



Grapeview Elementary and Middle School

School Improvement Plan 2017-2018

“Working together to engage and inspire!”

GRAPEVIEW’S BELIEFS/COMMITMENTS

WE BELIEVE:

- Learning is vital and necessary for all
- Staff, family and community working together contribute to the success of each student
- Education creates an informed citizen that is aware of his/her strengths
- Learning requires a safe and caring environment

THEREFORE, WE ARE COMMITTED TO:

- Providing a diverse and respectful learning environment
- Ensuring a collaborative atmosphere where students actively participate and take ownership for their learning
- Setting high expectations for all
- Providing a creative and motivating environment where students are able to take risks and explore their potential.

OUR VISION IS TO ENSURE THAT...

Grapeview is a vibrant community working together to ensure student success through high expectations, collaboration and individual engagement.

OUR MISSION IS...

To engage and inspire each student in achieving academic excellence, personal creativity and to nurture their social and emotional intelligence



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Grapeview School District’s Five Year (2017-2022) Strategic Plan		
ACADEMIC EXCELLENCE	PERSONAL CREATIVITY	SOCIAL/EMOTIONAL INTELLIGENCE
<i>Increase student and parent ownership and involvement in learning</i>	<i>Develop and implement programs that will attract and retain students K-8</i> <i>Such as:</i> <ul style="list-style-type: none"> ○ Technology ○ STEAM ○ Fine Arts ○ Athletics/clubs 	<i>Develop and implement plans to maintain and preserve district resources</i> <i>***This goal is not addressed in this plan.</i>
<i>80% of students in Math, ELA and Science will achieve proficiency</i>		<i>Increase positive social and emotional interactions of students and staff</i>
<i>Decrease student chronic absenteeism</i>		<i>Educate, integrate and celebrate cultural diversity</i>
		<i>Increase parent and community involvement</i>

ACADEMIC EXCELLENCE

Goal	Current Status	Annual Objective	Mid-Year Progress	End of Year Attainment
Increase student and parent ownership and involvement in learning	Center for Educational Effectiveness Survey 2017 – Results for Collaboration and Communication Students – 70% Parents – 74% Staff – 81% Q: Parent/families participate in decisions: Parents: 57%	Survey Results Goal for 2018: Students: 75% Parents: 80% Staff: 85%		



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80% of students in Math, ELA and Science will achieve proficiency	Smarter Balanced Scores ELA Range: 54-72 Math Range: 29-94 MSP Science Scores 5 th grade: 71% 8 th grade: 94%	Smarter Balanced ELA scores will rise to a minimum of 68% for each grade level. (Cohorts over 68% will increase by at least 5%.) SBA Math scores will rise to a minimum of 55% for each grade level. **4 th grade will maintain at least 80%. New Science Assessment – 5 th and 8 th grade will have 55% meeting standard.		
Decrease student chronic absenteeism	The 2016-2017 school year rates were Average Daily Attendance: 95.3% Unexcused Absent Rate: .5% # of students chronically absent: 15	Maintain average daily attendance at 95.3% Decrease # of chronically absent students to 10. Maintain unexcused absence rate at .5% or move to 0%.		

PERSONAL CREATIVITY

Goal	Current Status	Annual Objective	Mid-Year Progress	End of Year Attainment
Develop and implement programs that will attract and retain students K-8 Such as: <input type="checkbox"/> Technology <input type="checkbox"/> STEAM <input type="checkbox"/> Fine Arts <input type="checkbox"/> Athletics/clubs	Fine Arts: embedded K-8, elective options, specialist Athletics: Volleyball, Flag Football, Basketball, Track & Field Clubs: None STEAM: Implementation of FOSS kits, LEGO league in 2016 school year Technology: Typing offered, LEGO league offered	Afterschool Clubs: Will implement at least 3 different clubs for after-school via volunteers and/or outside vendors.		



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SOCIAL/EMOTIONAL INTELLIGENCE

Goal	Current Status	Annual Objective	Mid-Year Progress	End of Year Attainment
Increase parent and community involvement	Center for Educational Effectiveness Survey 2017 – Results for Parent and Community Involvement Students – 69% Parents – 66% Staff – 74%	Increase all responses to survey question to a minimum of 75%		
Educate, integrate and celebrate cultural diversity	CEE: There are activities to celebrate student differences/addresses diversity: Students – 56% Parents – 52%/56% Staff – 57%	Increase awareness of diversity celebration across all stakeholders to at least 60% and that we address diversity to at least 65%		
Increase positive social and emotional interactions of students and staff	CEE Q. specific ratings Most students respectful of others – students – 60% Most students are well behaved – parents – 63% Staff – willingness to address conflict – 69% Do not manipulate – 70%	Increase parent/student perception of student behavior to at least 70% Increase staff response of willingness to address conflict and "do not manipulate" to at least 75%		



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This school improvement plan is a one-year progress monitoring tool to access the five-year Strategic Plan (Mission, Vision, Beliefs, Goals) decided by our community, School Board, staff, and administration.

In this plan you will find each goal’s status, the methods of measurement, and the objective for the current school year. Please note that this plan is a “working document” – and it may be adjusted and changed as we learn more and dive deeper into each of these goals.

Our instructional staff believes that *“Each child’s future is our commitment.”*

Our goal is to celebrate learning through high academic expectations, engaging activities, community involvement, a literature rich environment, and student ownership of their learning. This is accomplished in a welcoming culture of collaboration, growth mindset, mentorship, creativity, and fun.

We will accomplish this goal by:

Respecting, encouraging, and nurturing one another’s creativity, collaboration and growth.

Empowering student achievement, behaviors and positive learning experiences.

Fostering a culture of learning, laughter and respect.

Guiding our students toward positive social and emotional growth.

Holding high expectations for staff, students and families.

Actively communicating with families and community.

Holding each other mutually accountable to our goals and decisions.

ACTION PLANS: The specific activities/steps school district personnel will take to reach their annual goals. These actions will be monitored by those involved and reported upon to the board.



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ACTION PLAN ONE

District Five-Year Goal: Increase student and parent ownership and involvement in learning.

2017-2018 Objective: Increase overall response to Communication/Collaboration questions on the CEE survey to the following numbers: Students: 75%; Parents: 80%; Staff: 85%

Data – Specific questions that arose from the Center for Educational Effectiveness Survey.

Parent Responses:

Parents/families have input into plans for improving this school: 68%

This school communicates with me about my child’s progress: 61%

I am encouraged to collaborate with my child’s teachers about my child’s learning: 52%

Student Responses:

Students are involved in solving problems in this school: 68%

My teacher(s) often tell me how I am doing in their class: 64%

Adults in this school help me plan and set goals for my future: 62%

Action/Plan	Responsible Staff	Specific Tasks	Mid-Year Progress	End of Year Review
Focus on the Danielson Criteria specific to this concern: 3a: Communicating with Students 3c: Engaging Students In Learning 4c: Communicating with Families	All instructional and administrative staff	<i>Learning walks (administrator and teacher) will focus on the Kagan Strategies.</i> Goal setting with parents/students to occur during conferences. <i>Student/Parent Compact to be for all students at conferences</i> Concerted effort to have parents access skyward – mention and reward students <i>Implementing Student Unit plans consistently to involve students and families in educational topics.</i>	Data to be collected: <i># Learning Walks</i> <i># Student Goals set during conferences: 120</i> <i># Student/Parent Compacts completed</i> <i>*Conference survey results</i> <i>#family/parent accessing Skyward elementary and MS</i>	



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<p>MS Specific Actions focus on students taking ownership of their learning.</p>	<p>MS Teachers</p>	<p>Use of planner: Teachers sign planners to ensure students are writing info in for families to access/see. <i>Hard Copy Print Progress Reports for students weekly</i> Email home Progress Reports bi-weekly and teachers can send a message along with email to report “what is going on in each of their content areas” <i>MS to have something in Gator Gazette regarding Middle School monthly.</i> Syllabus sent home annually.</p>	<p>Teacher review of planner use. <i>Completion of progress reports – print and email.</i> # of Gazette entries that are MS focus</p>	
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ACTION PLAN TWO

District Five-Year Goal: 80% of students in Math, ELA and Science will achieve proficiency.

2017-2018 Objective:

Kindergarten: At least 70% of kindergarten students will move to the “end of kindergarten” score in GOLD objective 15 a and c; 20 a and b.

Grades 1 & 2: At least 60% of students will be in the “meeting standard” level for reading and at least 80% in math.

Grades 3-8: Smarter Balanced ELA scores will rise to a minimum of 68% for each grade level. (Cohorts over 68% will increase by at least 5%.)

Grades 3-8: SBA Math scores will rise to a minimum of 55% for each grade level. **4th grade cohort will maintain a minimum of 80%.

Grades 5 & 8: New Science Assessment – 5th and 8th grade will have at least 55% of their students meeting the new standard.

STAR Assessments 2017:

Kindergarten: This group of students are consistently below the level of “kindergarten readiness” in both math and reading.

1st Grade: Early Literacy = 41% meeting standard; Math – 64% meeting standard

2nd Grade: STAR Reading – 40% meeting standard; 61% meeting standard in math



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Data: From OSPI Report Card and Data Tables

Grade Level	SBA ELA	SBA Math	Continuously Enrolled Students – OSPI Data			
3rd Grade	72.2%	94.4%	Grade Level	SBA ELA	SBA Math	MSP Science
4th Grade	53.8%	50.0%	3 rd	73.3	>95% (100)	
5th Grade	61.9%	42.8%	4 th	56	52	
6th Grade	66.6%	41.6%	5 th	66.6	50	83.3
7th Grade	60.7%	28.5%	6 th	66.6	39.3	
8th Grade	63.1%	42.1%	7 th	65.3	30.7	
Grade Level	MSP Science		8 th	64.7	47	94.4
5th Grade	71.4%					
8th Grade	94.4%					

ELA – Cohorts compared to State Cohorts

Grapeview	3rd	4th	5th	6th	7th	8th
2019						91.6
2020					77.7	77.7
2021				62.5	66.6	63.1
2022			38.7	57.6	60.7	
2023		55.2	52.6	66.6		
2024	69.5	68.1	61.9			
2025	75	53.8				
2026	72.2					
2027						

State	3rd	4th	5th	6th	7th	8th
2019						56.9
2020					56.9	59.7
2021				54	58.5	58.5
2022			57.6	56.5	60.1	
2023		54.6	60.1	55.5		
2024	52.1	57	58.6			
2025	54.3	55.2				
2026	52.6					
2027						



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Math – Cohorts compared to State Cohorts

Grapeview	3rd	4th	5th	6th	7th	8th
2019						61.5
2020					55.5	50
2021				33.3	33.3	42.1
2022			16.1	26.9	28.5	
2023		23	28.9	41.6		
2024	72	59	42.8			
2025	71.4	50				
2026	94.4					
2027						

State	3rd	4th	5th	6th	7th	8th
2019						46.1
2020					48	47.8
2021				45.5	49.8	47.6
2022			48.1	48	49.9	
2023		54	49.2	48.2		
2024	56.7	55.4	48.6			
2025	58.9	54.3				
2026	57.8					
2027						

Action Plan - Math	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
<ul style="list-style-type: none"> Response to Intervention 4x wk 30 min Implementing Math Expressions – utilizing the leveled activities 	K - 2 Interventionists L. Shanin	<i>Leveled Math Expressions activities: activity cards, manipulatives, individual work</i> adult support for each small group; volunteers <i>monthly data meetings to review progress/groups</i>	<i>Math expressions</i> <i>midyear- percentage mastery</i> Math expression Unit assessments <i>STAR math</i> k- class assessment	
Classroom Math <ul style="list-style-type: none"> Implementing Math Expressions – new math curriculum this year 	K - 2 and fine arts	<i>Technology: Think central.com, Starfall.com, Personal Trainer</i> Music- math concept songs <i>TA/Volunteer</i> Calendar Math- Daily Routine & Quick Practice <i>Manipulatives</i> Small group/ individual as needed	<i>Math expressions</i> <i>midyear- percentage mastery</i> Math expression Unit assessments <i>STAR math</i> k- class assessment	



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<ul style="list-style-type: none"> • Math Activity Centers for review and challenge work. • Unit planning aligned to state standards • Problem solving strategies using Kagan peer sharing strategies. • Departmentalizing 4th/5th grade so one teacher is teaching math to both grade levels. 	<p>3rd – 5th grade</p> <p>Intervention team</p> <p>Special Education team</p>	<p><i>Technology use: personal math trainer, thinkcentral.com, TedEd</i></p> <p>Leveled intervention groups – occurring at the same time with different activities/targets</p> <p><i>Problem solving techniques for highlighting, cutting, circling: methods of identifying important information. The ME Anytime Problems will be used to support problem solving techniques.</i></p>	<p>Monitoring assessment growth through the teacher check off list.</p> <p><i>STAR Assessments</i></p> <p>Interim Assessments</p>	
<ul style="list-style-type: none"> • New Math Curriculum • Planned use of interim assessments (as teaching tools) 	<p>6-8</p>	<p><i>Inquiry-based approach (e.g. small groups, manipulatives)</i></p> <p>Using Interim assessments as practice for teaching process, exit and entry tasks</p>	<p>STAR Assessments</p> <p><i>Interim Assessments</i></p> <p>Unit Tests</p>	
<p>Math Lab</p>	<p>Interventions: Colin McGrane Katie Alverts</p>	<p>Khan academy <i>Accelerated Math</i> A.D.D. (cyclical review of basic skills and problem solving)</p>	<p>STAR Assessments</p> <p>Student progress on skill acquisition</p>	
<ul style="list-style-type: none"> • Grouping for more intervention at ability levels K through 5. • Focus on basic skills. 	<p>Interventions</p>	<p>Assign smaller groups to be taught using paras, certificated teachers and volunteers.</p> <p><i>Progress monitoring every two to three weeks.</i></p> <p>Meeting monthly to determine changes in specific student’s placement.</p>	<p>STAR Math</p> <p>DIBELS Math</p>	



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Action Plan - ELA	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
<ul style="list-style-type: none"> RTI 4x wk 30 min Small group 	K-2	Think central <i>Small groups with adult support</i> Readers: leveled, Decodable, and Vocabulary <i>Manipulatives</i> Journeys Textbooks <i>Journey Literacy Center flip charts</i> monthly data meetings	STAR Early Lit <i>STAR reading</i> DIBELs <i>Classroom assessment</i> Journeys Benchmarks or Weekly assessments	
Classroom: Journeys implementation	K-2 and fine arts	Fine Arts: songs, story retell, theater <i>Small groups w/ phonics focus</i> Manipulatives <i>Volunteers</i> Readers: leveled, Decodable, and Vocabulary <i>Journey Textbooks</i> Journey Literacy Center flip charts <i>Think central</i>	STAR Early Lit <i>STAR reading</i> DIBELs <i>Classroom assessment</i> Journeys Benchmarks Weekly assessments	
<ul style="list-style-type: none"> Focus on research and text evidence support. Writing structures in opinion, narrative, persuasive, and informational. 	3 rd	Drawing conclusions and finding text evidence in the weekly Journey's assessments on ThinkCentral. <i>Weekly writing tasks using the writing cycle.</i> Writing research projects and teaching students to use appropriate sources	STAR Reading <i>Journeys weekly assessments</i> Interims	
<ul style="list-style-type: none"> Writing Across Content Areas using 	4 th – 8 th	All Teachers are implementing the use of CER across all content areas on a regular basis. (4-8)	CER classroom assessments – monitoring growth	



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<p>CER (Claim, Evidence, Reasoning)</p>		<p><i>Use of leveled texts for independent reading and scaffolding for CER support (4-8)</i> Focused writing throughout the week (weekly practice) (4-8) <i>Planned use of interim assessments as Formative Data (4-8)</i> Sentence starters used throughout disciplines (for writing and speaking) (6-8)</p>	<p>Interim Assessments</p>	
<ul style="list-style-type: none"> Close Reading Skill development 	<p>4-8</p>	<p>Specific instruction in active reading strategies (4-8) <i>Use of leveled texts for independent reading (4-8)</i> Sustained Silent Reading (4-8) <i>Read Alouds (to support improvement in Listening & Speaking skills) within Science (6-8)</i> Workshop model for small group pull-outs in Language Arts (6-8) <i>Close Reading within Social Studies and Health to support reading informational text (6-8)</i> Planned use of interim assessments as Formative Data (4-8)</p>	<p>STAR assessments Interim Assessments</p>	
<ul style="list-style-type: none"> Grouping for more intervention at ability levels K through 5. Focus on basic skills. 	<p>Interventions Principal</p>	<p>Assign smaller groups to be taught using paras, certificated teachers and volunteers. Progress monitoring every two to three weeks Meeting monthly to determine changes in specific student’s placement.</p>	<p>STAR Reading STAR Early Literacy DIBELS</p>	



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Action Plan - Science	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
Foss Next Gen.	K-2	Implement science curr. <i>Scholastic news/ science spin</i> science volunteer	Progress towards completion of all three units <i>Science Journals</i>	
<ul style="list-style-type: none"> Focus on 3 main topics of FOSS science. Problem identification Critical Analysis 	3 rd	Cross connecting topics in other subjects like math and ELA with text evidence and Real World Math Problems. <i>Recording observations</i> Drawing strong conclusions in discussions and science notebooks.	FOSS Science Assessments <i>Science Journals</i>	
One teacher teaching both 4 th and 5 th science instruction/departmentalizing subjects.	4 & 5	Meeting with MS science classes focusing on the systems of science and models. Focus shifts to a holistic view, rather than the scientific method. <i>Drawing strong conclusions from observations.</i>	FOSS Science Assessments <i>Science Journals</i>	
<ul style="list-style-type: none"> Implementing New Foss curriculum Implementing Next Gen. Science Standards Planned Use of Standardized Science Test, W.C.A.S. (as teaching tool) 	6-8	Inquiry-based, hands-on labs <i>Change of focus from procedure model to problem-solving model</i> Creating a 3-D integration teaching model <i>Will use tests to practice process, use as teaching tool, as exit/entry tasks</i>	FOSS Science Assessments <i>Labs</i> Science Journals	



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ACTION PLAN THREE

District Five–Year Goal: Decrease student chronic absenteeism

2017-2018 Objective: Maintain average daily attendance at 95.3%. Decrease chronically absent students to 10. Maintain or lower the .5% unexcused absent rate.

Data:

The 2016-2017 school year rates were

Average Daily Attendance: 95.3%

Unexcused Absent Rate: 0.5%

of students chronically absent: 15

Action/Plan	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
Welcoming “miss you” approach	Instructional Staff	<i>Greeting students daily & upon return</i> <i>Notice when students are frequently absent, staff will send a letter/postcard to encourage student attendance</i> Welcome students when they arrive late (make sure students know they are missed and wanted in class)	Brief Annotation of progress:	
Continued Nudge letters and meetings as law requires	Attendance Secretary & Principal	Per district policy & WA laws – letters, meetings for excused & unexcused absences will be completed in a timely manner	# of letters - & for what <i># of meetings – follow up results?</i>	



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ACTION PLAN FOUR

District Five–Year Goal: Develop and implement programs that will attract and retain students K-8. Such as: Technology, STEAM, Fine Art and Athletics/clubs.

2017-2018 Annual Objective: Afterschool Clubs: Will implement at least 3 different clubs for after-school via volunteers and/or outside vendors. Possibilities include: Spanish, LEGO League, Destination Imagination, and Gardening Club. Also continuing to increase cross-age instruction via Science, Math, Reading, and Social-Emotional Learning

Data: During the 2016 school year, the only club offered to students was the MS Campus Life. Teachers have stated that they are not able to support clubs in addition to their professional duties. There is currently no funding for these activities.

Action/Plan	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
Implement at least 3 clubs	Administration Volunteers	Contacting the community &/or outside vendors to implement a variety of clubs	# of clubs <i># of meets</i>	
Increase cross-age partnerships	MS and elementary teachers	Science connections <i>Math tutors</i> Reading buddies <i>SEL – lessons, games</i> middle school TA <i>higher grade reading buddies</i>	# of students involved; grade levels <i># activities</i>	



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ACTION PLAN FIVE

District Five–Year Goal: Increase parent and community involvement

2017-2018 Annual Objective: Increase all responses to a minimum of 75% in the overall area of Parent and Community Involvement.

Data: Center for Educational Effectiveness Survey 2017 – Results for Parent and Community Involvement

Students – 69% Parents – 66% Staff – 74%

Action/Plan	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
Increase attendance at parent/family nights	Learning Leadership Team Title I/LAP instructors	Include food/babysitting for all events. <i>Survey parents regarding topics they would like to see.</i> Have a math night & reading night. <i>Work with community to bring in parent focused training.</i>	Topics of meetings <i>Attendance #s</i> Community involvement # <i>Status of training efforts</i>	
Increase parent volunteers across all grade levels	Teachers PTA Principal Volunteer coordinator: Katie Alverts	*PTA will be trying to have grade level parent representatives. <i>Stipend for a volunteer coordinator – whose job is to seek and coordinate across grade levels/needs</i> Staff joined PTA <i>Cross grade communication</i> Coordinator: contact with community members to encourage volunteer participation	#volunteers Volunteer use Coordinator	



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ACTION PLAN SIX

District Five–Year Goal: Educate, integrate and celebrate cultural diversity

2017-2018 Annual Objective: Increase awareness of diversity celebration across all stakeholders to at least 60% and that we address diversity to at least 65%.

Data: CEE Survey Question: There are activities to celebrate student differences/addresses diversity:

Students – 56%

Parents – 52%/56%

Staff – 57%

Action/Plan	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
Content Focus	All Staff	Focus on literature and content area that allows for highlighting cultures and diversity. Use of Culture Grams <i>Curriculum materials feature socially, culturally, and racially diverse subjects.</i> Instruction and focus on Black History month, Women’s History month and holidays that support minority cultures	Brief annotation of progress:	
Use of current events & Homeroom	MS Staff	<i>Use of CNN News – discussions and writing regarding the impact of culture & history on events.</i> Encouraging/discussing concerns that are reflective of differences	Brief Annotation of progress:	
<ul style="list-style-type: none"> • Student mentors • Sanford Harmony focus • Literature 	Elementary classes	literature, local tribes, diverse dramatic play, art and music, journeys <i>Use of Sanford Harmony in the classroom regularly</i>	Brief Annotation of progress:	



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ACTION PLAN SEVEN

District Five–Year Goal: Increase positive social and emotional interactions of students and staff

2017-2018 Annual Objective: Increase parent/student perception of student behavior to at least 70% (Based on Survey)

Increase staff response of willingness to address conflict and "do not manipulate" to at least 75% (Based on Survey)

Data: CEE Survey specific ratings

Most students respectful of others – students – 60%

Most students are well behaved – parents – 63%

Staff – willingness to address conflict – 69%; Do not manipulate – 70%

Action/Plan	Responsible Staff	Specific Tasks	Mid-Year Review	End of Year Review
<ul style="list-style-type: none"> Sanford Harmony continued implementation Kagan Cooperative learning groups 	K-5	Sanford Harmony program specifically with the cards for increased community building <i>Calendar feelings discussions</i> Kagan cooperative group structure that allows for students to speak and share in a safe environment.	Brief annotation of process	
<ul style="list-style-type: none"> Health Curriculum Implementation Homeroom 	MS Teachers	Within health curriculum students read articles focused on bullying, inclusion, diversity, and cultural awareness <i>Within homeroom, students spend two days a week focusing on SEL tasks and building discussion skills as part of community building work</i>	Brief annotation of process	