

**Island Park 2017 - 2018
School Improvement Plan**

Section 1: REFLECTION on the 2016-2017 Island Park SIP Plan - ELA Plan

ELA Goal from Last Year's SIP

By Spring of 2017, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show at least one year's growth.

Table 1
ELA Data 2014 through 2017 (Same color indicates same cohort)

Goal One (ELA)	Spring 2014 at Benchmark	Spring 2015 at Benchmark	Spring 2016 at Benchmark	Spring 2017 at Benchmark
K – Letter Sound Fluency	88%	95%	92%	94%
K – Nonsense Word Fluency	86%	89%	89%	92%
1st – Nonsense Word Fluency	79%	70%	77%	85%
1st – Curriculum Based Measure	88%	87%	87%	91%
2nd – Curriculum Based Measure	87%	87%	85%	90%
3rd – Curriculum Based Measure	85%	85%	76%	82%
4th – Curriculum Based Measure	82%	74%	73%	75%
5th – Curriculum Based Measure	86%	87%	88%	85%

Table 2
State Assessment Data

	2015 SBAC	2016 SBAC	2017 SBAC
	ELA	ELA	ELA
3rd Grade	83.7% (52.0%)	75.5% (54.3)	80.3 (52.6)
4th Grade	85.8% (54.5%)	78.8% (57.0)	85.0 (55.2)
5th Grade	82.5% (57.5 %)	85.7% (60.1)	88.5 (58.6)

Global Reflection on 2016-17 ELA SIP Goal: While no cohort reached the 95% mark, we continued to see an increase in student outcomes at various levels , with the greatest increase between the 4th and 5th grade CBM cohort scores (+12% from 2016-2017). The second grade cohort also had an increase of 3% between spring 2016 and 2017. Since the Curriculum Based Measure only assesses fluency, our teachers are adding the Mondo Instructional Text Benchmark assessment to our 2017-18 SIP goal. This assessment is a reliable indicator of reading comprehension. Our staff believe measuring both fluency as well as comprehension will be a better indicator of our students overall reading skills. Their thinking is based on the knowledge of the interplay between fluency and comprehension. Fluent readers focus on the content of their reading rather than decoding individual words. As students become more fluent, they should be able to interact with text at a higher level. Therefore, measuring both fluency as well as comprehension should be a better indicators of our each student’s reading ability.

Reflections on ELA Goal from Last Years SIP (2016-17)

Strategic Action 1: Ensure all teachers deliver a guaranteed and viable literacy curriculum for all students.

Kindergarten

The K team had 92% of all students reach benchmark in NWF and 94% in LSF. While this data is less than the 95% benchmark target, it was on average of a 2.5% improvement over 2016 data. This may be attributed to the fact that we were all thoroughly trained in the Mondo Bookshop Common Core Curriculum and our PLC work focused on mastering the lessons in phonics, phonemic awareness and comprehension. We also increased the number of guided or targeted small reading groups conducted each day. We believe these efforts were the primary factors contributing to the fact that less than four of our 55 kindergarteners fell outside the expected grade level band for these two reading achievement measures.

1st Grade

The 1st grade team implemented consistent, daily phonics instruction with partner practice. This instruction and routine procedures facilitated reading growth and developed fluency. Guided reading groups facilitated fluency and comprehension growth. Our whole group constructed response work facilitated reading comprehension growth as well, as the students identified topic, key ideas, and details within the text. As a grade level, 86% of students met or exceeded Mondo end of first grade benchmark text level.

2nd Grade

The 2nd grade team did Mondo daily shared lessons with guided reading groups by level, phonic intervention groups, oral language intervention groups, and weekly progress monitoring on AIMSweb R-CBM to develop and monitor fluency. The second grade team had 85% in spring 2016 R-CBM and 90% in spring 2017 R-CBM. This is a 5% improvement over the year before, which could be due to three full years of Mondo training and implementation.

3rd Grade

The 3rd grade team did the MONDO curriculum (large group read alouds, shared reading, guided reading groups, independent reading at their MONDO level, and word study), AIMSweb progress monitoring, oral language lessons as needed. We found it difficult to consistently schedule in phonics lessons in small groups, but incorporated phonics in large group lessons.

4th Grade

The 4th grade team had an average of 75% of students reach benchmark in AIMSWEB (including rate and accuracy). While this data is less than the 95% benchmark target it was a 2% improvement over data for all 4th grade students from 2016. Additionally, the data displayed that the remaining students showed progress in working towards individual goals for improving reading rate. Students identified as falling at or below 107 wcpm were targeted for progress monitoring throughout the year.

5th Grade

The 5th grade team taught the MONDO curriculum (large group read alouds, shared reading, guided reading groups, independent reading at their MONDO level, and word study), and oral language lessons as needed. When examining our students' ELA data from 2016 (4th grade) to 2017 (5th grade), there is 12% growth in the students' scores. It is important to compare the same group of students when measuring growth.

Strategic Action 2:

Ensure the utilization of universal screening tools to identify students' needs and monitor students' reading progress.

Kindergarten

The K team used many screening tools to monitor progress. We used the AIMSweb progress monitoring tool for Letter Names, Letter Sounds, Nonsense Word Fluency, and Segmenting. We also used the Mondo benchmark text level assessments to monitor growth. We also used the Supplemental Phonics assessment provided in the Mondo curriculum to monitor progress.

1st Grade

The 1st grade team used AIMSWEB benchmark assessments and MONDO Benchmark assessments to identify students' needs and monitor reading progress. We also periodically reassessed students' benchmark text level to ensure that we placed students in appropriate instructional text level guided reading groups.

2nd Grade

The 2nd grade team used AIMSweb progress monitoring, letter-sound correspondence, and Mondo benchmark text level assessments in order to identify student needs and growth throughout the course of the year. Informally, we used reading response journal, constructed responses, and formative assessment in oral responses during guided reading groups or class discussions in order to determine student growth.

3rd Grade

The 3rd grade team used AIMSweb benchmark and progress monitoring assessments and MONDO benchmark text level assessments to monitor students' reading progress

4th Grade

The 4th grade team used AIMSWEB benchmark assessments, progress monitoring, and MONDO benchmark text level.

5th Grade

The 5th grade team used progress monitoring within AimsWeb and Mondo benchmark text level.

Strategic Action 3:

Monitor, collaborate, and further develop best literacy practices through Professional Learning Communities.

Kindergarten

The Kindergarten team got into each others classrooms to watch each other teach. After doing this, we reflecting during PLC about what we saw and how we could change things to better support our students. We analyzed data and talked about supports we could provide for students at their level. We worked to stay aligned with planning and curriculum expectations. We analyzed intentional practice and made changes based upon reflection. We adjusted as a team based on needs of the students.

1st Grade

The 1st grade team spent noticeable time in their PLC discussing strategies on how to empower students to self-reflect and set reading goals. This resulted in actual lessons and student's charting their reading level progress.

2nd Grade

The 2nd grade team collaborated on developing best practices during shared and guided reading groups in order to determine the best use of time and assess student growth. We refined and shared options for I can statements and how best to record formative data. Some members of the team attended additional training in order to bring information back to the team to develop best practices for literacy.

3rd Grade

The 3rd grade team collaborated to develop ideas to further assess reading comprehension utilizing engaging projects in addition to constructed responses.

4th Grade

The 4th grade team collaborated to analyze the data and formulate a plan of action to improve student reading rates for individual students. After examining the fall AIMS benchmark data we identified a subgroup of students who would benefit from strategic supplemental instruction in reading fluency. Throughout the year we monitored these students' progress and during PLC's we developed additional ideas to support those students not making sufficient progress. The 4th grade team reflected on implications for future instruction.

5th Grade

The 5th grade team collaborated in our PLC to analyze 4th grade data and Fall data and formulated a plan of action to improve student reading rates for individual students. After examining the Fall AIMSweb benchmark data, we identified a subgroup of students who would benefit from strategic supplemental instruction in reading fluency. Throughout the year we used Progress Monitoring in AIMSweb to monitor these students' progress and during PLC's we developed additional ideas to support those students not making sufficient progress. Our 5th grade team reflected on the success of our interventions and modified instruction throughout the year. Our team PLC collaborated on our ELA lesson planning. Additionally, our PLC developed Literacy groups for our students.

Strategic Action 4:

Improve instructional practice of all teachers through utilization of the Mercer Island Literacy Coaches, ELL staff, and colleagues.

Kindergarten

The Kindergarten team participated in after school literacy workshops. We worked with the literacy coaches as well as the Mondo representative to enhance our teaching of the curriculum. We had come coaches come into our classrooms to model teaching. We worked with the literacy coaches to form appropriate reading groups based on student needs.

1st Grade

The 1st grade team used the literacy coach to help us identify one year's MONDO benchmark text level growth. The coach also answered questions as needed for our practice. The ELL teachers provided supplemental materials to assist with reading instruction and comprehension with our ELL students reading below grade level. We collaborated as a team, along with administration, to devise appropriate strategies for implementing reading instruction during our PLC time. In addition we worked with the LAP instructors to specify instruction for students performing below grade level.

2nd Grade

The 2nd grade team utilized support from literacy coaches for whole group phonics instruction and whole group constructed response instruction. Team members accessed LAP teacher, ELL support, SpEd support and other team member, such as SST and BGT, to help with student growth.

3rd Grade

The 3rd grade team participated in MONDO sessions taught by the MONDO representative and accessed support from the literacy coach, ELL staff and LAP teachers.

4th Grade

The 4th grade team coordinated instruction and progress monitoring needs with the MISD Literacy Coach. Resource specialists were also included in the collaboration process. Students identified as below benchmark worked with the school librarian 30 minutes a week on specific strategies to improve their prosody and fluency. The 4th grade team also attended and participated in site visits with Mondo curriculum specialists and collaborated to plan lessons.

5th Grade

The 5th grade team attended the District Mondo trainings. We coordinated instruction and progress monitoring needs with the MISD Literacy Coach (TOSA). Resource specialists (LAP) and (SPED) were also included in the collaboration process. We worked with our librarian for progress monitoring once a week. The 5th grade team also attended optional after school trainings offered by our reading TOSAs.

Section 2: Island Park School Improvement Plan for 2017-18

ELA Goal for this year’s SIP

By Spring of 2018, all Island Park students will make one year or more growth in reading as measured by grade-level interim block assessments such as the Mondo Instructional Text Level, AIMSweb Curriculum Based Measure (CBM) assessments, or other relevant assessments.

Contextual Data

The following chart contains scores from the prior spring assessment periods.

Current Grade	Grade Level Test	% of students at Spring 2014 Benchmark*	% of students at Spring 2015 Benchmark*	% of students at Spring 2016 Benchmark*	% of students at Spring 2017 Benchmark*
Kindergarten	LSF	88	95	92	94
	NWF	86	89	89	92
First	LSF	NA	88	92	NA
	NWF	79	70	89	92
	CBM	88	87	87	91
Second	NWF	NA	89	77	NA
	CBM	87	87	85	90
Third	CBM	85	85	76	82
Fourth	CBM	82	74	73	75
Fifth	CBM	86	87	88	85

**LSF = Letter Sound Fluency NWF = Nonsense Word Fluency CBM = Curriculum Based Measure
(Words Correct per Min)**

**Table 2
State Assessment Data**

	2015 SBAC	2016 SBAC	2017 SBAC
	ELA	ELA	ELA
3rd Grade	83.7% (52.0%)	75.5% (54.3)	80.3 (52.6)
4th Grade	85.8% (54.5%)	78.8% (57.0)	85.0 (55.2)
5th Grade	82.5% (57.5 %)	85.7% (60.1)	88.5 (58.6)

Grade-Level Plan to Support School-Wide ELA Goal

Kindergarten		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide ELA SIP goal?)</i>		
The K team understands the relationship between reading foundational skills and reading comprehension, therefore our PLC work is going to focus on reading foundational skills strategies that can be used to help increase overall reading comprehension in students.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Weekly instruction in reading foundational skills strategies <ul style="list-style-type: none"> ○ Model strategies ○ Guided practice ● Collaborate with special education teacher regarding assessment or curriculum adaptations for students who are at risk of learning challenges 	<ul style="list-style-type: none"> ● PLC will read an average of one (1) article per month or one book per year focusing on reading foundational skills strategies 	<ul style="list-style-type: none"> ● Send home strategies/ideas for parents to implement when reading with their child at home
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Weekly progress monitoring of reading foundational skills. ● Weekly reading to practice using the skills. 		
1st Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide ELA SIP goal?)</i>		
The 1st grade team is going to focus on reading comprehension.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Daily phonics instruction to develop fluency for comprehension. ● Focus on whole group oral language instruction & constructed response. ● Send home strategies for parents to implement when reading with their child. 	<ul style="list-style-type: none"> ● Parent Instruction through Book-in-the-Bag ● Daily instruction using the Mondo Bookshop Common Core ● Reading to Self ● Guided Reading Groups ● PLC discussing students and needed strategies. 	<ul style="list-style-type: none"> ● Collaborate with special education teacher, Learning Support Teacher, and ELL Teacher regarding assessment or curriculum adaptations for students who are at risk of learning challenges
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● SWAT Team Assessments 	<ul style="list-style-type: none"> ● Theme Constructed Responses ● Small group guided reading anecdotal notes 	<ul style="list-style-type: none"> ● Fall, Winter, Spring along with Periodic Mondo Benchmark Text Level Assessments

2nd Grade		
Area of Focus		
<i>(What are we focusing on as a grade-level to support the school-wide ELA SIP goal?)</i>		
The 2nd grade team will focus on reading comprehension and fluency, as well as oral language and phonics intervention.		
Strategic Action		
<i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● AIMSweb fluency assessments, both benchmark and progress monitoring ● Reading rotations that reinforce ideas taught during whole group and small group instruction 	<ul style="list-style-type: none"> ● Small group instruction in reading comprehension and foundational skills at student level ● Collaborate with special education teacher, learning support teachers, ELL teacher, and any other support staff to support reading curriculum being taught in the classroom 	<ul style="list-style-type: none"> ● Whole group instruction in reading comprehension using modelling strategies
Anticipated Evidence		
<i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● AIMSweb benchmark and progress monitoring ● RAZkids and Myon weekly reports 	<ul style="list-style-type: none"> ● Phonics progress monitoring assessments ● Mondo Benchmark assessments 	<ul style="list-style-type: none"> ● Anecdotal notes from whole and small reading groups ● Written constructed responses ● Reading response journal
3rd Grade		
Area of Focus		
<i>(What are we focusing on as a grade-level to support the school-wide ELA SIP goal?)</i>		
The 3rd grade team is going to focus on reading.		
Strategic Action		
<i>(What will our action steps be?)</i>		
<u>Fluency:</u> <ul style="list-style-type: none"> ● AIMS Web benchmark assessment and progress monitoring ● Collaborate with Learning Support and Resource Room ● RazKids and/or iTalk ● Independent reading 	<u>Comprehension:</u> <ul style="list-style-type: none"> ● Guided Reading Groups & Independent reading ● Collaborate with Learning Support and Resource Room ● Guided and Independent constructed responses ● Read Alouds, Shared Reading, Guided discussions 	
Anticipated Evidence		
<i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<u>Fluency:</u> <ul style="list-style-type: none"> ● Fluency student created progress monitoring charts ● RazKids data ● iTalk recordings 	<u>Comprehension:</u> <ul style="list-style-type: none"> ● Constructed responses, written responses, projects, anecdotal notes ● Myon data ● Benchmark text level assessment 	

4th Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide ELA SIP goal?)</i>		
The 4th grade's overarching goal is to focus on developing our students reading comprehension. In order to reach this goal we will be integrating our reading skills standards into other parts of the curriculum. For example, our new science curriculum has text which we will use whole group as shared reading text.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Shared Whole Group Science Reading ● Guided Reading Groups 	<ul style="list-style-type: none"> ● Guided and Independent constructed responses 	<ul style="list-style-type: none"> ● PLC discussing students and needed strategies
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Guided reading anecdotal notes ● Fall / Spring AIMS benchmarks 	<ul style="list-style-type: none"> ● Instructional Text Level (Mondo benchmarks) 	<ul style="list-style-type: none"> ● Constructed Response Journals
5th Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide ELA SIP goal?)</i>		
The 5th grade team will focus on improving reading fluency and comprehension for all students.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Mondo large group lessons (Shared Reading and Read Aloud) ● Guided Reading Groups 	<ul style="list-style-type: none"> ● AimsWeb Benchmarks and Progress Monitoring 	<ul style="list-style-type: none"> ● Reading Response Journals
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Students' Written Responses in Reading Journals ● AimsWeb Benchmark and Progress Monitoring Results 	<ul style="list-style-type: none"> ● End of Year Mondo Text Levels 	<ul style="list-style-type: none"> ● Reading Assessments

Special Education		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide ELA SIP goal?)</i>		
The Special Education team will focus on increasing reading fluency and comprehension		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Maximize delivery of special education curricula 	<ul style="list-style-type: none"> ● Frequent assessment, reflection, and adjustment to instruction 	<ul style="list-style-type: none"> ● Individual and small group instruction
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Aims-Web assessment results 	<ul style="list-style-type: none"> ● Curriculum Based reading comprehension assessments 	

Island Park Math Reflection on the 2016-17 SIP Plan & 2017-18 SIP

Section 1: REFLECTION on the 2016-2017 Island Park SIP Plan - Math Plan

2016-17 SIP Math Goal:

By Spring of 2017, 75% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test.

Table 1
State Assessment Data

Math Goal	Spring 2015 Math SBAC Data		Spring 2016 Math SBAC Data		Spring 2017 Math SBAC Data	
State-wide Assessments	3 rd	88.2%	3 rd	81.1%	3 rd	80.3%
	4 th	79.3%	4 th	82.5%	4 th	83.8%
	5 th	84.0%	5 th	76.7%	5 th	86.9%

Global Reflection on 2016-17 Math SIP Goal: While every cohort reached the 75% mark, we saw a significant increase in student outcomes between the 4th and 5th grade cohort scores (up roughly 4% from 2016-2017). The 3rd grade cohort also had an increase of approximately 3.0% between 2016 and 2017 SBAC scores. While we are certainly proud of these accomplishments, the staff has agreed to switch from a benchmark goal to a growth goal in the 2017-18 SIP. This change was made after discussions with principal cabinet members and grade-level teams around the John Hattie’s work that highlights all students deserve at least a year’s progress for a year’s input, no matter where they start. Since Island Park has more than eight of every ten intermediate elementary students already at standard, we decided to shift our focus to ensure all students - even those students who are already at benchmark - will still have a year’s growth.

Reflections on Math Goal from Last Years SIP (2016-17)

Strategic Action 1:

Implement with fidelity the district adopted Math Expressions Common Core K-5 Curricula to ensure a guaranteed and viable curriculum for all students.

Kindergarten

The Kindergarten team met as a team to plan lessons and we implemented the curriculum on a weekly basis. We scaffolded with extension activities and games. We also dreambox to encourage math practice.

1st Grade

All 1st grade teachers completed the curriculum. We enriched students that were well above and provided focused instruction as needed for students below grade level.

2nd Grade

The 2nd grade team implemented Math Expressions Common Core curricula, along with online programs such as Dreambox and Xtramath for fact practice.

3rd Grade

The 3rd team utilizes the adopted Math Expressions Common Core Curricula, utilizing the components and structures of the curricula during daily math instruction. In addition, we supplement with additional fluency activities, games and activities connected to the lessons and online programs such as Dreambox, X-tra Math and Front Row.

4th Grade

The 4th grade team followed the Math Expressions curricula, using pre and post test data and anecdotal notes to identify focus areas for reteaching / small groups; fourth grade piloted the Front Row in early Spring. Additionally we supplement with xtramath, math groups, and other activities.

5th Grade

The 5th grade team is using the adopted 5th and 6th grade curriculum, we ability group in math to meet students at their individual learning needs. We supplemented our adopted curriculum instruction with FrontRow, Dreambox, and the SBAC practice questions.

Strategic Action 2:

Monitor, collaborate, and further develop best practices in mathematics instruction through

Professional Learning Communities (PLC).

Kindergarten

The Kindergarten team met as a PLC to reflect on math assessments to note student miscues or misconceptions to design reteaching. We went to math professional development opportunities in order to enhance learning. We added games and technology on a weekly basis.

1st Grade

The 5th grade team used games, math centers, and technology to make math fun. We also focused on content vocabulary for better understanding. A Team member attended workshops presented by Math 4 Love and shared games and outcomes.

2nd Grade

The 2nd grade team participated in cross district analyzing of assessments and student growth. Team members attended workshops presented by Math 4 Love representatives that focused on math fluency, questioning strategies, and analytical thinking. One team member also attended monthly Math 4 Love workshops with other teachers throughout the district to discuss best mathematical practices in conjunction with our curriculum. This representative brought feedback and discussions back to the team.

3rd Grade

The 3rd grade team met cross-district on two occasions to analyze end-of unit assessment data and agree on grade level benchmark assessments.

4th Grade

The 4th grade team participated in district grade level meetings to discuss math and common assessments and to analyze the data from assessment; considered similarities/differences among schools with grading and bonus opportunities. The 4th grade team at IP met regularly and informally to synchronize grading practices and reflect on specific math items and implications for learning. One team member attended a Math 4 Love workshop and shared takeaways.

5th Grade

Our 5th grade team held students to high expectations and encouraged rich discourse about student's mathematical solutions and problem solving. Two team members also attended monthly Math 4 Love workshops with other teachers throughout the district to discuss best mathematical practices in conjunction with our curriculum. These representatives brought feedback and discussions back to the team. We also participated in cross district analyzing of assessments and student growth questioning strategies, and analytical thinking.

Section 2: Island Park School Improvement Plan for 2017-18

Math Goal for this year's SIP

By Spring of 2018, all Island Park's students will make one year or more growth in math as measured relevant grade-level identified benchmark assessments such as Frontrow, Interim Assessment Blocks, etc.

Table 1
State Assessment Data

Math Goal	Spring 2015 Math SBAC Data		Spring 2016 Math SBAC Data		Spring 2017 Math SBAC Data	
	State-wide Assessments	3 rd	88.2%	3 rd	81.1%	3 rd
	4 th	79.3%	4 th	82.5%	4 th	83.8%
	5 th	84.0%	5 th	76.7%	5 th	86.9%

State averages in parentheses

Grade-Level Plan to Support School-Wide Math Goal

Kindergarten
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Math SIP goal?)</i>
The Kindergarten team will focus on students representing addition and subtraction with object or fingers up to 10.
Strategic Action <i>(What will our action steps be?)</i>
<ul style="list-style-type: none"> ● We will teach the curriculum. ● Use the Dan Finkel dot cards to practice. ● Work with small groups. ● Model addition and subtraction. ● Provide manipulatives for students to use.
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>
<ul style="list-style-type: none"> ● End of the unit assessments.
1st Grade
Area of Focus

<i>(What are we focusing on as a grade-level to support the school-wide Math SIP goal?)</i>		
The 1st grade team will focus on increasing students' content vocabulary and ability to represent problems in all domains.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Complete the curriculum ● Focus on each lesson's vocabulary 	<ul style="list-style-type: none"> ● Talk math ● Require proof drawings 	<ul style="list-style-type: none"> ● differentiate ● Work on fact fluency
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Unit tests/quizzes 	<ul style="list-style-type: none"> ● Front row data and reports 	<ul style="list-style-type: none"> ● Fluency assessments
2nd Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Math SIP goal?)</i>		
The 2nd grade team we will focus on addition and subtraction up to 1,000.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Teach Math Expressions Common Core curriculum 	<ul style="list-style-type: none"> ● Focus on explanation of process 	<ul style="list-style-type: none"> ● Use supplemental curriculum to meet student needs
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Unit tests/quizzes 	<ul style="list-style-type: none"> ● Front row data and reports 	<ul style="list-style-type: none"> ● Fluency assessment
3rd Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Math SIP goal?)</i>		
The 3rd grade team we will focus on fact fluency and application in each of our common core domains.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Practice fact fluency 	<ul style="list-style-type: none"> ● Use district and supplemental curriculum to meet students' diverse needs 	
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Unit tests/quizzes ● Front Row application tests and weekly reports 	<ul style="list-style-type: none"> ● Interim Assessment Blocks ● Fluency timings 	

4th Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Math SIP goal?)</i>		
The 4th grade team will focus on Numbers and Operations in Base 10.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> Grade level team will meet as PLC to examine student progress Preteaching / Reteaching as needed 	<ul style="list-style-type: none"> Small groups / 1:1 Differentiation Strategies 	<ul style="list-style-type: none"> Students self-monitor (graph Front Row growth)
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> WCAP Interim Assessment 	<ul style="list-style-type: none"> Front Row Benchmarks 	<ul style="list-style-type: none"> Team grade-level approved assessments
5th Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Math SIP goal?)</i>		
The 5th grade team we will focus on fact fluency and application in the common core domains.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> Practice fact fluency Reteach as needed and offer opportunities for retake tests for students to demonstrate “at standard” or mastery 	<ul style="list-style-type: none"> Use district and supplemental curriculum to meet students’ diverse needs 	<ul style="list-style-type: none"> Provide multi-step problems to encourage accuracy using fact fluency
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> Unit tests/quizzes 	<ul style="list-style-type: none"> Front Row application tests and weekly report 	<ul style="list-style-type: none"> Interim Assessment Blocks
Special Education		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Math SIP goal?)</i>		
The Special Education team will focus on IEP math goals and coordinating with general education teachers for the special education students working on the general education curriculum in the Resource Room classroom.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> Coordinate Math Expressions lessons and homework with general education teachers 	<ul style="list-style-type: none"> Practice counting and fact fluency 	<ul style="list-style-type: none"> Use Resource Room curriculums and provide extended practice
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> Progress and mastery of IEP math goals 		<ul style="list-style-type: none"> Increased ability in counting and math facts

Island Park Diversity Reflection on the 2016-17 SIP Plan & 2017-18 SIP

Section 1: REFLECTION on the 2016-2017 Island Park SIP Plan - Diversity Plan

Diversity Goal from Last Years SIP

Promote institutional change at Island Park that acknowledges and serves our diverse community through research based-practices, structures and activities that nurture an inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

Global Reflection on 2016-17 Diversity/Inclusion SIP Goal Island Park made solid gains in implementing diversity and inclusive initiatives. The school fully implemented a P.B.I.S. (Positive Behavior Intervention and Support) system. This included posters throughout the school that outlined expected common behaviors, aligned behavior referral slips, and related Eagle S.O.A.R. tickets that recognized and rewarded expected behaviors. Mindfulness strategies continue to be taught in every classrooms. Lessons focused on positive coping skills, decreasing anxiety and impulsivity, while increasing focus, attention, empathy, and self-awareness. A PLC continues to actively meet and do work around this.

Island Park participated with her sister schools in diversity training sessions with both Ben Ibale (WEA diversity trainer) and Dr. Caprice Hollins (from Cultures Connecting). Four sessions throughout the school year focused on strategies to strengthen productive staff/student relationships and how to engage in courageous conversations around race. Island Park added the "That's a Family" curriculum in fourth grade to acknowledge and teach about our diverse family communities. Classroom teachers continued to recognize, teach about and celebrate the many cultures, religions, personal challenges, and other unique characteristics found in our student population. Positive messages around cultural diversity and inclusion were delivered through events such as International night, a Tap Root Theater anti-bullying assembly, and the Bochinche (Latin American Music) concert. All classrooms continued to implement the Second Step social/emotional curriculum. Office referrals for severe student behavior continued to decline; only one HIB investigation was conducted which found no incidence of bullying. Individual classrooms incorporated diversity and inclusion themes in their writing, literacy choices and classroom meetings.

What did grade-level teams do last year to support our diversity goal?

Kindergarten & 1st Grade

The Kindergarten and 1st grade teams implemented Mindfulness, Second Step, Celebrating Diversity of Families from Parent Volunteers, books, class discussions, Scholastic News, Theme Stories, attending diversity training, PLC Discussions, discussing treating others the way you want to be treated.

2nd Grade

The 2nd grade team implemented mindfulness, second step, and community building activities with the class. Parent speakers came to class to discuss cultural backgrounds some of which were represented in the classroom. Team members also attended district directed diversity speaker sessions.

3rd Grade

The 3rd grade teachers integrated mindfulness, and Second Step into our teaching practice. We began the year with community building activities and encouraged students throughout the year to reflect on their cultural and ethnic backgrounds to develop an understanding of the valuable unique qualities they all bring to our learning community.

4th Grade

The 4th grade team invited a speaker for Japanese internment who shared artifacts and first and third person stories about experiences. We also discussed in depth civil rights and students created poster timelines for the life of Martin Luther King and incorporated reading that represented diverse cultures and backgrounds. Our classroom environment in 4th grade classrooms fostered cultural sensitivity and inclusion and activities and student work reflected inclusive atmosphere. One team member invited a parent to share with class about Hindu culture.

5th Grade

The 5th grade team integrate mindfulness, habits of mind, and Second Step into our daily practice to meet our diversity goal. We have intentional lessons in each of the three components to teach skills and continue to practice and integrate those skills into the curricular areas. We start the year having students reflect on themselves and their place in the community and their cultural and ethnic backgrounds to develop an understanding of the valuable unique qualities they bring to our learning community.

Section 2: Island Park School Improvement Plan 2017-18

Diversity/Inclusion Goal for this year's SIP

Continue to acknowledge our diverse school community and foster an inclusive, mindful, culturally sensitive, and welcoming school community.

Kindergarten		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
The Kindergarten team will foster each student's ability to treat others with respect and kindness. We teach, model, and help students progress towards these goals.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Weekly Second Step ● Mindfulness ● Scholastic News 	<ul style="list-style-type: none"> ● Curricular activities: social studies unit on "Families" and "Neighborhoods" ● Implementing SOAR and PBIS policies in the classroom and around the school 	<ul style="list-style-type: none"> ● Parent presenters to show real-life examples of diverse cultures ● Respect for culture through curriculum.
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Mindfulness journals ● Diverse books in our libraries 	<ul style="list-style-type: none"> ● Classroom climate ● Mindfulness journals 	<ul style="list-style-type: none"> ● Behaviors at recess, lunch, and around school building.
1st Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
The 1st grade team will foster each student's ability to treat others with respect and kindness. We teach, model, and help students progress towards these goals.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Weekly Second Step ● Mindfulness ● Curricular projects: social studies unit on "Families" and "Neighborhoods" 	<ul style="list-style-type: none"> ● Implementing SOAR and PBIS policies in the classroom and around the school ● Parent presenters to show real-life examples of diverse cultures 	<ul style="list-style-type: none"> ● Respect for culture through curriculum ● Scholastic News ● Class Projects
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Mindfulness journals ● Diverse books in our libraries 	<ul style="list-style-type: none"> ● Classroom climate ● Mindfulness journals 	<ul style="list-style-type: none"> ● Behaviors at recess, lunch, and around school building.

2nd Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
The 2nd grade team will foster each student’s ability to treat others with respect and kindness. We teach, model, and help students progress towards these goals.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> • Conferences with parents and families • Curricular projects: social studies unit on culture “A World of Many People,” culture box project, 	<ul style="list-style-type: none"> • Second step/mindfulness • Implementing SOAR and PBIS policies in the classroom and around the school 	<ul style="list-style-type: none"> • Classroom climate
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> • Student work • Mindfulness journals 	<ul style="list-style-type: none"> • Behaviors at recess, lunch, and hallways. 	<ul style="list-style-type: none"> • Classroom climate
3rd Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
The 3rd grade team we will focus on the social/emotional growth of our students. Additionally, we believe all students need to develop the ability to reflect and understand the importance/value of the unique qualities that each individual brings to build a truly rich learning/school community.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> • Parent/Student Communication • Curricular projects that reflect student’s culture, ethnic background, and uniqueness • Weekly Communication 	<ul style="list-style-type: none"> • Weekly Lessons on Second Step and Mindfulness • Conferences with students and families • Respect for culture through curriculum, ie. Native American unit, MLK 	
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> • Student Work • Self-Reflections • Feedback from Parents 	<ul style="list-style-type: none"> • Monitor Classroom Climate • Behavior Referrals 	

4th Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
The 4th grade team will focus on fostering empathy and respect among students; appreciation of diverse backgrounds; kindness towards others and self.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● In Social Studies, students learn about characteristics and important roles of diverse groups that contributed to development of region ● Mindfulness activities (ex: sending kind thoughts to others) 	<ul style="list-style-type: none"> ● Activities focused on student awareness of their own identities to foster self-acceptance in different settings ● Second Step curriculum 	<ul style="list-style-type: none"> ● In literacy, books that represent various cultures are read and discussed to increase student awareness of diversity in various contexts ● Cultural presentations (ex: Japanese internment speaker; MLK/Civil Rights Timeline)
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Student Work ● Self-Reflections 	<ul style="list-style-type: none"> ● Feedback from Parents ● Monitor Classroom Climate 	<ul style="list-style-type: none"> ● Mindfulness Journals
5th Grade		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
The 5 th grade team will be focusing on the social/emotional growth of our students. Additionally, we believe all students need to develop the ability to reflect and understand the importance/value of the unique qualities that each individual brings to build a truly rich learning/school community.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> ● Student buy-in and success with completing diversity assignments and lessons. ● Students reflections on the success of their work and its impact on the learning community. ● Classroom Compacts 	<ul style="list-style-type: none"> ● Our community (parents, teachers, students) response to student diversity projects we display. ● Curricular projects that reflect student’s culture, ethnic background, and uniqueness 	<ul style="list-style-type: none"> ● Weekly Lessons on Second Step, MIndfulness, and Habits of Mind ● Conferences with students and families ● Weekly Communication ● Field Trips to our Community ● Parent/Student Survey
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● Student Work ● Self-Reflections 	<ul style="list-style-type: none"> ● Feedback from Parents ● Monitor Classroom Climate 	<ul style="list-style-type: none"> ● Behavior Referrals

Specialists		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
Building a more inclusive school community that learns about and celebrates diversity.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> Spanish: Explore different countries in the world that speak Spanish 	<ul style="list-style-type: none"> P.E.: Epic curriculum lessons that address compassion, respect and inclusiveness. P.E.: Olympics--students choose a country and learn about their unique sports 	<ul style="list-style-type: none"> Music: Native American grant for Haida guest to teach, music, dance and poetry Music: students learn about different cultures through songs (piano songs, recorder songs, African American History Month, Lunar New Year songs, etc.)
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> Students will have a greater awareness of Spanish speaking countries in the world 	<ul style="list-style-type: none"> Students will display compassion, respect and inclusiveness during PE Students will gain a greater understanding of different countries by learning about their unique sports 	<ul style="list-style-type: none"> Students will be able to perform songs from other countries and cultures Students will gain a greater awareness of music from other cultures through learning and singing multicultural songs

Special Education		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
The Special Education team will focus on the inclusion of special needs students in the general education classroom and school wide activities.		
Strategic Action <i>(What will our action steps be?)</i>		
<ul style="list-style-type: none"> Classroom presentations on learning and social diversity 	<ul style="list-style-type: none"> Consultation with general classroom teachers to provide modifications and accommodations for students to access the curricula 	<ul style="list-style-type: none"> Consultation and collaboration with the University of Washington concerning inclusion of targeted students in their general education classroom
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> Completion of classroom presentations 	<ul style="list-style-type: none"> Accommodations implemented in the general education classrooms and increased inclusion of Special Education students in classrooms 	

School-Wide		
Area of Focus <i>(What are we focusing on as a grade-level to support the school-wide Diversity SIP goal?)</i>		
Our school is focusing on implementing lessons from the district approved Mindful School curriculum (Mindful Schools, 2013) to provide specific instruction in the area of social-emotional development.		
Strategic Action <i>(What will our action steps be?)</i>		
Students receive lessons in the following areas:		
<ul style="list-style-type: none"> ● Increasing focus and attention ● Increasing empathy 	<ul style="list-style-type: none"> ● Increasing self-awareness ● Decreasing impulsivity 	<ul style="list-style-type: none"> ● Increasing positive coping skills ● Decreasing anxiety
Anticipated Evidence <i>(What evidence will we provide to demonstrate progress towards our area of focus?)</i>		
<ul style="list-style-type: none"> ● End of the year parent/student surveys ● Student Mindfulness journals and lesson-related activities 	<ul style="list-style-type: none"> ● Mindfulness “nomenclature” used throughout the school 	<ul style="list-style-type: none"> ● Mindfulness visuals posted