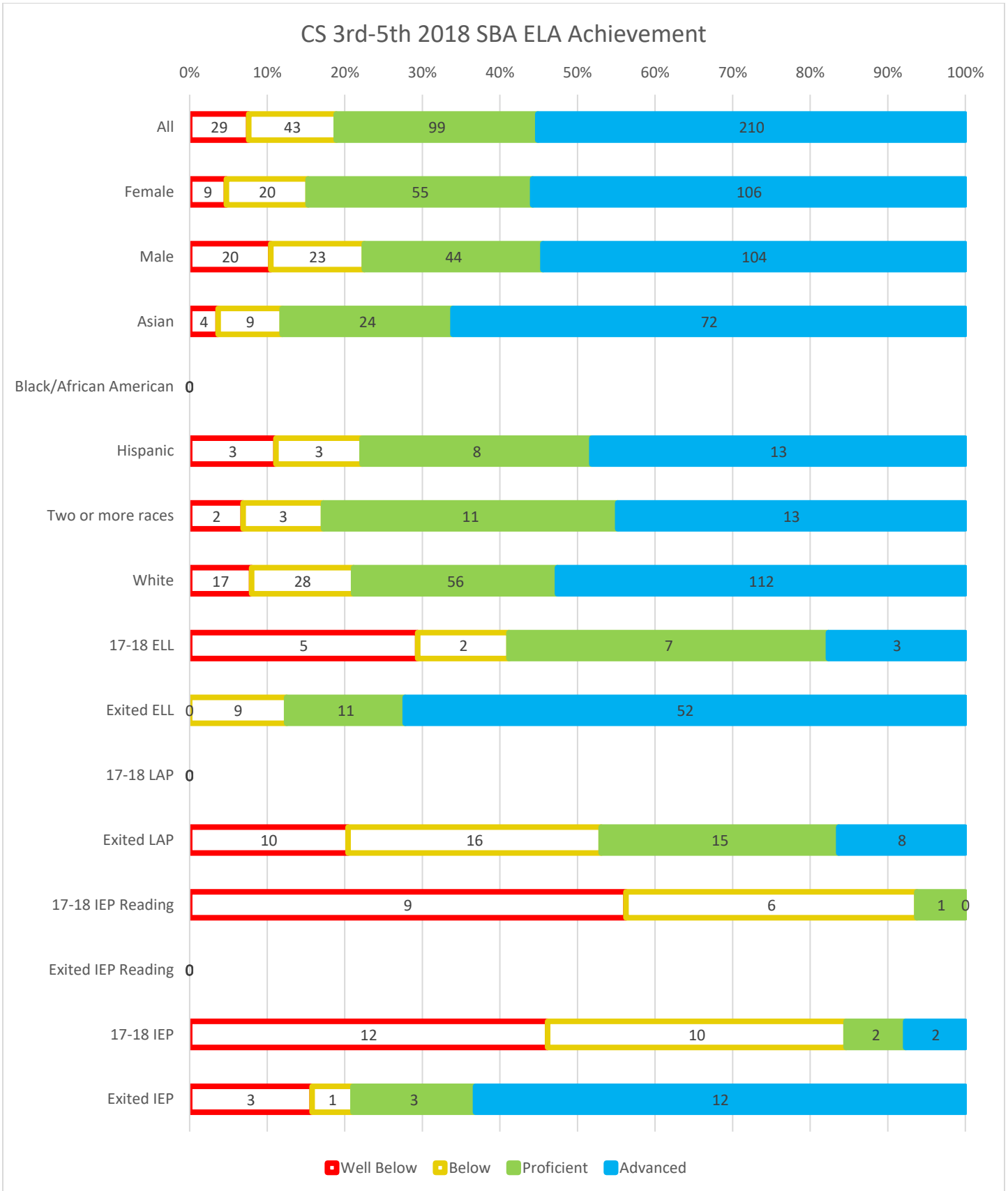
All 3<sup>rd</sup> Grade students attending Creekside



Source: Homeroom

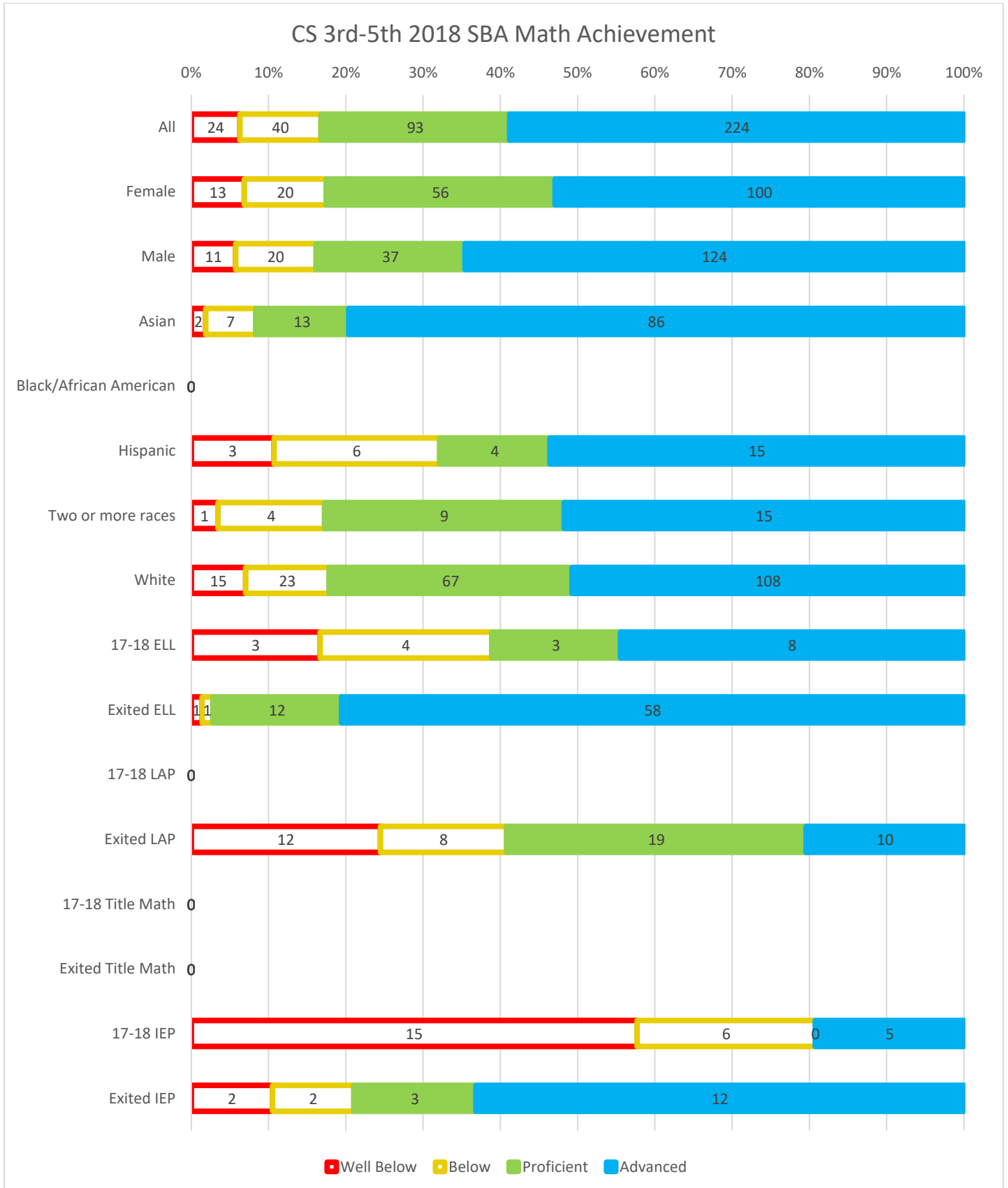
# Achievement on SBA by Subgroup across all grades in school.

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



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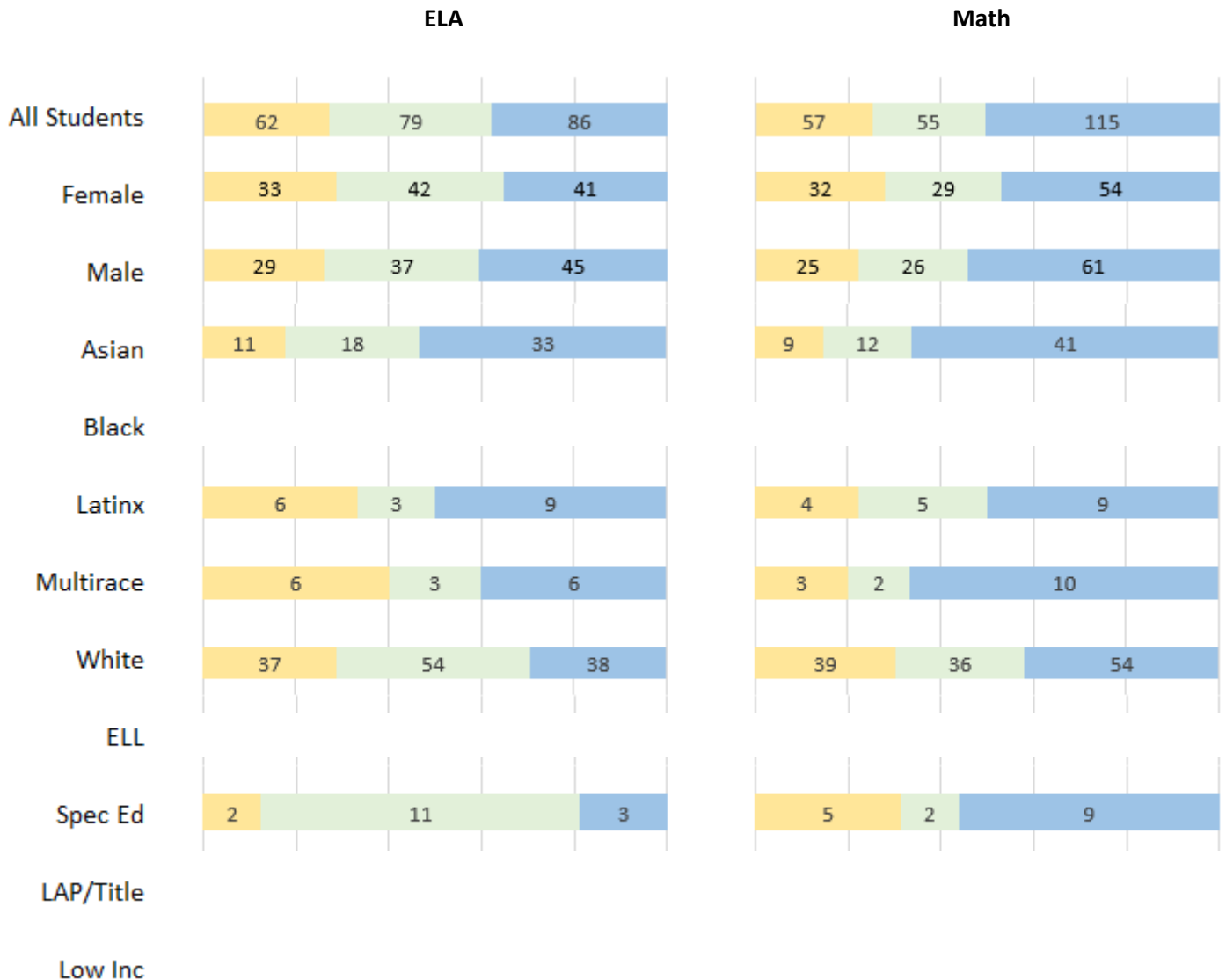
## Student Growth Median Percentile

ELA	4th Gr	5th Gr	All
All	38.5	64	56
Female	35	63	56
Male	39	69	56
Asian	51	79	72
Black	-	-	-
Hispanic or Latino	-	-	69
Two or More Races	-	-	53
White	35	58	51
Bilingual	-	-	-
SpecEd	-	-	52
504	30	60.5	58
Low Income	-	-	-

Math	4th Gr	5th Gr	All
All	44.5	78	67
Female	37	78	63
Male	49.5	78	70.5
Asian	74	83	82
Black	-	-	-
Hispanic or Latino	-	-	67
Two or More Races	-	-	71
White	33	74	57
Bilingual	-	-	-
SpecEd	-	-	72.5
504	33	51	33
Low Income	-	-	-

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 4<sup>th</sup>-5<sup>th</sup> Grades: Low Growth – Typical Growth – High Growth



**SIP Start Date:** August 30, 2018 (LID)

**SIP Building Review/Edit Dates:** 9/17/18 (TLT Mtg), 9/26/18 (Building PD), 10/1/18 (Data Review Team)

**School Board Review Dates:** 1/14/18

## Staff Information

### *Principal*

Tera Coyle

### *Leadership Team*

Tera Coyle, Principal

Kathy Keegan, Assistant Principal

Allison King, IC and PD Support

Robyn McNeley, Kindergarten Rep

Jessica Stephens, 1<sup>st</sup> Grade Rep

Kristine Hannley, 2<sup>nd</sup> Grade Rep

Sharon Gelbrich, 3<sup>rd</sup> Grade Rep

Tatum Phillips, 4<sup>th</sup> Grade Rep

Jessica Suarez, 5<sup>th</sup> Grade Rep

Teresa Mature, Specialist Rep

### *Teacher Information*

Teacher Information		
<b>Certificate Type</b>		
Full Certificate	46	100.0%
Limited Certificate		
Other Certificate		
National Board Certificate	12	26.1%
<b>Ethnicity</b>		
Asian	2	4.3%
Black/African American		
Hispanic/Latino	1	2.2%
White	42	91.3%
Other	1	2.2%

## School Data Study

During our August Learning Improvement Day, we spent time reviewing the SIP process. Grade level teams completed data analysis on their current students.

**Kindergarten:** Pre-K screener and WAKids Family Connection Meeting data

**1<sup>st</sup> through 5<sup>th</sup>:** Previous year's F&P data, math data (building and district assessments)

**4<sup>th</sup> and 5<sup>th</sup>:** Previous year's SBA data and District Common Assessments in Reading



At our first building leadership team meeting, grade level teacher reps shared their data analysis to determine whether we had met our previous SIP goal or not and discuss next steps.

Our first building PD was devoted to SIP work. We further analyzed the grade level data analysis and planned for our new SIP goal and gap closing goal. During this time together, we brainstormed different possible data points to collect throughout the year. Teachers worked in grade level teams to identify a personal assessment tool, a grade level assessment tool and a district assessment tool to gather multiple ongoing data points throughout this year as well as throughout the duration of our SIP goal.

## Previous Year's SIP Information

### **Previous SIP Goal:**

By the 2017/2018 school year, the percent of Creekside students that meet or exceed standard on the Grade 5 Math Smarter Balance Assessment (SBA) will increase by 10%.

Our goal includes a focus on Claims 2 and 3 in order to increase overall math performance.

### **Gap ELL Goal:**

By the 2017/2018 school year, there will be a 10% increase in the number of Creekside students in our ELL Program (grades 3 -5) who will meet standard on the Smarter Balance Assessment (SBA).

### **Progress Toward Previous Goals:**

SBA Data for cohort group:

- 15/16: 80%
- 16/17: 76%
- 17/18: 84%

OVERALL 3 year trend is only 4% growth, however with our new Eureka math curriculum adoption, we saw an 8% increase from 16/17 to 17/18. Student became more familiar and comfortable with the structures, content and vocabulary in our Eureka math as well as the curriculum increased the rigor of math problem solving and communication naturally. Teachers grew in their teaching practice through additional PD around Eureka as well as just practice in teaching it.

Due to problem solving and communication being our zoomed-in focus areas for math, we did a lot of additional work around these areas. Grade level teams selected Exemplars (prior to Eureka) and then shifted to Application Problems, which centered on math that was particular to their grade level focus areas. With this work, grade level teams created rubrics that they shared with their students. This data showed a strong growth trend across all grade levels. On the rare occasion where a student didn't show significant growth or remained consistent with their scores between pre and post assessments, there was a story to tell. These students received additional tier 2 scaffolding and support to meet their needs.

In addition, this 5<sup>th</sup> grade cohort group made on average, a 25% growth from pre ISD math assessment to post.

### **Gap ELL Progress:**

The 2015-16 ELL 3rd Grade Cohort scored as follows on the Math SBA:

3rd Grade 2016:



4th Grade 2017:



5th Grade 2018:



## Justification for Change or Maintenance of Goals

Justification for Switching our Math Goal to a Reading Goal:

- In 2 out of 3 grade levels fewer students met standard on the ELA SBA compared to the Math SBA.
- At our August Building Learning Improvement Day, 32 out of 39 teachers noted that they wanted “coaching” in reading or felt like reading was a more challenging content area for them to teach.
- Following our Instructional Coaches kick off curriculum conversation, 100% of the teachers stated they would like further coaching and professional development centered on literacy instruction.
- Staff was surveyed on which content area to focus on for our new 3 year SIP and the data showed a unanimous 100% focus on literacy.
- While, just over 80% are meeting or above standard on our SBA ELA, 20% of our 3<sup>rd</sup> through 5<sup>th</sup> grade students are not meeting standard. We want to increase our meeting or exceeding to 90% which is just under 10% growth for this cohort group.
- The school team felt that our goals are best measured when using a 3-year cohort group of students to identify the overall effect of our efforts with students who are enrolled at Creekside for multiple years and are consistently receiving targeted instruction that supports our SIP action plan.
- We are planning to look at the Claim data from the SBA to narrow our focus for PD, but recognize our limited ability to disaggregate this data.

## School Improvement Goals

### *All Students*

#### **Overall Reading Goal:**

By 2021, 90% of 5<sup>th</sup> grade students identified in the 3<sup>rd</sup>-5<sup>th</sup> grade longitudinal cohort data group, will score a 3 or 4 on the SBA ELA.

### *Gap Group*

#### **Gap Level 2 Goal:**

By 2021, 80% of our 5<sup>th</sup> grade level 2 students identified in the 3<sup>rd</sup>-5<sup>th</sup> grade longitudinal cohort data group, will score a 3 or 4 on the SBA ELA.

- Of current 4<sup>th</sup> and 5<sup>th</sup> grade students, there are 28 students out of 218 total students that scored level 2 on the SBA ELA in their 3<sup>rd</sup> grade year.
- At the end of the 18/19 school year, we will be able to identify our level 2 third grade students and establish an action plan to support their growth. In the meantime, we will use our F&P data as well as other classroom based data collection to identify and support students who may fall into the level 2 category on the spring SBA ELA. This work includes notifying the 3<sup>rd</sup> grade families at conferences with an action plan for students that we predict will not meet the SBA grade level standards according to our current data analysis.
- Level 2 students include students in all other categories (ELL, SpEd, LAP/Rising Readers, 504, HCAP, etc.).
- Though not all classrooms have ELL students, all teachers are serving students who have scored or may score a level 2 or below.

## Action Plan

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

**Balanced Literacy Approach:** Guided, differentiated reading groups, Making Meaning comprehension strategies and individual conferring, use of Book Room resources, intentional read aloud with shared reading opportunities, use of quality mentor texts, reader's workshop tubs, reading response journals.

**Supplemental Literacy Programs:** State (Learning Assistance Program or LAP) and PTSA funded supplemental reading program (Rising Readers).

**Language Development for ELLs:** Push in/pull out assistance, the use of GLAD strategies in the classroom.

**Literacy Support for our SpEd Program:** Push in (inclusion model)/pull out specialized direct instruction using Read Well, Language and Read Naturally. Progress monitoring will happen using curriculum-based measurements and STAR 360 evaluation tool.

**Targeted Data Collection:** F&P, Benchmark Comprehension Assessment, Conferring/Anecdotal Notes, Evidence-based reading responses.

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

**Targeted Professional Development:** Reader's and Writer's Workshop, Cultural Competency, ENVoY classroom management trainings, progress monitoring, New Teacher Academy, teacher mentors, GLAD training, educational book studies, guided reading strategies, just-in-time nuggets (ex: use of mentor texts in reading, SpEd support strategies for the general education teacher and classroom), access to instructional coach, ELL teachers, GLAD building leaders, PBSES coaches, counselor, SpEd inclusion and intervention teachers, etc.

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

August 2018 through June 2021

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

Curriculum-based resources, adopted and supplemental reading curriculum, professional book study books, building book room, professional library, support staff, A to Z reading program for ELL students, SpEd curriculum and assessment tools.

**Technology.** *How is technology being used to facilitate instruction?*

Integration of Social Studies into "reading". Differentiation within Tech Tools, Building Tech Series, A to Z online reading program for ELL students, ITP tips for collecting ongoing student data, Tech TOSA PD, Seesaw, STAR 360 progress monitoring tool for SpEd and CORE 5 (online reading support tool).

**Parent/Family/Community Engagement**

Family Literacy Night, Otter Track literacy support tools, Classroom Newsletters, Connect Websites, Seesaw, Student Learning Plans, IEP meetings, SpEd evaluation meetings, 504 meetings.

## Monitoring

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

- Benchmark Reading (Pre/Strategy/Post)
- Running Records (using Benchmark text in book room)
- Report Card Tools (from Ruth Cerna, also on Connect in each grade level. Most have some short passages/questions below/at/above grade level)
- Reading Response Journal Rubrics
- Fluency Assessments
- Making Meaning Prompts
- Word knowledge inventories (i.e. Words Their Way spelling inventories that give info on spelling stage development)
- Anecdotal Notes
- Tech tools – ActivelyLearn, Newsela, RAZ Kids, Seesaw, StoryWorks
- Non-fiction writing
- Phonics Assessments
- Supplemental Curriculum Supports Pre/Post – Lucy Units of Study, Scholastic News
- F & P
- STAR 360 SpEd data
- Curriculum-based measurement data for IEP goals

## Evaluation

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

ELA SBA

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

Highlights differentiation opportunities through small group reading instruction, reading content, reading skills at students' independent and instructional levels. Professional development will be targeted for just-in-time needs that teachers bring from their classrooms. ALL trainings will be through the lens of differentiation to meet each child's needs.

## Additional Schoolwide Focus

### **Culture of Kindness:**

- Be Kind efforts
- Otter All Stars
- Creekside Coins
- Student Leadership Council
- PBSES Work
- ENVoY Classroom Management Trainings

### **Sustainability:**

- Waste Watchers
- Green Team
- Waste Free Wednesdays
- Real silverware
- School Garden

### **Safety and Security:**

- New Vestibule
- Safety September (all drills practiced)
- Ongoing PD on Safety Procedures
- Safe Schools Trainings

### **Equity:**

- Building PD with outside consultant
- Book Studies
- PD through an equity lens
- Including parents in classroom lessons for various cultures
- Family Partnership Liaison work