

Newcastle Elementary School



"Home of the Lions"
8400 136th Avenue SE
Newcastle, WA 98059
425-837-5800

School Improvement Plan

Year Span: 2018-2021

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: 9/1/2018

SIP Building Review/Edit Dates: 11/15/2018

School Board Review Dates: 2/28/2019

Staff Information

Principal

Dr. Tod Wood

Leadership Team

Kindergarten – Katie Eisele

First Grade – Alissa Miller

Second Grade – Kristi Eisele

Third Grade – Rebecca Posten

Fourth Grade – Julie Howard

Fifth Grade – Jill Binks

Instructional Coach – Cim Dew

Student Support – Priscilla Hooke

Dean of Students – Shaun Cornwall

Teacher Information

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Data Dashboard

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School Data Study

Our Data Study began with an analysis of our SBA Math and ELA results at each grade level. We compared each grade level across time, and then pushed in deeper to identify trends within specific cohort groups. In examining our ELA grade-level results, we found our students performing above district and state levels at all grades. In addition, we found the performance levels of each of our current ELA student cohort groups to be trending upwards.

As we reviewed our Math grade-level results, we found our third and fourth grade students continuing to perform above district and state levels. In fifth grade, however, while our students performed well above the state level, they were slightly below our district level of overall performance. In further exploring this

data, we found our cohort groups to be trending downwards (7% for our third to fourth grade cohort, and 13% for our third through fifth grade cohort group).

We also extracted individual student data from our results in order to identify those who were not yet meeting standard as of last Spring. This information was shared with the appropriate classroom teachers and support staff in order to guarantee that support services and/or classroom interventions would be in place in response to each of those students’ identified needs. We are hopeful that by identifying these specific students who are struggling, and assuring that each is receiving focused math support, that we will see increased confidence, understanding, performance, and growth over the years ahead.

Previous Year’s SIP Information

Previous Goal:

GOAL 1: All Students

Increase the percent of at/near standard or above standard scores on Math SBA with a focus on Problem Solving & Communication claims for ALL students from 87.4% to 92% by the spring of 2018.

Results: 2018

	Problem Solving	Communication
3rd grade	93.6%	93.6%
4th grade	93%	93%
5th grade	86%	89.3%

GOAL 2: Gap Group

For students who have received, or currently are receiving ELL services, increase overall proficiency in Math so that they perform within 10% of overall population in 3rd grade and 5% of overall population by 5th grade.

Targets:

3rd Grade 2016 Baseline	4th Grade 2017 Target	5th Grade 2018 Target
54% Meeting Standard	59% Meeting Standard	66% Meeting Standard

Results:

3rd Grade 2016 Baseline	4th Grade 2017 Actual	5th Grade 2018 Actual
54% Meeting Standard	67% Meeting Standard	62% Meeting Standard

Progress Toward Previous Goals:

State SBA Math Comparison.

Based on current data comparing state, district and school scored by grade level and cohort we conclude:

- Newcastle has continued to perform at or above district and state levels at the 3rd and 4th Grade Levels.
- Cohort results for our current 5th graders with 3 years of data show a downward trend for this particular group, which is exceptional, given that previous fifth grade groups have typically demonstrated upward trending growth data.

Claim Analysis

Based on claim analysis the following conclusions were made:

- We saw strong gains in the area of Problem Solving and Communication in both 3rd and 4th Grades, surpassing our target in both grade levels.
- Our fifth grade group demonstrated a slight increase (1.5%) in Communication, but dropped slightly in the area of Problem Solving (4%)

Gap Closing Goal Summary: While we have continued work to do, we have seen our ELL Gap close significantly over the past 3 years. During the 17-18 SBA Math Test, Newcastle students who have received, or currently are receiving ELL services, demonstrated significant growth over previous years. In reviewing this data, we found that 72% of 3rd graders, 65% of 4th graders, and 62% of 5th graders who have received ELL services demonstrated proficiency in Math on the 17-18 SBA. The cohort group we targeted (and tested as third graders in 2015 and again as fifth graders in 2018), narrowed the achievement gap from an initial 27% (when comparing our ELL students meeting standard to the overall grade level performance) to just 7% in 2018.

Justification for Change or Maintenance of Goals

In reviewing our data, we found our students' Language Arts performance is continuing to maintain very high levels (above both State and District performance levels), with ongoing upward trends to support this ongoing growth. In examination of our Math data, however, while we are seeing high levels of performance in third and fourth grade math, we are observing a downward trend in cohort groups beyond the third grade. Because of this, although the specific details of our current goal have been newly revised, we are continuing to maintain a focus in the area of Math as core to our SIP Plan.

As part of this data review, we have also determined to shift our Gap Closing Goal to our LRC1 students, where performance levels are currently evenly split (50%) between meeting and not meeting standard. We would like to monitor and adjust our support to assure that typical or high levels of student growth are being achieved by an increasing majority of our students who qualify for LRC1 services.

School Improvement (Goal 1)

All Students

By May 2021, the number of students meeting standard in Math on the Smarter Balanced Assessment will increase to 87% at each grade level.

Gap Group

By May 2021, 80% or more of Newcastle LRC1 students will demonstrate *Typical* or *High* Student Growth Percentile levels on the Smarter Balanced Math Assessment.

Action Plan (Goal 1)

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

What Research Shows:

According to the study, *Principles to Actions: Ensuring Mathematical Success for All* (conducted by the National Council of Teachers of Mathematics), effective teaching of mathematics includes:

- Clear learning goals situated within coherent progressions; those same goals guide instructional decisions
- Student engagement in problem solving that promotes reasoning and allows multiple entry points and varied solution strategies
- Connections made among math representations to deepen understanding
- Use of concrete examples before moving on to abstract thinking (use of manipulatives)
- Facilitation of discourse among students
- Use of purposeful questions to assess and advance students' sense making
- Fluency development with procedures on a foundation of conceptual understanding
- Students allowed to engage in productive struggle
- Evidence of student thinking and learning used to assess progress
- Ongoing adjustment of instruction in response to evidence of student thinking to support and extend learning

Our Commitments:

- Students will receive daily explicit, ongoing instruction in math using the four components of the Eureka Math curriculum (fluency, application problems, concept development, and debrief).
- Students will be given opportunities to practice problem solving strategies by doing the Application Problem portion of their math lessons and given specific feedback. Students and teachers will develop a system that shows individual progress over time which will help document each child's individual progress towards meeting standard.
- Students will be given opportunities to practice their mental math calculation and math fact knowledge through the Fluency portion of the Eureka Math lesson. Students will regularly engage in Fluency work during their math lessons. They will also be given access to online practice utilizing Zearn or other online math programs at school and/or home.
- Differentiated assignments and independent work will be provided in response to identified student needs.
- Greater intentionality will be given to the purpose and quality of independent practice engaged in by students in the classroom. Students should clearly understand how each component of their math lesson (including independent practice) corresponds with the learning target for that day.
- Students will receive instruction and ongoing encouragement in maintaining a growth mindset, in order to see themselves as capable mathematicians (ongoing throughout the year). They will be specifically taught strategies through our Social Emotional Learning Curriculum, including skills for learning, empathy, emotion management, problem solving, and resilience.

- Students will take a district generated pretest in October focusing on the skills students will be taught over the course of the upcoming year. This same assessment tool will be administered in April to monitor student progress.
- Students will take the Issaquah School District post Common Math Assessments in April, and the student performance analyzed to determine the effectiveness of the curriculum in meeting student needs over the course of the school year.
- Teachers will collaborate as teams to discuss student work and to develop strategies to meet student needs (ongoing throughout the year).
- Kindergarten teachers will review and analyze the math section of the WaKIDS assessment given in September in order to set Student Growth Goals and plan for instruction.
- Identified students will be supported in math through our building's math intervention program.
- A twenty-six session before & after school math intervention program will be offered to identified students.
- Teachers will have professional development and support from the instructional coach to meet their needs towards working on building and individual goals throughout the school year.
- Ongoing formative/summative Eureka End of Module math assessments and Daily Exit Tickets will be used to guide large group, small group, and individualized instruction.

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

Teachers will be provided with the following opportunities for professional development towards our goal:

- A review of the four lesson component of Eureka Math (Application Problem, Fluency, Concept Development and Debrief) looking at these through the lens of timing and effective discourse and student engagement for each component
- Building alignment and understanding of vertical learning progressions (connecting to the previous grade and preparing for the following grade)
- Strategies for showing student growth through math journals and other portfolios
- Continued support in using concrete tools such as manipulatives and module forms to make abstract concepts more accessible to students
- Conversation for calibrating and promoting the Read-Draw-Write method emphasized for problem solving in Eureka Math
- Using student work such as exit slips and end of module assessments to determine the needs of students in our classrooms either for extension or for remediation
- Strategies for meeting the individual needs of students in our classrooms including workshop model, small group instruction, use of technology that provides students with immediate feedback, and other similar practices

- Use of inquiry based professional development opportunities allowing teachers to self-select just-in-time math instruction focused on learning including topics such as productive struggle, math engagement through games and problem solving, GLAD strategies, and Seesaw as a communication tool in math to elicit greater parent involvement and support

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

Fall 2018 through Spring 2021

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

- Eureka Math manipulatives and grade level kits
- Professional materials supporting computational fluency, problem solving, discourse, and other math strategies available in the Newcastle Professional Library
- Copies of multiple picture books for teachers to teach the thinking skills of flexibility, persistence, empathy, optimism, and resilience.
- Consultation and support from Issaquah School District Math TOSA
- Feedback and modeling by the Newcastle instructional coach
- Feedback and support from the principal through classroom walk-throughs and visits
- Access Issaquah Schools Foundation for support of before/after school math support program

Technology. How is technology being used to facilitate instruction?

- Use of document cameras to model with math manipulatives
- Use of document cameras to share student work, demonstrating effective problem solving and other math strategies
- Access flip charts and other lesson supports to enrich classroom math instruction
- Sharing of videos demonstrating and communicating the concept of growth mindsets
- Instruction of computer science (coding) through code.org lessons that focus on growth mindsets. Students can create accounts allowing access and continued work from home as well.
- Teachers are providing support in basic technology use, including keyboarding, accessing accounts, and use of laptops by students.
- Student access to Zearn Math and other online programs to support math learning
- Use of the Seesaw app to facilitate parent engagement

Parent/Family/Community Engagement

- Principal to communicate vision and goals to Newcastle Site Council, PTA Board and General Sessions

- Use of eNews and Principal Coffee sessions to share vision, goals, and progress, as well as ideas for parent involvement and support
- Teacher newsletters to communicate math and problem solving strategies
- Access to Eureka parent tip sheets in multiple languages
- Lesson links and support documents are available for parent access through Seesaw and teacher websites
- Information cards provided to parents at parent-teacher conferences with specific suggestions for strategies they can use at home to support and advance their child’s math learning
- Community Math (Partners in Education) & STEM Nights
- District Family Engagement Nights to connect with and support limited English families

Monitoring (Goal 1)

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

In addition to the summative measure provided by the *Smarter Balanced Assessment*, we will also monitor student progress through the *Issaquah School District Common Math Assessment* and use of the District-developed Pre-test twice each year as benchmark snapshots. For a more fluid look at our ongoing progress, student learning will be monitored through classroom tools such as exit slips, post-module assessments, math journals, and ongoing portfolio/notebook systems that demonstrate individual student growth over the course of the year. We will also utilize the STAR 360 Data in Math to assist us in monitoring ongoing progress for our students served in LRC1.

Evaluation (Goal 1)

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

We will be utilizing a number of ongoing formative assessment measures to monitor student progress, including the District Common Assessment, Pre-Test Benchmarks, Eureka Math application problems, exit slips, post-module assessments, math journals, and ongoing portfolio/notebook systems. Overall success in reaching our goal will be determined by increased student performance as measured on the *Smarter Balanced Assessment* – specifically, by May 2021, the number of students meeting standard in Math on the Smarter Balanced Assessment will increase to 87% at each grade level. Additionally, we will be utilizing our *Smarter Balanced Assessment* data to monitor the *Student Growth Percentile* level for each student receiving LRC1 services.

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

- Teaching our Eureka Math curriculum with fidelity in every classroom

- Meeting the individual needs of students in the classroom through individual and small group work
- Facilitating partnership between our SAGE teacher and classroom teachers as needed to provide rigorous opportunities to support higher achieving students
- Individualized instruction in the area of math and problem solving strategies focusing on rigorous math problems will be helpful to extending the learning of higher performing students, while at the same time providing specific strategies for problem solving to those who are just beginning to understand that process
- Before, during, and after school math intervention opportunities will be made for identified struggling students as necessary
- Facilitate partnership between parent and school community through communications in the Seesaw app by demonstrating student learning and activities that reflect our instructional practices
- In order to equip parents in their work to support their child’s learning, in addition to Seesaw communications and demonstrations, we will also provide ideas for parents at conferences and through multiple parent communications from the principal
- Use of math journals requiring students at all levels to effectively communicate their thinking process, enabling classroom teachers to better address, respond to, and/or support that thinking
- Teacher professional development and additional coaching support to assist in the differentiation and individualized support of each student, regardless of current performance levels in math, will assist teachers in addressing the needs of all students
- Collaborative grade level teams meet regularly to review student work and strategies to support the learning of all students in each classroom

Additional Schoolwide Focus

We are particularly proud of the work we have doing through our PBSES efforts at Newcastle. We have found a large part of our work this year to have been a blending of conversations, reflection, and practices through a lens of equity, inclusiveness, and awareness of individual differences throughout our student body.

As a result of some of these reflections, teachers have been reaching out to request tools to support classroom conversations around racism and appreciation for differences. Teachers are seeking not only opportunities to expand their classroom libraries with titles representative of increased diversity, but also specific skills and strategies they can use to be more intentional regarding responsive conversations with students in their classrooms.

We have also worked to expand our building-wide vocabulary around emotional competencies through our Second Step curriculum, classroom sessions with our school counselor, and monthly assemblies designed to address specific areas of need for our school community. Many teachers have implemented morning meetings within their classrooms, and students are provided the opportunity to engage in problem solving and restorative conversations as steps to resolving conflict and

disagreements.

Our growing awareness of individual needs has also led to increased differentiation for students in terms of academics. Many teachers have participated in extracurricular training opportunities seeking strategies and tools to increase their effectiveness in reaching broader ranges of academic needs by our students. Whether it is large group instruction, small group interventions, individual conferring opportunities, or independent work around the classroom, we are seeing increased efforts on maintaining an intentional purpose for each of these, knowing that whatever lesson, practice, or activity a child is engaged in, that experience has been designed to align with and support very specific learning opportunities or experiences.

In short, our work with PBSES has brought an increased awareness that our greatest efforts should not be focused on getting kids ready for school, but rather, getting school ready for kids. Or, as in the words of Ignacio Estrada, "If a child can't learn the way we teach, maybe we should teach the way they learn!"