

# Grapeview Elementary and Middle School School Improvement Plan 2018-2019

## WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:

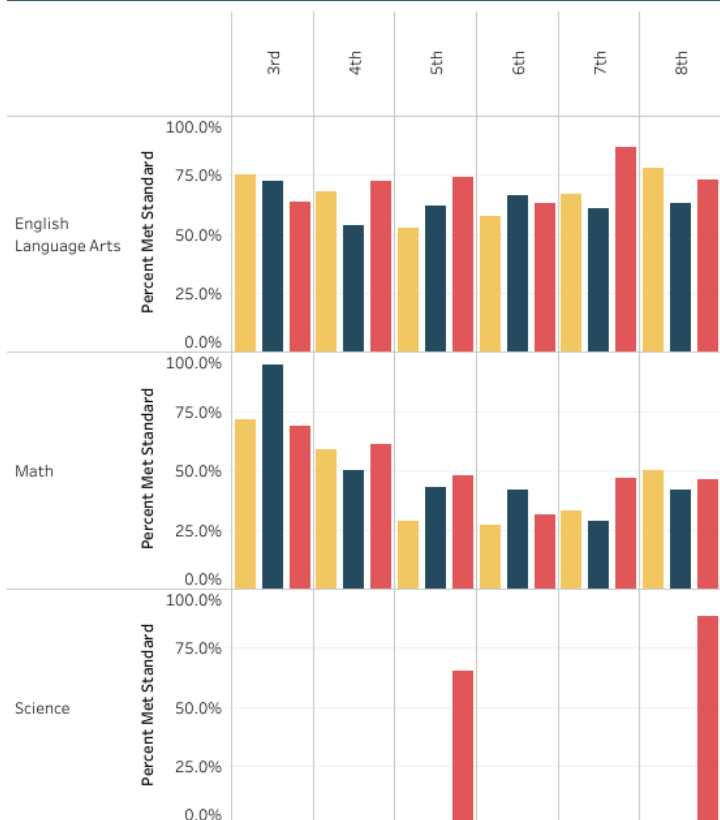
Click here for additional information on the status of our Report Card redesign, and what is coming next

Select Organization Type	Select Organization
School District	Grapeview School District

### Students Meeting standard on the general state assessment in 2018

	English Language Arts	Math	Science
<b>3rd</b>	63.5%	68.7%	
<b>4th</b>	72.1%	61.0%	
<b>5th</b>	73.8%	47.7%	65.1%
<b>6th</b>	63.1%	31.5%	
<b>7th</b>	86.6%	46.6%	
<b>8th</b>	73.0%	46.1%	88.4%

### Students meeting standard on the general assessment in 2016, 2017 and 2018



### Student Enrollment Information

#### Enrollment

October	220
May	219

#### Gender (Percent of October Enrollment)

Female	41.8%
Male	58.2%

#### Race/Ethnicity (Percent of October Enrollment)

American Indian / Alaskan Native	0.9%
Asian	1.8%
Black / African American	0.5%
Hispanic / Latino of any race(s)	7.3%
Native Hawaiian / Other Pacific Islander	0.9%
White	80.5%
Two or More Races	8.2%

#### Special Programs (Percent of May)

English Learners	0.0%
Low Income	48.4%
Students with Disabilities (Special Education)	9.1%
Migrant	0.0%
Section 504	0.9%

#### Other Measures

Class of 2017, 4-Year Graduation Rate (%)	
Class of 2016, 5-Year Graduation Rate (%)	
Unexcused Absence Rate	0.2706%

Educator and Finance Data will be released at a later date

# Achievement Goals:

## ELA:

**District 5 year Goal by 2022: 80% of students in ELA will achieve proficiency.**

### 2018-2019 Objectives:

Kindergarten: At least 90% of kindergarten students will move to the “end of kindergarten” score in GOLD objective 15a and c from the current 70% and 80% meeting standard in the fall of 2018.

1st & 2nd Grade: At least 65% of students will be in the “meeting standard” level for reading in the STAR or AIMSWEB PLUS Reading Assessments. September 2018, 1<sup>st</sup> grade had 32% of students “meeting standard” on the Aimswebplus Early Literacy. September 2018, 2<sup>nd</sup> grade had 50% meeting standard on Aimswebplus and 38% on STAR assessments.

3<sup>rd</sup>-8<sup>th</sup> Grade: SBA ELA scores will rise to a minimum of 75% for each grade level. Cohorts over 70% will increase to 80% meeting the standard, or a growth of 5% (whichever is higher).

### 2018-2019 Action Plan to Achieve Objectives:

K-2: Ensuring RTI is 30 minutes/ 4X a week, utilizing small group work, implementing more phonics in K-1 beyond the programs offered in Journeys, and continued emphasis on writing. Monthly data meetings to ensure progress on all students and review and adjust groups as needed.

We still have 30 minutes of RTI at 4 X a week. Small groups for reading/ phonics. K and 1 have added more phonics focus beyond the journey’s program. NO monthly data meetings have occurred this year. Groups were moved once mid year.

#### End of Year AIMS WEB READING

K - 76% meeting proficiency  
1<sup>st</sup> – 55% meeting proficiency  
2<sup>nd</sup> – 75% meeting proficiency

#### End of Year STAR READING

2<sup>nd</sup> – 58% meeting proficiency

3-5: Continued focus on research and text evidence support through weekly Journeys’ Thinkcentral tests. More intensive writing and grammar practice using the CER (Claims, Evidence, Reasoning) method and weekly build on writing structures; narrative, opinion, persuasive, and informational. We are also including more regular student tracking on reading fluency. Use of STAR and AIMSWEB PLUS assessments to track student growth. Regular use of SBA provided ELA interims and classroom discussions of SBA sample essays with the graded rubric.

This is being consistently done in both Mrs. Janicek’s 4<sup>th</sup> and 5<sup>th</sup> grade ELA classes, and Mrs. Nelsen’s 3<sup>rd</sup> grade class. CER has been a game changer for these kids. It has worked so well to teach them clear writing structure. Claim and Evidence are solid but Reasoning is still a struggle. They are coming along though and the quality of writing is greatly improving. SBA interims are very successful. The most successful has been the collaboration piece to review writing samples and the rubric to assess growth in their own writing. One of the major struggles has been arranging intervention that targets student needs and supports small group instruction. When a schedule finally worked for this, we had the intense snow, then more snow, then spring break. This hasn’t been fluid or consistent as we changed with student needs. Now that we are consistent this past month and focused with a schedule that works really well, we are seeing great growth and student accountability.

#### End of Year AIMS WEB READING

3<sup>rd</sup> – 79% meeting proficiency  
4<sup>th</sup> – 84% meeting proficiency  
5<sup>th</sup> – 74% meeting proficiency

#### End of Year SBA ELA PRELIMINARY SCORES

3<sup>rd</sup> – 74% meeting proficiency  
4<sup>th</sup> – 65% meeting proficiency

5<sup>th</sup> – 74% meeting proficiency

**End of Year STAR READING**

3<sup>rd</sup>-- 61% meeting proficiency

4<sup>th</sup> – 58% meeting proficiency

5<sup>th</sup> – 39% meeting proficiency

6-8: Continued focus on writing using CER. Specific reading instruction using active reading strategies-read aloud across the curriculum, and workshop models for small group pullouts. Use of STAR and AIMSWEB PLUS assessments to track student growth. Regular use of SBA provided ELA interims and classroom discussions of SBA sample essays with the graded rubric.

Weekly using CER helping to improve student performance in writing. All other action plans will remain. Since student are showing growth, same action plans will be applied 2019-2020. Next Year: Consistent scale rubrics for 4th-8th that reflect standards.

**End of Year AIMS WEB READING**

6<sup>th</sup> – 82% meeting proficiency

7<sup>th</sup> – 84% meeting proficiency

8<sup>th</sup> – 89% meeting proficiency

**End of Year SBA ELA PRELIMINARY SCORES**

6<sup>th</sup> – 46% meeting proficiency

7<sup>th</sup> – 65% meeting proficiency

8<sup>th</sup> – 56% meeting proficiency

**End of Year STAR READING**

6<sup>th</sup> – 44% meeting proficiency

7<sup>th</sup> – 57% meeting proficiency

8<sup>th</sup> – 31% meeting proficiency

SPED/TITLE/LAP: 30 minutes Tuesday-Friday of certificated staff intervention for every qualifying child.

**MATH:**

**District 5 year Goal by 2022: 80% of students in MATH will achieve proficiency.**

**2018-2019 Objectives:**

Kindergarten: At least 80% of kindergarten students will move to the “end of kindergarten” score in GOLD objectives 20a and b from the current 50 and 60 percent in the fall of 2018.

1st & 2nd Grade: At least 85% of students will be in the “meeting standard” level for MATH in the STAR MATH or AIMSWEB PLUS Assessments. As of September 2018, 2<sup>nd</sup> grade STAR average for meeting the standard was 44% and 67% meeting the standard on AimswebPlus. First grade has a 55% of the students meeting standard on the AimswebPlus Early Numeracy assessment.

3<sup>rd</sup> -5<sup>th</sup> Grade: Smarter Balanced Math scores will be a minimum of 70% of students meeting the standard.

6<sup>th</sup>-8<sup>th</sup> Grade: SBA MATH scores will rise to a minimum of 55% for each grade level. (This is a repeat of last year’s goal as it was not achieved in 2017-2018. The action plan specifies what will be done to achieve this goal.)

**2018-2019 Action Plan to Achieve Objectives:**

K-2: Ensuring RTI is 30 minutes, 4X a week, utilizing small group work, implementing Math Expressions leveled/differentiated activities. Monthly data meetings to ensure progress on all students and review and adjust groups as needed.

Students in K-2 have received 30 minutes, 4X a week of RTI in small groups. Math Expressions has been utilized with differentiated levels and additional teacher generated material. NO monthly data meetings have occurred this year. Groups were moved once mid year.

**End of Year AIMS WEB MATH**

K - 95% meeting proficiency  
1<sup>st</sup> – 82% meeting proficiency  
2<sup>nd</sup> – 92% meeting proficiency

**End of Year STAR MATH**

2<sup>nd</sup> – 61% meeting proficiency

3-5: Leveled intervention groups-occurring at the same time with different targets/activities. One teacher teaching all math instruction to 4<sup>th</sup> and 5<sup>th</sup> grades. Daily formative Check for Understanding to monitor student growth, and use of the Freckle.com program to support enrichment in math. Use of STAR and AIMSWEB assessments to track student growth. Regular use of SBA provided MATH interims and classroom discussions of SBA sample performance tasks in Math with the graded rubric.

Freckle has been a fantastic program for extension. For next year, goal setting in Freckle will be really motivating. The practice this year has been successful. 4<sup>th</sup> graders are feeling far more confident in fractions because of Freckle. Intervention was not as successful in the first half of the school year because the groups needed more time and more adjustments on instruction. The newer schedule has been far more effective and targeted to their classroom instruction. One of the major struggles has been arranging intervention that targets student needs and supports small group instruction. When a schedule finally worked for this, we had the intense snow, then more snow, then spring break. This hasn't been fluid or consistent as we changed with student needs. Now that we are consistent this past month and focused with a schedule that works really well, we are seeing great growth and student accountability. Interims in math have been used. These have been most successful with the 5 most commonly missed questions and the reflection on these questions.

**End of Year AIMS WEB MATH**

3<sup>rd</sup> – 88% meeting proficiency  
4<sup>th</sup> – 71% meeting proficiency  
5<sup>th</sup> – 100% meeting proficiency

**End of Year MATH SBA PRELIMINARY SCORES**

3<sup>rd</sup> – 74% meeting proficiency  
4<sup>th</sup> – 51% meeting proficiency  
5<sup>th</sup> – 58% meeting proficiency

**End of Year STAR MATH**

3<sup>rd</sup> - 75% meeting proficiency  
4<sup>th</sup> – 53% meeting proficiency  
5<sup>th</sup> – 37% meeting proficiency

6-8: Implementing the new Big Ideas math curriculum, and use of entry and exit tasks. Use of STAR and AIMSWEB assessments to track student growth. Regular use of SBA provided MATH interims and classroom discussions of SBA sample performance tasks in Math with the graded rubric. Use of standards based grading.

Implemented new curriculum, entry and exit tasks. STAR and AIMSWEB gave overall growth. Progress monitoring is switching to Math Probes to target areas of concern for students. New process is being implemented to create a cohesion between Intervention and classroom instruction. SBA discussions ensued and continued use of Standards Based Grading. Next year: Aligned assessments and common format for 4th-8th. Introduction of more exploration in math.

**End of Year AIMS WEB MATH**

6<sup>th</sup> – 82% meeting proficiency  
7<sup>th</sup> – 84% meeting proficiency  
8<sup>th</sup> – 89% meeting proficiency

**End of Year SBA MATH PRELIMINARY SCORES**

6<sup>th</sup> – 46% meeting proficiency

7<sup>th</sup> – 41% meeting proficiency  
8<sup>th</sup> – 52% meeting proficiency

**End of Year STAR MATH**

6<sup>th</sup> – 19% meeting proficiency  
7<sup>th</sup> – 27% meeting proficiency  
8<sup>th</sup> – 33% meeting proficiency

SPED/TITLE/LAP: 30 minutes Tuesday-Friday of certificated staff intervention for every qualifying child.

**SCIENCE:**

**District 5 year Goal by 2022: 80% of students in SCIENCE will achieve proficiency.**

**2018-2019 Objectives:**

K-3<sup>rd</sup> Grade: 75% of students will meet new NGSS in classroom given assessments provided by FOSS.

4-5<sup>th</sup> Grade: 65% of 5<sup>th</sup> grade students will achieve proficiency in the Science SBA. 70% of 4<sup>th</sup> grade students will meet new NGSS in classroom delivered assessments provided by FOSS.

6<sup>th</sup>-8<sup>th</sup> Grade: 65% of 8<sup>th</sup> grade students will achieve proficiency in the Science SBA. 70% of 6<sup>th</sup> and 7<sup>th</sup> grade students will meet new NGSS in classroom delivered assessments provided by FOSS.

**2018-2019 Action Plan to Achieve Objectives:**

K-3: Ensuring FOSS science curriculum is taught regularly in the classroom. Ensuring at least 100 minutes a week of science reflections and observations are occurring in the classroom. Science journals are included in formative assessments.

FOSS Kits are being used regularly and students are receiving an average of 110 minutes a week of science in the classroom. Science journals and FOSS tests were used at regular formative and summative assessments.

4-5: One teacher is teaching all science for the 4<sup>th</sup> and 5<sup>th</sup> grades and science instruction is being taught 4x a week for 70 minute periods. Interim FOSS assessments are regularly given and SBA science interims are used for teaching and practice as well. CER writing focus, and Fine Arts is supporting science and STEM with both concepts and vocabulary. Technology components like Puzzlewise and Mystery Science are also being regularly implemented.

FOSS interims are working. Students are getting more practice responding to NGSS focuses using CER structure. Puzzlewise and Mystery Science are great tools for foundational understanding in science vocabulary and spiral review and sentence stems. Students are receiving more science content instruction than ever before.

6-8: Inquiry based, hands-on labs and use of a 3D printer in instruction. Interim FOSS assessments and SBA science interims are used for teaching and practice as well. CER writing focus, and afternoon STEM class supporting technology and NGSS.

Implemented inquiry based, hands-on labs, Interim Foss assessments, and SBA practice tests. Standards Based grading and CER Science Rubric was implemented. Change 3D printer used for Afterschool STEM. Keep next year the same.

## STEM AVAILABILITY

- STEM Club offered after school one day a week for grades 4-8
- STEM class offered as an elective for middle school
- Chromebooks and technology are available for all students K-8

## **P**ersonal Creativity: Develop and implement programs that will attract and retain students K-8.

- After school clubs-STEM/Robotics Club, ASB, Mandolin (music classes)
- Athletics all three seasons
- Performing Arts
- Electives offered-STEM, Theatre, Art, Journalism, Student Mentors

## **S**OCIAL EMOTIONAL: Increase positive social emotional interactions between students and staff

### • Educate, integrate, and celebrate cultural diversity

- Restorative Practices (Community Circles, Restorative Justice, Student Ownership of Behavior)
- Book Study on *Better Than Carrots or Sticks*
- Positive Reinforcement/Acknowledgment through purple tickets
- Sanford/Harmony and Choose Love Program for Middle School SEL one class period a week
- Health and ELA curriculum focuses on anti-bullying, inclusion
- Reading and discussing culturally diverse topics through Scholastic Magazines, CNN News, TED Talks, etc.
- STEM Club being offered after school to encourage gender diversity and availability to more students (4<sup>th</sup>-8<sup>th</sup>)

## **C**OMMUNICATION: Increase parent and community involvement and communication

- Instructional Staff, athletics, and PTA, are utilizing and implementing a communication program called Bloomz to increase parent and community involvement and communication.
- This allows for direct communication with families and gives the district the ability to track who is viewing and responding to news.
- Bloomz is replacing the school need for a monthly newsletter because it is reaching more families.
- Middle School students and families receive a syllabus and survey at the beginning of the year.
- Evening events to encourage community involvement; i.e. Standards Based Grading Night, Science Night, Math Night, Reading Night, etc.

## **S**TRENGTHS:

- We are continually finding new ways to communicate with our families.
- We are repeatedly creating new habits to involve our families, our volunteers and community members in our mission.
- We do our best to support student learning by building relationships with students and providing opportunities to demonstrate citizenship with staff and their peers.
- We are a small community school.
- We have a family atmosphere.
- There is a great deal of community support.
- We work to maintain small/moderate class sizes.
- We have many choice students, we have many parents who want their children here.
- We have a strong base of students from preschool or K through 8 who stay the whole time.
- Our fine arts program is amazing.
- Our Smarter Balanced scores are often high and steadily improving.
- We offer STEM extracurricular and middle school elective programs.
- 4<sup>th</sup> and 5<sup>th</sup> have significant time dedicated to science with a separate science teacher.
- We are a school of distinction 3 years in a row.
- We activity use our shared learning spaces and we have a dedicated library, music and art room.
- We have a greenhouse and trail to encourage students to be active in agriculture and the environment.

## **O**pportunities FOR SCHOOL GROWTH:

- We can work to improve student to student communication and relationships.
- We can work to increase positive relationships between staff and students.
- We can work to increase positive relationships between staff and community.
- We can create new ways to engage all students and teach ways for students to take ownership of their own learning.
- We can offer more time and opportunity for students to meet with a counselor when needed. We currently do not have any counseling services for students.